

SECTION_START



Nilsson

18th November

42

Miss Anna T. Nilsson,
c/o Jordbrukarbanken,
Malmö,
Suede.

Dear Miss Nilsson,

Mademoiselle Gampert has passed on your postcard relative to literature concerning the struggle for peace to me to answer.

I have looked through the books and pamphlets in the peace section of our exhibition, but I can find nothing which quite suits your requirements. As far as my knowledge goes, there is no short objective pamphlet dealing with the question which could serve as supplementary reading for the history lesson in the secondary school. Perhaps one of the most appropriate would be a little book by F.E. REYNOLDS, entitled "The League Experiment" (London, Nelson & Sons, 1939, 164 p. 2sh.6d. Discussion Books No.69.). Sections of "This Modern Age - An Introduction to the Understanding of Our Own Time" by F.C. Haggold (London, Christophers, 1938. 320 p. 5sh.), would also be helpful.

If you can still get them, the following books would probably be very useful for the teachers' library, for those with a good knowledge of English: "Progress in International Organization", by Manley O. Hudson (Stanford University, California, Stanford University Press or Oxford, Humphrey Milford, Oxford University Press, 1932. 162 p. £ 1.50.); "A History of Peaceful Change in the Modern World" by C.R.M.F. Cruttwell (London, Oxford University Press, 1937. 222 p. 7sh.6d.); "Peaceful Change - An International Problem" edited by C.A.W. Manning (London, Macmillan, 1937. 194 p. 5sh.); "Prelude to Peace" by Esmé Wynne-Tyson (London, The C.W. Daniel Company Ltd). The last mentioned is a project for a definite educational system providing training for peace from the nursery to adulthood, which the author calls "The World-Brotherhood Educational Movement".

With kind regards and best wishes,

Yours sincerely,

Stockholm, Söndag. 14th Feb. 3. 1941

Nilsson

The

Bureau of Education,

Geneva.

Will you kindly let the enclosed letter pass to Miss Rutts. I know her address, but it takes such a time to send it "directly" I am very grateful.

With best wishes for this year

yours sincerely

Aina T. Nilsson

18 FEB. 1941

Stockholm, Sweden, Feb. 18, 1941

Professor of Literature

University

I am very grateful
that you have given me the
time to read your book, and to
write a few lines to you in
reply.

With best wishes for this year

Yours sincerely

James T. Johnson

MB/NR

24 mai

39

Monsieur Michel LHERITIER
9, rue du Printemps
PARIS 17e.-
France.

Cher Monsieur,

Mlle Anna T. Nilsson (elle tient à son prénom, les Nilsson pullulant en Suède!) est enchantée d'apprendre que vous comptez publier son projet dans votre Bulletin. Ci-joint la petite note d'introduction qu'elle a vue et que je puis par conséquent vous garantir comme exacte. Si ~~elle~~^{la note} est trop longue, vous voudrez bien la raccourcir.

Merci encore, cher Monsieur, Bien cordialement
vôtre,

Marie Butts
Secrétaire Générale

COPIE

DET NORSKE STORTINGS NOBELKOMITE
Comité Nobel du Parlement Norvégien

Oslo, le 8 Mars 1939.
Drammensvei 19.

Conférence internationale pour l'Enseignement de l'Histoire,
Président Monsieur Rafael Altamira,
Palais de la Paix,
La Haye.

Monsieur le Président,

J'ai l'honneur de vous accuser réception de votre lettre honorée du 25 février, par laquelle vous demandez du Comité Nobel l'aide financière pour ouvrir un concours visant la rédaction d'une monographie sur l'histoire du mouvement en faveur de la Paix.

Le Comité regrette de ne pouvoir déférer à votre demande.

Veillez agréer, Monsieur le Président, l'assurance de notre haute considération.

DET NORSKE STORTINGS NOBELKOMITE

Signé :

COPIE

Monsieur le Président du Comité Nobel
du Parlement Norvégien

OSLO

Monsieur le Président,

J'ai l'honneur de vous présenter un projet de Concours mondial d'Historiens se référant au but fondamental du Comité que vous présidez.

L'idée de ce Concours n'est pas exclusive de la Conférence internationale. Elle est partagée et fortement appuyée par la Ligue internationale pour l'éducation nouvelle (Londres) et par le Bureau international d'Education (Genève).

La Conférence internationale pour l'Enseignement de l'Histoire s'adresse au Comité Nobel pour demander de lui l'aide financière indispensable pour mener au bout ce projet. Cette demande est faite de commun accord entre le Président et le Secrétaire de la Conférence, le professeur Michel Lhéritier.

En attendant votre réponse, Monsieur le Président, je vous prie de vouloir bien agréer l'expression de ma plus haute considération.

Adresse personnelle :
N. Rafael Altamira, .
Palais de la Paix,
La Haye.

COPIE

COMITE INTERNATIONAL DES SCIENCES HISTORIQUES

Paris, le 20 avril 1939.

Chère Mademoiselle,

M. Altamira agissant auprès du Comité Nobel, comme président de la Conférence pour l'enseignement de l'histoire, n'a pas été heureux dans sa démarche en faveur du projet que vous aviez bien voulu lui confier. Je vous prie de trouver ci-joint la lettre qu'il a reçue.

Il me prie de vous dire qu'il ne serait pas froissé que vous cherchiez un autre moyen pour faire aboutir le projet en question. Je tiens à votre disposition pour l'un de vos voyages à Paris les papiers que vous aviez bien voulu me confier à moins que vous ne préféreriez que je vous les envoie par la poste. Il resterait en ce qui nous concerne, la possibilité de présenter le projet à notre Commission du C.I.S.H. pour la bibliographie de l'histoire du pacifisme. Mais cette Commission a perdu son président M. Lange et je ne sais encore qui le remplacera. Son secrétaire est M. Ter Meulen, directeur de la bibliothèque du Palais de la Paix à la Haye. Je serais surpris d'ailleurs qu'il retint l'idée du concours, tandis que celle d'une histoire du pacifisme pourrait l'intéresser peut-être.

Veuillez agréer, je vous prie, mes hommages les plus empressés.

Signé :
Michel Lhéritier.

COPIE

DET NORSKE STORTINGS NOBELKOMITE
Comité Nobel du Parlement Norvégien

Oslo, le 8 Mars 1939.
Drammensvei 19.

2 copies

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O S L O .

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Adresse personnelle:
M. Rafael Altamira,
Palais de la Paix,
La Haye.

1/ I finished the school 1929 = 10 ans. The book was
written 1924, perhaps "seul^{ment}"
could come in there?

2/ The French book edition is out of print at Bruxelles.
Maybe there are still a few copies left at Paris by the Luskers

3/ qui a été publiée premièrement en suédois, puis en Esperanto
The author was then advised to enlarge the booklet and have it
printed in one of the two League of Nations - languages, and two
editions appeared in English and after that a translation into French.
Then followed editions in Swedish, ~~Q. Finnish~~^{Obs!} Estonian ^{Obs!} Finnish,
Serbian, German, Polish, voire même en langue ~~de~~ arabe.

4/ Lorsqu'elle s'était convaincue du contraire (with exception
for Austria)

Mlle Anna T. Nilsson, de Malmö (Suède), ancien professeur des écoles officielles de cette ville, a passé les 10 ans qui se sont écoulés depuis qu'elle a pris sa retraite entièrement à travailler pour la paix. Elle est l'auteur d'un petit volume intitulé "A.B.C. du Mouvement pour la Paix, dates et faits" qui a été publié premièrement en suédois, puis en esperanto. On conseilla à l'auteur d'en réviser et augmenter le texte pour le faire paraître dans une des deux langues en usage à la S.d.N.. Deux éditions anglaises parurent ^{alors} coup sur coup, puis la brochure fut traduite en français (1), en allemand, en serbe, en estonien, en finⁿois, en polonais, voire même en langue arabe (édition abrégée); elle a rendu de grands services aux éducateurs, aux conférenciers, etc. Mlle Nilsson a visité en 1935 les pays suivants: Estonie, Lettonie, Lithuanie, Pologne, Roumanie, Bulgarie, Turquie, Yougoslavie, Hongrie, Tchécoslovaquie, Allemagne, afin d'y mener une petite enquête sur les manuels d'histoire générale en usage dans les écoles secondaires de ces pays. Elle cherchait à élucider un point surtout: les auteurs de ces manuels ont-ils fait une place au mouvement en faveur de la Paix, comme ils l'ont faite aux mouvements religieux, littéraires, artistiques, etc.? Lorsqu'elle s'était convaincue du contraire, ce qui était malheureusement trop fréquent, elle allait trouver l'auteur, le ministre de l'instruction publique, le président du comité des programmes secondaires, ou tous les trois, et - leur montrant quatre modèles qu'elle portait avec elle, manuels de MM. Isaac (France), Lange (Norvège), Munch (Danemark), Mantere (Finlande) et Montzka (Autriche) - elle cherchait à obtenir d'eux la promesse que l'omission serait réparée dans une prochaine édition. Le journal suédois Dagens Nyheter a publié, le 31 juillet 1935, une interview de Mlle ~~Nilsson~~ Anna T. Nilsson où elle raconte son périple.

(1) Paris, Librairie de la Société des Amis (Quakers), 12 rue Guy-de-la-Brosse Ve.

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A. B. C.

envoyé dans pays mahométans.

1/ Dans la deuxième édition suédoise, estonienne, finlandaise, serbe et allemande:

" L'auteur a fait de grands efforts pour se mettre en relations avec le mouvement du pacifisme parmi les nations mahométanes. Toutefois il n'y eut pas moyen d'obtenir des données et des faits précis."

2/ Edition polonaise 1937:

" L'auteur a fait de grands efforts pour se mettre en relations avec le mouvement du pacifisme parmi les nations mahométanes. On pourrait démontrer que le mahométan indien Mirzo Ghulam Achmed, dans des publications parues en ourdou et en anglais, a fait ressortir au début de ce siècle la signification de la guerre dite "Sainte" de l'Islam comme étant la lutte psychique contre le mal au dedans de nous, préparant ainsi le terrain de la compréhension pacifiste du monde islamique. Le Coran défend indiscutablement toute guerre offensive et le mot arabe "Islam" veut dire "Paix". Pour tout renseignement s'adresser au Baron O.R. von Ehrenfels, Château de Lichtenenau près de Krems/Donau, Autriche."

3/ Proposition pour l'édition suivante :

" Toutefois dans les pays islamiques il n'existe pas de sociétés de paix. Ceci est dû au fait que les adhérents de l'Islam - le terme "Islam" signifie entre autres "Paix" - croient que l'Islam, en tant que conception philosophique et ordre social, assure ipso facto l'établissement et le maintien de la paix. Par conséquent les peuples musulmans estiment superflu de travailler pour la paix en dehors de leur foi.

Pourtant il y a une certaine relation entre la paix parmi les nations et l'Islam. Cinq Gouvernements de pays islamiques sont membres de la Société des Nations, soit : l'Afghanistan, l'Egypte, l'Irak, l'Iran et la Turquie. La Syrie en fera aussi partie; l'Albanie et les Indes qui sont partiellement islamiques en sont également membres.

Un abrégé de cet ouvrage a été traduit en arabe."

mai 1939.

MB/NR

23 mai 1939.

Miss Anna T. NILSSON
Pension Rupp-Maurer
9, rue d'Italie
GENEVE

Dear Miss Nilsson,

I saw Monsieur Lhéritier in Paris. He was most kind and very sorry Mr. Altamira had been unsuccessful. He suggested printing your project in their Bulletin (Bulletin du Comité international des Sciences Historiques) and he thinks that, when the present very bad time is over, their Commission for the Bibliography of the History of Pacifism, the Secretary of which is Mr. Ter Meulen, Director of the Library of the Peace Palace at The Hague, might take some interest, not probably in a competition project *but in your* under another form.

He asks me to send him a little introduction presenting you, to print as an introduction to the questionnaire. Please let me know at once a) whether you have any objection to the printing of the paper; b) whether you agree with the enclosed little introduction. I hope you will think it all right to have the project printed.

Yours affectionally

Marie Butts

MB/NR

23 mai 1939.

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Yours affectionally

Marie Butts

Freds rörelsen i läroböckerna



Anna T. Nilsson.

Svenska på propagandaresa.

InterPELLERAR tolv länder om saken.

Finns det en rubrik om freds rörelsen i edra läroböcker i historia? I motsatt fall, vill ni laga så att det kommer in något om denna rörelse i nästa upplaga?

Med de frågorna har den svenska lärarinnan och outtröttliga fredsarbeterskan Anna T. Nilsson rest till huvudstäderna i tolv olika länder och fått svar som hon i stort sett betraktar som tillfredsställande.

Fröken Nilsson är nu tillbaka i Sverige efter sin långvariga propagandatur, som företogs i samband med hennes hemresa från den stora kvinnokongressen i Istanbul för något halvår sedan, och hon har, som man lätt kan förstå, åtskilligt att berätta om sin oförskräckta agitation för den detalj av freds rörelsen hon senast gjort till sin speciella hjärtesak.

Läroböckerna i historia ge ju korta redogörelser för sociala och kulturella företeelser med rubriker som "Nykterhetsrörelsen", "Konst och litteratur" o. s. v. — erinrar fröken Nilsson.

Mitt förslag är nu att det i läroböckerna inte borde saknas en rubrik som "Pacifismen eller freds rörelsen" eller vad man vill välja för ord. När jag för tio år sedan talade om idén rörelsen inte var betydande nog för att nämnas i de historiska läroböckerna. Men det har låtit annorlunda nu. fick jag en gång det svaret att freds-

Besök hos läroboksförfattare och skolministrar.

De länder jag besökt ha varit Estland, Lettland, Litauen, Polen, Rumänien, Bulgarien, Turkiet, Jugoslavien, Ungern, Österrike, Tjeckoslovakien och Tyskland.

Jag stannade i varje huvudstad och tog där reda på om freds rörelsens historia omnämndes i landets statligt påbjudna eller mest använda lärobok i historia för gymnasiet eller motsvarande stadier. Så stegade jag upp antingen till bokens författare eller någon honom närstående eller till undervisningsministeriet eller undervisningsprogramkommittén eller till alla samman — allteftersom det lämpade sig — och frågade om man i nästa upplaga av respektive böcker skulle vilja införa en sådan kort översikt. Jag hade samtidigt med mig prov och avskrifter på böcker från länder där ett sådant omnämnande redan blivit gjort, från Frankrike av Mallet-Isaac, från Norge av Lange, från Danmark av Munch, från Finland av Mantere och från Österrike av Montzka. Freds arbetet nämnes ju också i de svenska läroböckerna, fastän inte i någon form som gjorde dem lämpade att medta som förebilder.

Av de tolv länder jag besökte lovade man i de tio bestämt att i en kommande upplaga skulle det tillägg jag föreslog bli infört. I Österrike hade man redan fått en lärobok av det slag och propagerade för, och man försäkrade att om man skulle trycka en ny upplaga skulle man utvidga den redogörelse det var fråga om. I Tyskland fick jag också ett tillfredsställande svar, men man önskade inte att jag skulle offentliggöra ens om det var ja eller nej. I de länder där man gav bestämda löften för framtiden föreföll det som man ingalunda gjorde det bara för att bli av med en efterhängsen person, utan som om man verkligen upptäckte att man gjort sig skyldig till ett förbiseende. Ibland ville man knappast tro att freds rörelsen inte stod omnämnd förrän jag visade svart på vitt på saken med boken i hand.

— Och ni tror att dessa älskvärda löften också hållas?

— Ett löfte kan glömmas och de anteckningar som gjordes kunna naturligtvis hamna i papperskorgen, men just därför har jag bett en eller två privatpersoner på ort och ställe att hålla ett öga på de nya skolboksupplagorna. I ett fall har författaren själv redan meddelat mig att han omedelbart började förberedelserna till en ny upplaga.

En fristående detalj i freds arbetet.

Det är ju klart att den sak det här gäller bara är en liten detalj i den stora fredssaken. Jag menar inte att ett sådant omnämnande i läroböckerna som jag arbetar för skulle innehålla direkt fredspropaganda. Men eftersom fredsfrågan dock måste betraktas som den största av vår tids frågor förefaller det mig bara rättvist att eleverna skola få de huvudsakliga data och fakta som finnas att få om denna fråga. Nationernas förbund står ju omtalat i alla läroböcker, på sina håll också Kelloggspakten och Locarnoavtalet. Men de framställas utan annan bakgrund än världskriget, utan något perspektiv mot framtiden så att säga. De förebilder jag samlat äro alla mycket olika, och naturligtvis skulle framställningssättet i olika länders läroböcker alltid skifta i hög grad. Men det väsentliga skulle vara att man fick klart för sig att det existerade ett mellanfolkligt arbete för fred, en rörelse i snart sagt alla länder. Den detalj det här gäller har som angreppspunkt den fördelen att den är fristående och genomförbar och att den kan ske i varje land oberoende av andra länder. Den kostar också obetydligt vid nytryckning. Nu under min resa var det bara i två länder man just skulle göra nya upplagor, så sakens förverkligande i sin helhet dröjer naturligtvis ändå någon tid. Men att det kommer att ske, det tror jag mig glädjande nog ha skäl att hoppas.

Det kan ju tyckas djärvt av en privatperson som reser på egna medel och inte är utsänd av någon organisation att sätta i gång med ett sådant företag. Och säkert hade det varit mera praktiskt om någon världsförening tagit hand om saken. Men ni har kanske hört Alb. Thomas ord: "För att internationellt flytta en knappål — bildligt talat — behövs två lokomotiv". Och varför skall inte den enskilda kunna göra vad hon förmår i arbetet för ett stort mål. Det verkar också som om man överallt var jag kommit sett saken så. Överallt har jag nämligen mött älskvärdhet och förståelse, mycket mer än jag från början vågat hoppas.

Envoyé par Miss Soper
14 JUIN 1938

Interview published in the "Dagens Nyheter" of Stockholm on
July 30th. 1935. with Anna T. Nilsson

History Text-books and the Peace Movement.

(Swedish Teacher's Investigation Tour)

Visits twelve countries to promote interest in this matter.

Is there a chapter on the Peace Movement in the history text-books used in your country? If not, will you see to it that mention is made of the subject in the next edition of each text-book? Such are the two questions the Swedish teacher and indefatigable peace worker, Anna T. Nilsson, asked in the capital cities of twelve different countries, eliciting replies which on the whole she considered satisfactory.

Miss Nilsson is now back in Sweden from her long investigation tour, made in conjunction with her journey to the great women's conference at Istanbul, and as may be imagined she has much to tell about the reception of her message relating to a point which, in her opinion, is a very important one.

- Text-books, says Miss Nilsson, now give brief summaries of social and cultural events, under such headings as "The Temperance Movement", "Art and Literature", and so on. My proposal is that henceforth a chapter under some such heading as "The Peace Movement" should be added. When I first spoke of this ten years ago, I was told that the Peace Movement was not significant enough to be mentioned, but ideas have changed greatly since then.

Visits to Authors of Text-books and to Ministers of Education. -

- I visited the following countries: Esthonia, Latvia, Lithuania, Poland, Roumania, Bulgaria, Turkey, Yugoslavia, Hungary, Austria, Czechoslovakia and Germany. I stayed some time in their capital and enquired whether the official history text-books, or the text-books most frequently used in the secondary schools or other schools of the same grade, alluded to the Movement for Peace. Then I went to see the author of the text-book, or one of his friends, or the Minister of Education, or the Curriculum Committee, or all four of these, and I asked whether they would have a brief chapter on that subject introduced into the next edition. I brought them examples: text-books containing a chapter on the Peace Movement which I had carefully collected: those of Mallet-Isaac (France), Lange (Norway), Munch (Denmark), von Mantere (Finland), von Montzka (Austria).

In ten of the countries visited, I received a definite promise that everything possible should be done to have such a chapter inserted in forthcoming editions. In Austria, where there was one already, no objection was made to widening its scope. In Germany, where a satisfactory reply was given me, I was however asked not to tell for the present whether it was affirmative or negative. In all countries, I had the impression that promises were given me not so much in order to get rid of a bore, as because a regrettable omission had been discovered. In some places I was scarcely believed when I spoke of that omission: book in hand I had to show that I was right.

- And you believe that the promise made will be kept?

- Promises may of course be forgotten and notes slipped into the waste-paper basket, therefore I begged one or two people on the spot to be on the look-out for new editions. In one case, the author of a text-book has notified me that he is already preparing an edition with the new chapter added.

14 JUN 1938

Interview published in the 1938 Yearbook of the American Historical Association

June 14, 1938. With Anna T. Harrison

History Text-books and the Future Movement

(Special Teacher's Association Year)

Thirty twelve countries to produce interest in this matter

Is there a character in the future movement in the history

text-books? In your opinion? If not, will you say so?

That question is one of the most difficult of all

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The Subject is a Detail of the General Effort Towards Peace.--

- This is but a mere detail of the great effort towards peace. I do not ask that the passage added to the text-books should contain direct peace propaganda. But the peace question being the most important problem our time has to solve, it is only fair that schoolboys and schoolgirls should be acquainted with the outstanding events in the long struggle of mankind for peace. All the text-books mention the League of Nations, some also speak of the Kellogg-Briand Pact and the Locarno Treaty, but these are presented only against the background of the World War, without perspective or vision. The examples I showed differed widely from one another and the treatment of the subject would of course have to be extraordinarily different according to the respective countries. The main thing, the point that must be stressed, is that there has been in existence for a long time an international effort towards peace, and a Peace Movement in almost all countries. This particular subject has the advantage of being well defined, and easy to introduce into text-books, and it may be introduced in any country independently of the others. I only found two countries where new editions of history text-books were going to be issued shortly. Some time must therefore elapse before any results of my plan are seen, but I am happily convinced that they will appear later.

It may be thought that it was somewhat presumptuous on my part to travel for a self-imposed task without being delegated by an association. It certainly would have been more practical that the work should have been undertaken by a world organisation. But you probably know the saying of a French Member of Parliament that Albert Thomas was so fond of quoting, applying to international Co-opération with all its complications : "You have to get a locomotive ready in order to transport just a pin !" And why should a individual not work quite simply for a great cause as far as is possible ? At any rate it seemed to be taken for granted everywhere, and I met much more understanding kindness and good-will than I had expected.

22 Rue Penfort Rochereau
MB/NR m. Bernad
Limmer
chez

25 avril

39

Monsieur le Prof. Michel LHERITIER
Secrétaire Général du Comité international
des Sciences Historiques
9, rue du Printemps
PARIS XVIIe

Cher Monsieur,

Je vous remercie très vivement des démarches que vous avez bien voulu faire auprès de M. Altamira pour Mlle Anna T. Nilsson. Je regrette la décision défavorable du Comité Nobel sans en être très surprise car, évidemment, le moment est tout ce qu'il y a de plus mal choisi pour lancer un concours de ce genre.

Vous seriez infiniment aimable de bien vouloir envoyer à M. Altamira les remerciements de Mlle Nilsson et les miens.

Je pense me trouver à Paris pour le Comité d'Entente vendredi 19 et samedi 20 mai. Si cela ne vous dérange pas, je vous serais très heureuse d'entretenir un instant avec vous lorsque vous me rendriez les papiers que vous avez. Si toutefois, vous êtes absent de Paris en ces jours qui suivent immédiatement l'Ascension, veuillez simplement déposer les papiers entre les mains de Mme Liard, que je verrai en tous cas.

Encore mille mercis, cher Monsieur. Veuillez agréer l'expression de mes sentiments très dévoués.

Marie Butts
Secrétaire Générale

J

Peace efforts before the Great War

by Georg Landberg, docent, Uppsala University.

The Peace thought, the word taken in its widest significance, belongs to our civilization itself. It has in the history expressed itself in different forms and has become more and more different, become richer and developed : it has not only been a plaything for utopists but also been a factor in the big politics.

Our modern system of state is characterized by a strong divergence of interest between individual States. These modern States were originally created under the guide of a prince-power, then transformed, devided or joined to new unities after national principles, which further contributed to sharpen the demand for boundless selfdetermination and an effective State sovereignty. But besides, and sometimes in the most peculiar connection with these tendencies, there has appeared a search for cooperation and solidarity within the system of States, and an idea about the existence of an "international justice". This search recieves original impulses from the ideal of the human brotherhood which was born during the antiquity, and which ~~were~~ developed particularly in the Christianity and in Stoicism and also in the Roman World Empire.

These tendencies to cooperation have been promoted as well by the great conflicts as by the more and more developed relations between the States. Every important period of war shows as an after-effect a strong desire to fortify the peace. The Westphalish work for peace (1648) was seen as one for all future laid basis for joint living of the States, and was guaranteed by France and Sweden. The time after the Spanish succession-war and the great Nordic war two hundred years ago showed tendencies from the leading statesmen's side that on congresses during peacetime remove threatening subjects of conflict. After the Napoleonic wars gained this custom of making congresses new actuality. A peace society in a common sense there was no talk of. But the great powers signed a treaty (1815) and by need representatives came together to conferences to take an attitude to the threatening conflicts and handle international questions of bigger demissions. Very soon was this alliance splitted when some parts of its members tried to make it a tool for their efforts that to all costs keep down interior revolutionary and national movements, and with force keep it down through the State system, created by the treaty of Vienna. The congress idea came during such circumstances in miscredit, but became later on anyhow, be some occasions, important (e.g. in London 1830 about the Belgian question, in Berlin 1878 in the Turque question).

Many foreign-political incidents show themselves chiefly from a certain point of view as one, let be, very primitive, but Peace politic. If Carl V, Louis XIV or Napoleon I had been able to wear the mantel of Alexander the great, lay Europe for his feet, and create a government which somehow had provided for the need of the different areas, had perhaps a lasting European peace been created.- Also in the most frightening expression of the Balance-politic during the 18th century, the devision of Poland, there was besides the highrobbery-politic a sincere effort to try to prevent war-collisions in bigger areas of conflicts. The war-history of the British Empire becomes, if you think of its results, also a good deal world peace history of importance.- Unions of different kinds have in smaller areas created peace (Spain, England, Scotland, Italy, German Reich, Switzerland). The time of Information is the very first flood-period of the proper pacifisme. The ideas about natural borders, the self-determination of peoples and free trade as peace furthering factors were discussed and differentiated. The most evident was the idea

that the absolute, ambitious princes were the proper hindrances for a lasting peace and that a democratically governed, and, as it was said, therefore peaceful great power round itself ought to gather likewise thinking small powers and to create a peaceful bloc of power, which no one could defy. The revolutionising France claimed 1792 in this way to organise the European peace ! Later, during the Romantic time, did the idea about the religion as peace furtherer push back the idea about the democracy as a basis for peace. (E.G. "the Holy Alliance".)

As far as since the 14th century have projects about a league of nations sporadically seen the light of the day. Since the 18th century they grew as mushrooms from the earth. Sometimes fantastic and utopic, they anyhow sometimes showed a realistic effort to establish a solution of the great problems about the claim of self-determination and of their need of peace and cooperation. During the past half of the 19th century those league-of-nations-ideas were closely related to the older socialism concerning a radical change of the organisation of society. The first disarmament proposal was made of the russian emperor in 1816.

The Peace Movement, properly speaking, belongs to the 19th century. In the U.S.A. and in England the first peace societies were founded in 1815-1816 - after the fall of Napoleon. In 1830 the first peace society was organised on the European Continent, and from the middle of 19th century peace conferences were held, composited of representatives of private organisations in different countries. In 1889 appeared the Interparliament Union for the purpose of stimulating in State parliaments the interest. Under the influence of practical American peace propaganda, the peace friends in the middle of 19th century concentrated upon the idea of arbitration putting aside the more waste plans for a league of nations. The international diplomatic peace conferences in Haag 1899 and 1907 (on russian initiative) created an organ for international arbitration. It was only the violent peace sermon of the Great war which brought forth fixed plans for a League of Nations.

MB/NR

10 janvier

39

Monsieur Michel LHERITIER
Secrétaire Général de la Société
des Sciences Historiques
9, rue du Printemps
PARIS 17e

Cher Monsieur,

Votre carte du 5 janvier m'a fait extrêmement plaisir et je suis sûre que Mlle Nilsson sera encore plus heureuse que moi de l'acceptation de M. Altamira. Je vous suis extrêmement reconnaissante de lui avoir présenté le projet de concours de telle façon qu'il ait été disposé à l'accepter et de vouloir bien le laisser libre de disposer de votre nom.

Merci aussi de vos bons vœux. M. Piaget se joint à moi pour vous en envoyer de bien sincères. L'année débute de façon bien sombre. Espérons qu'elle s'améliorera en cours de route. Espérons surtout que la paix, basée sur la justice, finira par s'établir.

Veuillez agréer, cher Monsieur, avec mes plus vifs remerciements, l'expression de mes sentiments très dévoués.

Marie Butts
Secrétaire Générale

January 6th. 1939

Miss Anna.-T. NILSSON,
Pension Rupp,
9, rue d'Italie,
GENEVE.-

Dear Miss Nilsson,

Many thanks for your letter received this morning with the enclosures. This afternoon came a reply*from **(copy endorsed)* Mr. Michel Lhéritier whom I saw in Paris and who is as you know the General Secretary of the Historical Association (Société des Sciences historiques). He and Mr. Altamira are also the president and secretary of the International Conference for the Teaching of History. I am very glad indeed that the answer is favourable.

I do not think there is any point in sending them *the* fragment enclosed in your last letter as they have accepted ~~the~~ the programme as it stood and it would only confuse them to come back on it.

I will write on Monday to thank Mr. Lherétier for what he has done.

I am very glad to hear that you have found a method useful for learning French.

Yours affectionately,

Marie Butts
General Secretary.

Copie de la carte de M. Lhéritier,
Paris, 5 janvier 1939.

"J'ai le plaisir de vous informer que sur mon instance, et puisque vous y trouviez le parti le plus favorable, M. Altamira a accepté de patronner au Comité Nobel le projet dont vous avez bien voulu m'entretenir. Je l'ai laissé libre de disposer également de mon nom, s'il le jugeait utile. Reste à savoir si nous aboutirons et si quelque chose peut encore être fait pour la paix. Personnellement, je le crois, parce qu'au fond tout le monde a horreur de la guerre, et qu'on s'en est suffisamment approché ces derniers temps pour ne pas s'en écarter de nouveau. Mais il faut compter sur ceux pour qui la guerre est un instrument; il est vrai qu'ils en ont peut-être plus peur que les autres, pour leur propre pays...."

Geneva, 9 rue d'Italie, Jan. 5. 1939.

Dear Miss Putts,

I came back to town the 31st of Dec, I tried to translate at Geneva the letter of Docent Lundberg, headmaster of "Fjellstedtska skolan" i Uppsala, which I before has written to you about. But it was too difficult for me. Many hands have later made it a little better. I enclose two copies, because I think what I have marked with Obs! ~~is~~ shows clearly something important. I never opposed to the peace-point-of-view, but still I think it may be good to have a "section," where the history of the peace movement is exposed, also, if it may be, in sorts terms as his. Perhaps you will draw people's attention to these point-of-views?

I enclose also a quotation from a letter from the wife of prof. Katarbinsky by the University of Warsaw. I asked her to extend it or ^{to} give me an example, but she only translated it into French. I only give it to you, ^{with} no purpose.

I borrowed the great serie of Lingua-phone-records, and the family de Spangler at Bellone had borrowed a gramophone, and of those records, listening to them, ^{came} ~~was~~ the real help to begin to understand. Now I have begun to get a little bit of interest for French!

I will stay here over the Council-meeting, afterwards I expect perhaps to move on - Palestine - le Desert - I don't know.

Yours affectionately

Anne T. M.

Ce qu'il y a de plus triste, c'est ce que même les peuples dits démocratiques ne veulent sans pression rien céder de leurs richesses et commodités dans le monde.

Et la paix repose donc dans les mains des peuples riches et des gens riches.

Si ces peuples et ces gens peuvent une fois comprendre que pour une paix durable l'équilibre national et social sont absolument indispensables et tout dans le monde se dirige vers cela, nous n'aurions plus des guerres ni des révolutions.

Das allertraurigste ist aber das, dass auch die sogenannten demokratischen Völker ohne Zwang sein Zugeständnis von ihrem Reichtum und Bequemlichkeit in der Welt nicht entbehren wollen. Und der Friede liegt doch in den Händen der reichen Völker und reichen Leuten. Wenn sie einmal verstehen werden, dass ein nationales und soziales Gleichgewicht unentbehrlich ist und dass alles daran strebt, werden wir keine Kriege und Revolutionen haben.

Wanda Kotarbińska

Warschau.

Upsala, Sept. 19.1938.

Mademoiselle Anna T. Nilsson, Malmö.

Par la présente je vous remercie de votre aimable lettre et de votre "imprimé spécial" ainsi que de votre "A.B.C." qui m'était déjà bien connu.

J'ai beaucoup de sympathies pour vos efforts pour une prise de conscience plus nette dans l'enseignement de l'histoire des mouvements pacifistes.

C'est pour cette même raison que j'écrivis, il y a maintenant 10 ans, mon livre. Il est une ironie du destin et en même temps caractéristique de l'inefficacité de la réclame des maisons d'édition suédoises qu'il ne m'est parvenu que maintenant à s'attirer l'attention de la personne dans notre pays qui a travaillé plus que nul autre peut-être pour captiver l'intérêt pour le rôle historique des mouvements pacifistes.

Je suis heureux que le contact s'est fait entre nous.

Mais il arrive que nos opinions sur la forme à donner au travail concernant les mouvements pacifistes diffèrent. Je crains plutôt de réserver une section spéciale aux mouvements pacifiste et à la S.D.N. dans les livres d'enseignement. Au contraire, le mouvement pacifiste ne doit pas être traité comme un phénomène isolé et pour ainsi dire à côté de la grande politique. Vous dites vous-mêmes que les problèmes économiques ainsi que le sentiment national doivent être traités non seulement comme causes de guerre mais aussi comme raisons de paix. Il en est de même pour tout dans la vie politique - politique de balance et d'alliance et les guerres mêmes - et chaque phénomène est une expression non seulement d'intérêts combattants mais aussi d'efforts communs et de l'instinct ^{co-opérative} ~~pacifiste~~. Le manque de compréhension pour ceci a contribué à isoler les efforts pour la paix.

Pour moi, il est tout à fait clair que la S.D.N. est liée au mouvement populaire pour la paix. Pensez comme Wilson était déterminé par toute la philanthropie anglo-saxonne. De la même manière Alexandre Ier. répondait du pacifisme du temps éclairci en 1815. C'est une chose à part que le pacifisme populaire ait pour ainsi dire parcouru son propre chemin avant de fortifier la politique du jour. Mais la perspective historique on ne peut pas différencier la politique pratique et théorique et les mouvements populaires. Si l'on veut faire une description sur un front large, il faut la faire large.

C'est le point de vue pacifiste dans l'enseignement de la politique historique qui est nécessaire et non seulement un "paragraphe".

Au lieu de raisonnements fatiguants, je prends la liberté d'attirer votre attention à une causerie (imprimée) pour la radio qui fait partie de la collection "Mellanfolkligt Samarbete, Stockholm 1933". Dans l'exposé que j'y donne du "Mouvement Pacifiste d'avant guerre" j'ai exprimé pratiquement ma façon d'envisager le problème. Celui qui veut écrire ce petit pamphlet peut en tirer l'érudition qu'il veut. Je n'ai malheureusement pas le temps en ce moment, de formuler un écrit pour l'enseignement. La causerie pour la radio peut être utilisée telle qu'elle après un développement plus complet de certains points.

Avec mes remerciements chaleureux et ma considération respectueuse.

GEORG LANDBERG

Docent à l'Université d'Upsala.

Upsala, Sept. 19.1938.

Mademoiselle Anna T. Nilsson, Malmö.

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Avec mes remerciements chaleureux et ma considération respectueuse.

GEORG LANDBERG

Docent à l'Université d'Upsala.

29 novembre

38

Mademoiselle Anna T. NILSON
Pension Rupp-Maurer
9, rue d'Italie
G E N E V E

Chère Mademoiselle,

Excusez-moi de vous écrire de nouveau en français : je n'ai personne à qui dicter en anglais.

Je viens de rentrer de Paris, où j'ai vu M. Michel Lhéritier qui est à la fois le secrétaire du Comité international des Sciences Historiques et l'un des fondateurs des Congrès pour l'Enseignement de l'Histoire (La Haye, Bâle) qui ont repris le travail des Congrès d'Education Morale dans ce domaine là. Vous vous souvenez que c'est l'une des deux Associations dont j'ai toujours parlé comme pouvant s'intéresser à votre concours.

Mon Lhéritier s'y est très vivement intéressé et va communiquer tous les papiers à M. Altamira qui se porte bien maintenant et qui vient de rentrer à La Haye où il est, comme vous le savez, un des juges de la Cour internationale de Justice.

La difficulté la plus grave est que ces Congrès pour l'Enseignement de l'Histoire sont tout à fait en sommeil pour le moment. Cependant, si M. Altamira s'intéresse à votre projet, il trouvera peut-être un moyen pour le présenter, au nom de ces Congrès, au Comité Nobel.

C'est, je crois, bien notre dernier espoir. En tout cas je ne vois rien d'autre à faire si cette démarche ci ~~ne déboute~~ ^{n'aboutit} pas.

Je vous renvoie vos deux brochures que j'ai montrées à M. Lhéritier. Je lui ai remis une des traductions de celle de "Röster i Radio" et j'en ai gardé une. J'ai aussi remis à M. Lhéritier votre article dans le journal suédois avec la traduction.

M. Lhéritier a été extrêmement cordial et je suis sûre qu'il fera tout ce qu'il pourra.

Veuillez agréer, chère Mademoiselle, l'expression de mes sentiments très dévoués.

Marie Butts
Secrétaire Générale.

P.S. Il va sans dire que je serais heureuse de vous voir au Bureau lorsque vous aurez le temps de passer.

Brochure
de Radiotjänst

1933. RÖSTER I RADIO. MELLANFOLKBIGT SAMARBETE. STOCKHOLM. No. 2.

No. 2.

3p. avec Bibliogr.
Illustrée

Peace efforts before the Great War

by Georg Landberg. docent, Uppsala University.

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Our modern system of state is characterized by a strong divergence of interest between individual States. These modern States were originally created under the guide of a prince-power, then transformed, divided or joined to new unities after national principles, which further contributed to sharpen the demand for boundless selfdetermination and an effective State sovereignty. But besides, and sometimes in the most peculiar connection with these tendencies, there has appeared a search for cooperation and solidarity within the system of States, and an idea about the existence of an "international justice". This search receives original impulses from the ideal of the human brotherhood which was born during the antiquity, and which ~~wase~~ developed particularly in the Christianity and in Stoicism and also in the Roman World Empire.

These tendencies to cooperation have been promoted as well by the great conflicts as by the more and more developed relations between the States. Every important period of war shows as an after-effect a strong desire to fortify the peace. The Westphalish work for peace (1648) was seen as one for all future laid basis for joint living of the States, and was guaranteed by France and Sweden. The time after the Spanish succession-war and the great Nordic war two hundred years ago showed tendencies from the leading statesmen's side that on congresses during peacetime remove threatening subjects of conflict. After the Napoleonic wars gained this custom of making congresses new actuality. A peace society in a common sense there was no talk of. But the great powers signed a treaty (1815) and by need representatives came together to conferences to take an attitude to the threatening conflicts and handle international questions of bigger dimensions. Very soon was this alliance splitted when some parts of its members tried to make it a tool for their efforts that to all costs keep down interior revolutionary and national movements and with force keep it down through the State system, created by the treaty of Vienna. The congress idea came during such circumstances in discredit, but became later on anyhow, on some occasions, important (e.g. in London 1830 about the Belgian question, in Berlin 1878 in the Turque question).

Many foreign-political incidents show themselves chiefly from a certain point of view as one, let be, very primitive, but Peace politic. If Carl V, Louis XIV or Napoleon I had been able to wear the mantel of Alexander the great, lay Europe for his feet, and create a government which somehow had provided for the need of the different areas, had perhaps a lasting European peace been created. Also in the most frightening expression of the Balance-politic during the 18th century, the division of Poland, there was besides the highrobbery-politic a sincere effort to try to prevent war-collision in bigger areas of conflicts. The war-history of the British Empire becomes, if you think of its results, also a good deal world peace history of importance. - Unions of different kinds have in smaller areas created peace (Spain, England, Scotland, Italy, German Reich, Switzerland). The time of Information is the very first flood-period of the proper pacifisme. The ideas about natural borders, the self-determination of peoples and free trade as peace furthering factors were discussed and differentiated. The most evident was the idea

that the absolute, ambitious princes were the proper hindrances for a lasting peace and that a democratically governed, and, as it was said, therefore peaceful great power round itself ought to gather likewise thinking small powers and to create a peaceful bloc of power, which no one could defy. The revolutionising France claimed 1792 in this way to organise the European peace ! Later, during the Romantic time, did the idea about the religion as peace furtherer push back the idea about the democracy as a basis for peace. (E.G. "the Holy Alliance".)

As far as since the 14th century have projects about a league of nations sporadically seen the light of the day. Since the 18th century they grew as mushrooms from the earth. Sometimes fantastic and utopic, they anyhow sometimes showed a realistic effort to establish a solution of the great problems about the claim of self-determination and of their need of peace and cooperation. During the past half of the 19th century those league-of-nations-ideas were closely related to the older socialism concerning a radical change of the organisation of society. The first disarmament proposal was made of the russian emperor in 1816.

The Peace Movement, properly speaking, belongs to the 19th century. In the U.S.A. and in England the first peace societies were founded in 1815-1816 - after the fall of Napoleon. In 1830 the first peace society was organised on the European Continent, and from the middle of 19th century peace conferences were held, composited of representatives of private organisations in different countries. In 1889 appeared the Interparliament Union for the purpose of stimulating in State parliaments the interest. Under the influence of practical American peace propaganda, the peace friends in the middle of 19th century concentrated upon the idea of arbitration putting aside the more waste plans for a league of nations. The international diplomatic peace conferences in Haag 1899 and 1907 (on russian initiative) created an organ for international arbitration. It was only the violent peace sermon of the Great war which brought forth fixed plans for a League of Nations.

20 juin

38

Mr. Christie Tait
3 rue Muller-Brun
G e n e v e

Dear Mr. Tait,

Enclosed you will find a copy of the replies to Prof. Piaget and myself of the New Education Fellowship, relative to the project of Miss Anna T. Nilsson to be sent forward to the Nobel Committee. You will remember that it was really as successors of the Moral Education Conference that they were asked to send in an application to the Nobel Committee and that Dr Lange was anxious that the application should be signed (among other signatures) by Prof. Piaget (who is a member of the Executive Board of the New Education Fellowship). I am very sorry they have turned down the project. I do not think the suggestion of the World Federation of Education Associations is at all a good one, the Nobel Committee would I should imagine have no sort of interest or confidence in that organization.

It seems to me that this turning down of a project that even the President of the N.E.F., Mr. Zilliacus of Helsingfors, had approved of and considered suitable for the N.E.F. to present to the Nobel Committee, is an unfortunate symptom for the future of the Moral Education Conference as absorbed by the N.E.F. Do you not think so too? I fear the M.E.C. will simply cease to exist. It is a pity that Miss Nilsson's project was not presented to the Moral Education Conference a year sooner!

I am really writing to you from Sweden where I am spending my holiday. I have to be back in Geneva on July 3rd.

Yours very truly,

Marie Butts
General Secretary

14 JUIN 1938

INTERNATIONAL
HEADQUARTERS

President
BEATRICE ENSOR

Chairman
LAURIN ZILLIACUS

Vice-Chairman
A. J. LYNCH

Secretary
CLARE SOPER

VICE-PRESIDENTS OF
WORLD CONFERENCES:

PROFESSOR PIERRE BOVET
University of Geneva

PROFESSOR PAUL LANGEVIN
Collège de France

PROFESSOR SIR PERCY NUNN
University of London

DR. RABINDRANATH TAGORE
Santiniketan, India

EXECUTIVE BOARD:

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Nankai University, Tientsin

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*Founder, "Pour l'Ere Nouvelle,"
Geneva*

Mlle. AMÉLIE HAMAÏDE
Brussels

PROF. DIMITRE KATZAROFF
University of Sofia

MR. A. LISMER
Art Gallery, Toronto

MR. A. J. LYNCH, J.P.
London

DR. E. G. MALHERBE
*National Bureau of Education,
South Africa*

REKTOR G. MATTSSON
Stockholm

PROFESSOR JEAN PIAGET
*Bureau International d'Education,
Geneva*

MR. WYATT RAWSON
London

MR. F. REDEFER
*Progressive Education Assoc.,
U.S.A.*

DR. ELISABETH ROTTEN
Saanen, Switzerland

DR. HAROLD RUGG
Columbia University, N.Y.

DR. CARSON RYAN
Carnegie Foundation, New York

DR. R. ULICH
Harvard University, Mass.

DR. H. WALLON
Sorbonne, Paris

DR. EDNA NOBLE WHITE
Merrill Palmer School, Detroit

DR. L. ZILLIACUS
Helsingfors

THE NEW EDUCATION FELLOWSHIP

29 Tavistock Square, London, W.C.1

Telephone and Telegrams:
EUSTON 1890 (LONDON)

13th June, 1938.

Dear Miss Butts,

I am so sorry that the votes have gone against the world contest for historians. I rather think that if we had been able to thrash the matter out round a table, it might have been carried though; but this is an impossibility. With so many of our Executive Board in other countries we cannot undertake the project when some quite important people have voted in the negative.

Yours sincerely,



1877-1878

1877-1878

At this time the weather was very warm and the
crops were growing well. The weather was very
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1877-1878

13th June, 1938.

Dear Professor Piaget,

We have circularised particulars of the World Contest for Historians to members of the Executive Board and have now received a number of answers. At the meeting of the Headquarters Committee held on June 9th it was agreed that there were too many dissentient votes to enable us to carry out the project. I do hope you will find some other international body willing to undertake the contest. I wonder if the World Conference of Educational Associations would be interested.

Yours sincerely,

20 APR. 1938

THE NEW EDUCATION FELLOWSHIP

29 Tavistock Square, London, W.C.1

Telephone and Telegrams:
EUSTON 1890 (LONDON)

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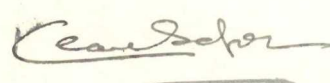
13th April, 1938.

Miss Butts,
Palais Wilson,
GENEVA.

Dear Miss Butts,

The question of the World Contest for Historians
was brought up at our Committee to-day. A copy of the scheme
was also sent to Dr. Boyd. As Dr. Boyd has certain objections
to the scheme we cannot pass it now without submitting the whole
plan to our Executive Board. This will take some time, but we
can get the material out soon after Easter and then we shall have
to wait about a month or three weeks before we can get answers
from those nearest ^{to} Headquarters. We particularly want to get
the views of our American representatives.

Yours sincerely,


Clare Soper

26 March 1938

Miss Clare SOPER,
New Education Fellowship,
29, Tavistock Square,
LONDON W.C. 1.

Dear Miss Soper,

In a letter of March 18th., Mr. Zilliacus asked me to send you, in view of the next meeting of the New Education Fellowship Committee at headquarters a copy of the project of a world contest for historians to be submitted to the Nobel Committee, at Oslo, which he has approved. I am therefore sending you by the same mail five copies, which have taken into account the only correction suggested by Mr. Zilliacus.

This contest is the project of Miss Anna T. Nilsson, of Malmö in Sweden, a retired teacher who has spent the seven years which have elapsed since her schoolwork ceased, in working actively for peace education. She has, in particular, written a little book called "A.B.C. of the Peace Movement. - Dates and Facts" which has been translated into English, French, German, Polish, Esperanto and several other languages and is now probably coming out shortly in Arabic and Czech. I happen to have a spare copy of the English and German editions which I am forwarding to you. I also enclose here an interview with Miss Nilsson which appeared in the "Dagens Nyheter" and which I am accompanying by a translation. So much for Miss Nilsson herself.

Now as to the project, it would have been presented by the Moral Education Congress had that organisation gone on existing. Dr Christian Lange, who is a member of the Nobel Committee as well as being a historian himself and the joint author of an excellent Norwegian text-book of world history for secondary schools has seen the project. He suggested a few improvements which have been incorporated and he now approves of it as it stands. He of course cannot say whether the Committee will grant the sum asked for or not, but he thinks there is a possibility that they will, if it is presented by an educational organisation like the Moral Education Congress (as it then was), and signed by at least one outstanding educationist. As

he happens to know Professor Piaget, he was quite delighted that Piaget's name should appear, as President of the Association. Now that the New Education Fellowship has absorbed the Moral Education Congress, there will be the advantage of adding the names of several well known and fine educationists to that of Professor Piaget.

I need not describe the project as you will read it for yourself. If you need any additional information, I shall be glad to send it you at once.

Mr. Zilliacus suggested that word of recommendation should be sent by Professor Piaget to your Committee. He is at the moment away, on holidays, but I sent him a little note to sign and I hope to get it back in a day or two and forward it to you. If I do not succeed in catching Professor Piaget, I will get the signature of Christie Tait, of the Unemployment and Migration Section at the International Labour Office, who was the general secretary of the Moral Education Congress and is in full sympathy with the project. The project was of course peculiarly in line with the work of the Moral Education Congress in years past, as the improvement of international relations through history books was one of their major interests.

Yours very truly,

Marie Butts
General Secretary

P.S. - I am sorry that the copies of the project, having been made by a little "stagiaire", contain a sentence on the first page which had been crossed out long ago. On page 2, the words crossed out are a correction that Mr. Zilliacus suggested.

March 5th. 1938

Mr. Laurin ZILLIACUS,
President of the "Ligue internationale
pour l'Education nouvelle",
Paltskärsгатen, 3
HELSINGFORS. -

Dear Mr. Zilliacus,

I hope you have reached home safely and have not found too terrific an accumulation of work awaiting you. But I fear this is merely an empty wish of mine.

It is only to-day that I can at last send you the project of competition to be presented to the Nobel Committee with which I acquainted you orally. I wished to be quite sure that Mr. Christie Tait, the Secretary of the former Moral Education Congress, was in perfect agreement with the project and Mr. Tait has only recently returned to Geneva. Professor Piaget, the President of the Moral Education Congress, had already expressed his agreement.

You may like to know who Miss Anna T. Nilsson, the author of the project is. Therefore I enclose an article reprinted from the Dagens Nyheter. She has submitted her project to Dr Lange, who suggested some slight alterations which have now been made. She is the most modest of women, but - personally - I think when the World Competition is finally launched her name should appear somewhere in the printed programme.

Mr. Christie Tait and Professor Piaget agree that this project is absolutely in line with the action of the Moral Education Congress in the past. It was always particularly concerned with the teaching of history for better international relations. And you said, the other day, you thought it was also quite in line with the action of the New Education Fellowship.

.....

If you require several copies of the project, or several copies of an English translation of the interview of the Swedish newspaper, I shall be glad to let you have them.

Miss Nilesen is at present in Geneva. Both she and I will be glad to hear from you soon. It would of course be well not to let too much time elapse before the project is presented to the World Committee at Oslo. You may wish to make other suggestions about the amount of money asked for or some other of the details of the project.

Professor and Madame Bovet reached home last Friday to find one of their sons dangerously ill. What a sad homecoming ! He had a serious operation on Monday and is doing well.

It was a great pleasure seeing you the other day, but I wish you had looked less tired.

Yours very sincerely,

Marie Butts
General Secretary

Reply

Fältskärsgratan 3,
Helsingfors
18th March, 1938.

... I have carefully gone through the project to be presented to the Nobel Committee and have only minor alterations to suggest. One is, as you will see on page 2, where I think it would be better not to use the term "Moral Education Section", for the simple reason that no such division in our organization formally exists. The N.E.F. hopes not only that the fusion of the Moral Education Congress with the N.E.F. will soon be officially completed but also that the leading members of the present M.E.C. will take the initiative in planning discussions and studies centred on their particular topic. This may lead to the setting up of a Committee or Committees or some other unit of organization. At present, however, no such unit exists and I think the most correct procedure would be to have this project presented in the name of the whole N.E.F. and signed both by the members of its Committee at Headquarters and Professor Piaget. The latter represents of course both the N.E.F. and the former N.E.C.

I should suggest that copies of the project with an explanatory note be sent to Miss Soper for the Committee at Headquarters. I will also write to her saying that I approve of the project and suggesting that the Committee at Headquarters take up the matter at its next meeting. I think, however, that it would be a good thing for the project itself and a covering letter to come directly from you. If you could get a note of recommendation from Piaget as well, giving his consent to the use of his name, that would be all to the good.

signé : Laurin Zilliacus

"In consequence, the "New Education ~~International Fellowship~~", [~~Moral Education Section, this Section~~] having absorbed the Association known until 1938 as the "Moral Education Congress", is organising, and hereby announces, a Contest".

"The jury will consist of five historians or teachers of history, of great reputation, from at least three different countries. The New Education Fellowship will nominate three of them and the Foundation which gives the money, the other two. (The name of the Foundation will be added later).

Personally quite willing to reverse these numbers. L.2

CONCOURS MONDIAL D'HISTORIENS

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Considérations générales

Il semblerait qu'un type général de manuels d'histoire universelle tende, aujourd'hui, à se répandre dans le monde entier : après l'exposé des événements politiques de chaque période, des chapitres ou des paragraphes retracent les événements et décrivent les tendances et les mouvements dans les domaines social, religieux, artistique, littéraire, etc.

En ce qui concerne la période contemporaine, dont une des caractéristiques essentielles est l'interdépendance des peuples, ils commencent même parfois par décrire les tendances et les mouvements communs à tous les pays, pour passer ensuite à la description des événements politiques.

Il serait logique que le mouvement en faveur de la paix, qui se manifeste depuis les temps anciens, qui disparaît et reparait tour à tour, pour s'affirmer enfin dans les temps modernes, figurât en bon rang dans ces manuels. Ce n'est cependant le cas que pour un nombre restreint d'ouvrages. En conséquence, l'attention de la jeunesse n'est pas attirée sur ce point, elle ne se rend pas compte de l'importance du sujet, et plus tard les connaissances indispensables lui manquent pour travailler efficacement à l'établissement de la paix. Ce sont ces considérations qui ont donné naissance au concours actuel, destiné à rendre les historiens et les éducateurs attentifs à la continuité du mouvement

pour la paix à travers toute la période moderne, et à mettre en évidence les faits d'une portée universelle qui se sont passés dans les diverses parties du monde.

La "Conférence internationale pour l'Enseignement de l'Histoire", laquelle poursuit le travail concernant l'enseignement de l'histoire entrepris par le "Congrès d'Education morale", ou

la "Ligue internationale pour l'Education nouvelle", laquelle englobe l'association connue jusqu'en 1937 sous le nom de "Congrès d'Education morale",

ouvre un concours doté de trois prix, pour la rédaction d'une monographie sur

l'Histoire du Mouvement en faveur de la Paix.

Cette monographie devra être rédigée du point de vue universel et tenir compte à la fois du Mouvement populaire en faveur de la Paix et de la politique d'Etats orientée vers la paix, en citant les principaux événements de ce double mouvement. La monographie devra pouvoir servir en quelque sorte de modèle du genre d'information qui devrait être donnée dans tous les pays par les manuels d'histoire générale (période moderne) destinés aux écoles secondaires et aux cours complémentaires.

La monographie devra être conçue de façon à suggérer aux auteurs de manuels soit d'y insérer un chapitre ou une section consacrés à ce sujet, soit de répartir les faits à leur place dans le courant du volume. Elle devra pouvoir rendre service non seulement aux auteurs de manuels, mais aussi aux conférenciers,

aux instituteurs et au grand public, et pouvoir servir éventuellement de petit livre de lecture à conseiller aux écoliers comme lecture supplémentaire.

Tout concurrent peut, à sa convenance, faire précéder son travail d'un préambule exposant l'esprit et donnant le plan du manuel dans lequel s'intercalerait le chapitre sur le Mouvement en faveur de la Paix. Ce préambule ne comptera pas pour la longueur du manuscrit. Le concurrent pourra aussi ajouter à son chapitre de portée universelle, des paragraphes rattachant le Mouvement à l'histoire de son pays (un Hollandais, par exemple, exposerait brièvement le rôle de Grotius, un Tchécoslovaque, celui de Comenius, etc.). Ces paragraphes, à condition de garder une proportion raisonnable, ne compteraient pas non plus pour la longueur du manuscrit.

Longueur de la monographie

Le manuscrit ne devra pas dépasser 3.000 mots (à l'exception des addenda mentionnés dans le paragraphe précédent).

Langues

Les manuscrits doivent être écrits à la machine, à deux exemplaires, en anglais, en français ou en allemand, et envoyés à la Ligue internationale pour l'Éducation nouvelle (29, Tavistock Square, London W.C. 1.) (ou à la Conférence internationale pour l'Enseignement de l'Histoire - 15, rue Daubenton, Paris 5e).

Date de clôture du concours

Les manuscrits devront être reçus au siège de la Ligue internationale pour l'Education nouvelle avant la fermeture des bureaux, le 19 s'ils sont envoyés d'Europe, le 19 s'ils sont envoyés d'Asie, d'Afrique du Nord ou d'Amérique, le 19 s'ils sont envoyés d'Australie, de Nouvelle-Zélande, d'Afrique du Sud ou des Iles du Pacifique.

Prix

Trois prix sont prévus : un premier prix de 1.000 fr. or, un deuxième prix de 500 fr. or et un troisième prix de 300 fr. or.

Participants au concours

Seuls peuvent participer au concours : a) les auteurs de manuels d'histoire générale pour les écoles secondaires, encore en usage dans leur pays (joindre au manuscrit une enveloppe cachetée ^{sur laquelle figurent} ~~contenant~~ le pseudonyme ou la devise adoptés, ^{et contenant} le nom et l'adresse du concurrent et le titre du manuel ou des manuels dont il est l'auteur, avec une déclaration prouvant que l'un au moins des manuels est encore en usage dans les écoles); b) les auteurs d'ouvrages importants sur l'histoire de la paix (joindre les titres de ces ouvrages sous pli cacheté); c) les professeurs d'histoire d'écoles secondaires ayant publié des ouvrages sur l'enseignement de l'histoire, ou d'autres livres, brochures ou articles traitant de sujets historiques (joindre la liste de ces ouvrages sous pli cacheté).

Jury

Le jury se composera de cinq historiens ou professeurs d'histoire renommés, de trois pays différents au moins. La Ligue internationale pour l'Education nouvelle en désignera trois et la fondation donatrice de la somme nécessaire au concours, désignera les deux autres.

Publication

La monographie qui remportera le premier prix sera publiée dans la langue de l'original, probablement sans le préambule; les deux autres travaux primés pourront être imprimés dans la même brochure si le jury estime que le petit volume en deviendra plus utile. Les travaux primés ne deviendront pas la propriété de la Ligue internationale pour l'Education nouvelle. Ils seront à la disposition de tous ceux qui voudront s'en servir.

Dépenses prévues

Premier prix	fr. or	1.000.-
Deux autres prix	" "	800.-
Impression d'une brochure à 200 exemplaires au moins	" "	600.-
Indemnité aux membres du jury (200 fr.)	" "	1.000.-
Ports, impression des données du concours, etc.	" "	600.-
Total	fr. or	4.000.-

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La monographie devra être conçue de façon à suggérer aux auteurs de manuels soit d'y insérer un chapitre ou une section consacrés à ce sujet, soit de répartir les faits à leur place dans le courant du volume. Elle devra pouvoir rendre service non seulement aux auteurs de manuels, mais aussi aux conférenciers,

aux instituteurs et au grand public, et pouvoir servir éventuellement de petit livre de lecture à conseiller aux écoliers comme lecture supplémentaire.

Tout concurrent peut, à sa convenance, faire précéder son travail d'un préambule exposant l'esprit et donnant le plan du manuel dans lequel s'intercalerait le chapitre sur le Mouvement en faveur de la Paix. Ce préambule ne comptera pas pour la longueur du manuscrit. Le concurrent pourra aussi ajouter à son chapitre de portée universelle, des paragraphes rattachant le Mouvement à l'histoire de son pays (un Hollandais, par exemple, exposerait brièvement le rôle de Grotius, un Tchécoslovaque, celui de Comenius, etc.). Ces paragraphes, à condition de garder une proportion raisonnable, ne compteraient pas non plus pour la longueur du manuscrit.

Longueur de la monographie

Le manuscrit ne devra pas dépasser 3.000 mots (à l'exception des addenda mentionnés dans le paragraphe précédent).

Langues

Les manuscrits doivent être écrits à la machine, à deux exemplaires, en anglais, en français ou en allemand, et envoyés à la Ligue internationale pour l'Education nouvelle (29, Tavistock Square, London W.C. 1.) (ou à la Conférence internationale pour l'Enseignement de l'Histoire - 15, rue Daubenton, Paris 5e).

Date de clôture du concours

Les manuscrits devront être reçus au siège de la Ligue internationale pour l'Education nouvelle avant la fermeture des bureaux, le 19 s'ils sont envoyés d'Europe, le 19 s'ils sont envoyés d'Asie, d'Afrique du Nord ou d'Amérique, le 19 s'ils sont envoyés d'Australie, de Nouvelle-Zélande, d'Afrique du Sud ou des Iles du Pacifique.

Prix

Trois prix sont prévus : un premier prix de 1.000 fr. or, un deuxième prix de 500 fr. or et un troisième prix de 300 fr. or.

Participants au concours

Seuls peuvent participer au concours : a) les auteurs de manuels d'histoire générale pour les écoles secondaires, encore en usage dans leur pays (joindre au manuscrit une enveloppe cachetée ^{sur laquelle figurent} ~~contenant~~ le pseudonyme ou la devise adoptés, ^{et contenant} le nom et l'adresse du concurrent et le titre du manuel ou des manuels dont il est l'auteur, avec une déclaration prouvant que l'un au moins des manuels est encore en usage dans les écoles); b) les auteurs d'ouvrages importants sur l'histoire de la paix (joindre les titres de ces ouvrages sous pli cacheté); c) les professeurs d'histoire d'écoles secondaires ayant publié des ouvrages sur l'enseignement de l'histoire, ou d'autres livres, brochures ou articles traitant de sujets historiques (joindre la liste de ces ouvrages sous pli cacheté).

Jury

Le jury se composera de cinq historiens ou professeurs d'histoire renommés, de trois pays différents au moins. La Ligue internationale pour l'Éducation nouvelle en désignera trois et la fondation donatrice de la somme nécessaire au concours, désignera les deux autres.

Publication

La monographie qui remportera le premier prix sera publiée dans la langue de l'original, probablement sans le préambule; les deux autres travaux primés pourront être imprimés dans la même brochure si le jury estime que le petit volume en deviendra plus utile. Les travaux primés ne deviendront pas la propriété de la Ligue internationale pour l'Éducation nouvelle. Ils seront à la disposition de tous ceux qui voudront s'en servir.

Dépenses prévues

Premier prix	fr. or	1.000.-
Deux autres prix	" "	800.-
Impression d'une brochure à 200 exemplaires au moins	" "	600.-
Indemnité aux membres du jury (200 fr.)	" "	1.000.-
Ports, impression des données du concours, etc.	" "	600.-
Total	fr. or	4.000.-
=====		

SECTION_END



SECTION_START



WORLD CONTEST FOR HISTORIANS

General Considerations

A common type of text-book for world history is tending to become more and more general all around the world. In such books, after the narrative setting out the political facts of each period, a series of chapters or paragraphs relate the events and describe the tendencies and movements in the social, religious, artistic and literary fields. There are also History text-books that - especially for the contemporary period, one of whose essential characteristics is the interrelatedness of countries - describe first the tendencies and movements, common to all civilised nations in the economic and social order, before passing on to the description of events. It would be logical that the Peace Movement - which began in ancient times, disappearing and reappearing by turns, to become urgent in the modern period - should occupy a place proportionate to its importance in those text-books. Such, however, is not the case with the exception of quite a small number. In consequence, the attention of young people is not aroused, they do not realise the importance of the subject and have not the necessary background to work efficiently for peace in their day and generation. Hence, this contest which will bring to the notice of historians and educationists the sequence of the peace movement throughout the modern period, and will show what are the facts stressed as the most outstanding and universal in the different parts of the world.

In consequence, the "New Education Fellowship", having absorbed the Association known until 1938 as the "Moral Education

Congress", is organising and hereby announces, a

C o n t e s t,

with three prizes attached, for a paper to be written on

The History of the Peace Movement

and to be suitable for a leaflet or small brochure as follows :

The paper must be written from the world point of view and must take into account both the Popular Peace Movement and State Policies working for a Peace Movement, giving the leading facts of the double movement. The leaflet is intended to serve as a sort of model of the information that should be given in all countries by text-books of World History (modern period) used in secondary schools and continuation classes.

The paper must be so drawn up as to be useful to authors of such text-books either for writing a separate chapter or section, to be included in the volume, or for distributing the facts in paragraphs throughout the volume, under the appropriate chapters as to date and content. The leaflet should be suitable not only for authors of text-books, but also for the information of lecturers, teachers and the public in general, and should be available as the framework of a little reader on peace, for free reading in schools.

Competitors can, if they so desire, give - in a foreword - a plan of the history book, or reader, in which they would like to incorporate the contents of their paper and explain in what spirit it is written. Competitors may also, if they wish, add to the content of their paper which is of world significance, paragraphs intended to connect the general movement with the history of the

peace movement in their own country (for instance an American would describe briefly the part played in America by William Penn, a Czech that played by King Podiebrad, etc.) These extra paragraphs would not count either for the length of the manuscript.

Maximum Length

The manuscript must not have more than 3.000 words (exclusive of the above addenda).

Language

The manuscripts must be sent in two copies, typed on one side of the paper, in English, French, or German, ~~to~~ the New Education Fellowship, (29, Tavistock Square, London W.C.1.)

Date of closure of competition

The papers must be received in the offices of the New Education Fellowship, before the closing of those offices, on the
of 19 for those coming from Europe; on the
of 19 for those coming from Asia, North Africa
and America; on the of 19 for those coming from
Australia, New Zealand, South Africa and the Islands of the Pacific Ocean.

Prizes

Three prizes will be offered : a first prize of 1.000 gold francs, a second prize of 500 and a third prize of 300.

Competitors

The only competitors allowed will be the following :

a) Authors of text-books of World History for secondary schools, whose books are still in use in their own country (kindly place in a sealed envelope bearing the pseudonym ~~or~~ motto chosen : the name and address of competitor and the title of the text-book

written by him, along with a declaration stating that the text-book is still in use); b) authors of important works on the History of Peace (the titles to be enclosed in a sealed envelope); c) teachers of history in secondary schools having published works on the teaching of history, other books, brochures or articles on historical subjects (the list of such works to be enclosed in the sealed envelope).

Jury

The jury will consist of five historians or teachers of history, of great reputation, from at least three different countries. The New Education Fellowship will nominate three of them and the Foundation which gives the money, the other two. (The name of the Foundation will be added later).

Publication

The paper having obtained the first prize will be published in the language in which it is written, in all probability without the foreword; the two other winning papers may also be printed in the same brochure with the same conditions if the jury deems that this will add to the usefulness of the little book. The winning papers will however not become the property of the New Education Fellowship. They may be used as common property.

Estimate of Expenses

	Gold francs
First prize	1.000.-
2 other prizes	800.-
Printing of a brochure (2.000 copies at least)	600.-
Indemnity to members of the jury (200frs.)	1.000.-
Stamps, printing of the announcement, etc.	600.-
	4.000.-

SECTION_END



SECTION_START



World Contest for Historians

The "International Conference for the Teaching of History", which carries on the work on behalf of history teaching inaugurated by the "Moral Education Congress", or

The "New Education International Fellowship, Moral Education Section, this section having absorbed the Association known until 1937 as the "Moral Education Congress"

hereby announces a contest, with four prizes attached, for the composition of a chapter, such as could be used as a model by the authors of text-books of World History (Modern period) for secondary schools, this chapter having as its subject

The History of the Peace Movement

The said model chapter is to have a maximum length of 1200 words, and to be written from the world point of view, so that it may serve as a model to authors of text-books of world history in all countries.

Nevertheless, competitors may, in a foreword, give the plan of the text-book in which the chapter on the Peace Movement would be inserted and explain in what spirit it is written. This ~~forward~~ foreword will not count for the length of the manuscript. Competitors may also add to their chapter of world significance, paragraphs connecting the Movement with the history of their own country. (for instance, a Dutchman would describe briefly the part played by Grotius, a Czech that played by Comenius, etc.). These paragraphs, provided they kept a reasonable proportion, would also not count for the length of the manuscript.

Prizes. The prizes offered are the following : A first prize of 1000 gold francs; three other prizes, each of 300 gold francs.

Publication. The paper having obtained the first prize will be published in ~~French and English~~ ^{the language in which it is written}, in all probability without the foreword; the three other winning papers may also be printed in the same brochure ^(with the same conditions) if the jury deems that this will add to the usefulness

of the pamphlet, not only to authors of text-books, but also to lecturers, teachers, and the public in general. The winning papers will however not become the property of the New Education Fellowship, they may still be inserted by their authors in new editions of their text-books. Other authors using them for other text-books may not simply copy them.

Jury. The jury will consist ~~of~~ five historians, or teachers of history of great reputation, from at least ~~ix~~ three different countries.

(We suggest the following : Dr. Lange (Norway); Judge Raphael Altamira of the World Court ~~at~~ at the Hague (Spain); Mr. Isaac, teacher of history and author of very well-known text-books (France); one or two members from Great-Britain, such as Commander Stephen King-Hall, for example, or Mr. Happold, (The Fellowship having its headquarters in London will naturally have ~~in~~ its preferences.)

Competitors. The only competitors allowed will be the following :

a) Authors of text-books of World History for secondary schools whose books are still in use in their own country (kindly place in a sealed envelope bearing the pseudonym~~y~~ or motto chosen: the name and address of competitor and the titles of the text-books written by him, along with a declaration stating that one at least of the text-books ~~written~~ is still in use); b) authors of important works on the History of Peace (the titles to be enclosed in the sealed envelope); c) teachers of history in secondary schools having published works on the teaching of history, either books, brochures or articles (the list of such works to be enclosed in the sealed envelope).

Language. The papers must be ~~sent~~ sent typed and in two copies, in

English, German or French.

Date. The papers must be received in the offices of the New Education Fellowship, 29 Tavistock Square, London W.C. 1; before the closing of those offices, on the of 19 for those coming from Europe; on the of 19 for those coming from Asia; *North Africa and America;* on the of 19 for those coming from Australia, New Zealand, *South Africa* and the Islands of the Pacific Ocean.

Estimate of expenses

	Gold francs :
First prize	1000
Three other prizes	900
Printing in ten languages of a <i>at least</i> brochure (2000 copies in each language)	6000
Indemnity to members of the jury <i>(200 frs.)</i>	1000
Stamps, secretarial work	500
	4.000

General considerations.

It would seem that a general type of text-book for World History is tending to spread round the world. In such books, after the narrative *setting* out the political events in each period, a series of chapters or paragraphs relate the events and describe the tendencies and movements in the social, religious, artistic and ~~the~~ literary fields. It would be logical that the Peace Movement, which began in ancient times, disappearing and reappearing by turns, to become urgent in modern times- should occupy a proportionate place in those text-books. Such, however, is not the case except for quite a small number of them. Moreover, the paragraphs on the Peace Movement that do figure in a few text-books, *often* ~~generally treat the subject~~

~~from a purely national point of view, and often only show~~ the
action of Governments. *or treat the subject too vaguely*
encourage authors to
~~put an end to this deplorable omission, by~~ marking the social,
religious, cultural and political aspects of the Peace Movement,
and stressing its universality.



Concours mondial pour les historiens

La "Conférence internationale pour l'Enseignement de l'Histoire", laquelle poursuit le travail concernant l'enseignement de l'histoire entrepris par le "Congrès d'Education morale", ou

La "Ligue internationale pour l'Education Nouvelle", Section de l'Education morale, laquelle englobe l'association connue jusqu'en 1937 sous le nom de "Congrès d'Education morale",

ouvre un concours doté de quatre prix pour la rédaction d'un chapitre qui puisse servir de modèle aux auteurs de manuels d'histoire générale (période moderne) à l'usage des écoles secondaires, chapitre traitant de

l'Histoire du Mouvement en faveur de la Paix.

2.000(?) Ce chapitre devra avoir une longueur maximum de 1200 mots. Il devra

~~de 1200 mots. Il devra~~ être rédigé du point de vue universel, de façon à pouvoir servir de modèle aux auteurs de manuels d'histoire générale (c'est-à-dire universelle) dans le monde entier. Toutefois, tout concurrent pourra faire précéder son travail d'un préambule exposant l'esprit et donnant le plan du manuel dans lequel s'intercalerait le chapitre sur le Mouvement en faveur de la Paix. Ce préambule ne comptera pas pour la longueur du manuscrit. Le concurrent pourra aussi ajouter, à son chapitre de portée universelle, des paragraphes rattachant le Mouvement à l'histoire de son pays (un Hollandais, p.ex. exposerait brièvement le rôle de Grotius, un Tchèque celui de Comenius, etc.). Ces paragraphes, à condition de garder une proportion raisonnable, ne compteraient pas non plus pour la longueur du manuscrit.

Prix. Les prix offerts sont les suivants: un premier prix de 1000 fr or; 3 autres prix de 300 fr. or chacun.

Publication. Le travail ayant obtenu le premier prix sera ^{dans la langue du manuscrit envoyé} publié ~~en français et en anglais~~, éventuellement sans le préambule; les trois autres travaux primés pourront figurer aussi dans la même brochure ^(sous les mêmes conditions) si le jury estime qu'elle en deviendra plus apte à rendre

La Conférence internationale pour l'enseignement de l'histoire

Commissariat général pour l'éducation nationale

"La ligne internationale pour l'Éducation Nouvelle", section

de l'Éducation nationale, sous l'égide de l'association connue jusqu'en

1937 sous le nom de "Congrès de l'Éducation nouvelle", œuvre de son-

dehors dotée de quatre prix pour la rédaction d'un chapitre modèle des-

tiné à être inséré dans les manuels d'histoire générale, période mo-

derne, à l'usage des écoles secondaires, sur l'histoire du mouvement

en faveur de la paix. Ce chapitre devra avoir une longueur maximum

de 1000 mots. Les manuels de l'enseignement de l'histoire de la

France, de l'Europe, du monde, de l'histoire de l'humanité, de l'histoire

générale (à l'usage universelle) dans la mesure du possible, l'histoire

locale, l'histoire régionale, l'histoire nationale, l'histoire ex-

tranger, l'histoire de l'humanité, l'histoire de la civilisation, l'histoire

de la science, de la technique, de la culture, de la religion, de la

morale, de l'économie, de la politique, de la philosophie, de la

psychologie, de la sociologie, de la géographie, de la biologie, de la

physique, de la chimie, de la médecine, de l'agriculture, de l'industrie,

de l'art, de la littérature, de la musique, de la danse, de la

cinéma, de la télévision, de la radio, de la presse, de la

publicité, de la communication, de la culture de masse, de la

culture d'élite, de la culture populaire, de la culture officielle,

de la culture d'entreprise, de la culture de la famille, de la

culture de la jeunesse, de la culture de la vieillesse, de la

culture de la santé, de la culture de la maladie, de la culture

de la mort, de la culture de la vie, de la culture de la

liberté, de la culture de la justice, de la culture de la

paix, de la culture de la guerre, de la culture de la

service non seulement aux auteurs du manuel, mais aussi aux conférenciers, aux instituteurs et au grand public. Les travaux primés ne deviendront toutefois pas la propriété de la Ligue pour l'Education Nouvelle; ils pourront être insérés par leurs auteurs dans les nouvelles éditions de leurs manuels. Les autres auteurs qui s'en inspireront ne devront pas les copier textuellement.

Jury: Le jury se composera de cinq historiens ou professeurs d'histoire renommés de trois pays différents au moins. *Il sera désigné par ---*

~~Nous suggérons : Dr. Lange (Norvège) Mr. Raphael Altamira, Juge à la cour de la Haye (Espagne) M. Isaac, Professeur de Lycée et auteur de manuels très répandus (France); un ou deux Anglais, par exemple Commander Stephen King-Hall, ou M. Happold; l'Association ayant son siège à Londres aura certainement ses préférences).~~

Participants au concours. Peuvent seuls prendre part au concours : a) les auteurs de manuels d'histoire générale pour les écoles secondaires dont les manuels sont encore en usage dans leur pays (joindre au nom et à l'adresse du concurrent, dans une ~~enveloppe~~ enveloppe cachetée - portant ~~xx~~ un pseudonyme ou la devise choisie - le titre du ou des manuels dont il est l'auteur avec la déclaration que l'un au moins des manuels est encore en usage); b) les auteurs d'ouvrages importants d'histoire de la paix (en fournir les titres dans l'enveloppe cachetée); c) les professeurs d'histoire dans l'enseignement secondaire, ayant publié des travaux sur l'enseignement de l'histoire, volumes, brochures ou articles (en joindre la liste dans l'enveloppe cachetée).

Langue : Les travaux devront être envoyés en deux exemplaires/ dactylographiés, en anglais, allemand ou français.

Date : Les travaux doivent être reçus aux bureaux de la Ligue internationale pour l'Education nouvelle, 29 Tavistock Square, London W.C. I, avant la fermeture de ces bureaux le 19 pour les travaux provenant d'Europe; le 19 pour ceux qui proviennent d'Asie, et de l'Afrique du Nord et d'Amérique; le 19 pour ceux qui proviennent d'Australie et de l'Afrique du Sud, de Nouvelle-Zélande et des Iles du Pacifique.

<u>Dépenses prévues:</u>	Francs or
1er prix	1000
3 autres prix	900
Impression en 2 langues d'une brochure (2000 ex. dans chaque langue) <i>au moins</i>	600
Indemnité aux membres du jury (200 ^{fr.})	1000
Timbres, travaux de secrétaire	500
Total.....	4000.-

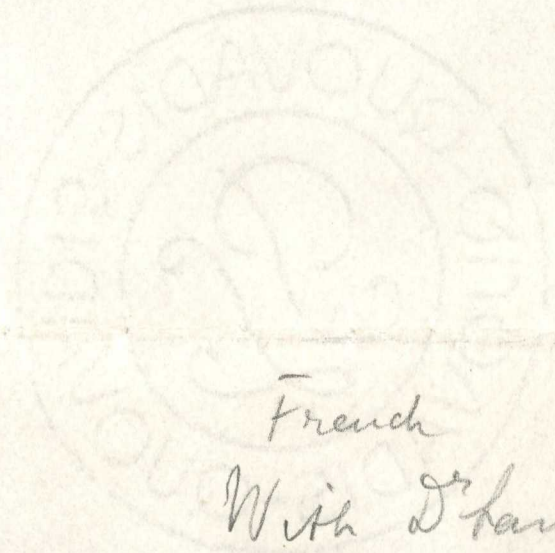
Considérations générales.- Il semblerait qu'un type général de manuels d'histoire universelle tende à se répandre dans le monde entier: après l'exposition des événements politiques de chaque période, des chapitres ou des paragraphes retracent les événements et décrivent les tendances et les mouvements sociaux, religieux, artistiques, littéraires, etc. Il serait logique que le mouvement en faveur de la paix, qui se manifeste depuis les temps anciens, qui disparaît et reparait tour à tour, pour s'affirmer enfin dans les temps modernes, figure en bon rang dans ces manuels. Ce n'est cependant le cas que pour

+ Il y en a aussi qui - notamment pour l'époque contemporaine dont l'un des traits caractéristiques est son caractère international - décrivent d'abord les tendances et les mouvements d'ordre économique, social et

Se rappelle l'effort commun à travers les peuples civilisés, avant de passer à l'époque des événements.

un assez petit nombre d'ouvrages: encore les paragraphes figurant dans quelques manuels exposent-ils ^{le plus souvent} en général le sujet ~~d'un point de vue~~ ^{n'} ~~purement national et~~ en indiquant ~~souvent~~ ^{ou de façon trop vague} que l'action des Gouvernements. Le concours actuel est destiné à ~~combler cette lacune~~ ^{encourager les auteurs à} ~~et déplorer la~~ ^à marquer les aspects sociaux, religieux, culturels et politiques du mouvement en faveur de la paix et à souligner son universalité.





French
With Dr Lange's
proposals.

THE UNIVERSITY OF TORONTO
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1912
FRENCH
WITH DR LANGE'S
PROPOSALS

BUREAU INTERNATIONAL D'ÉDUCATION

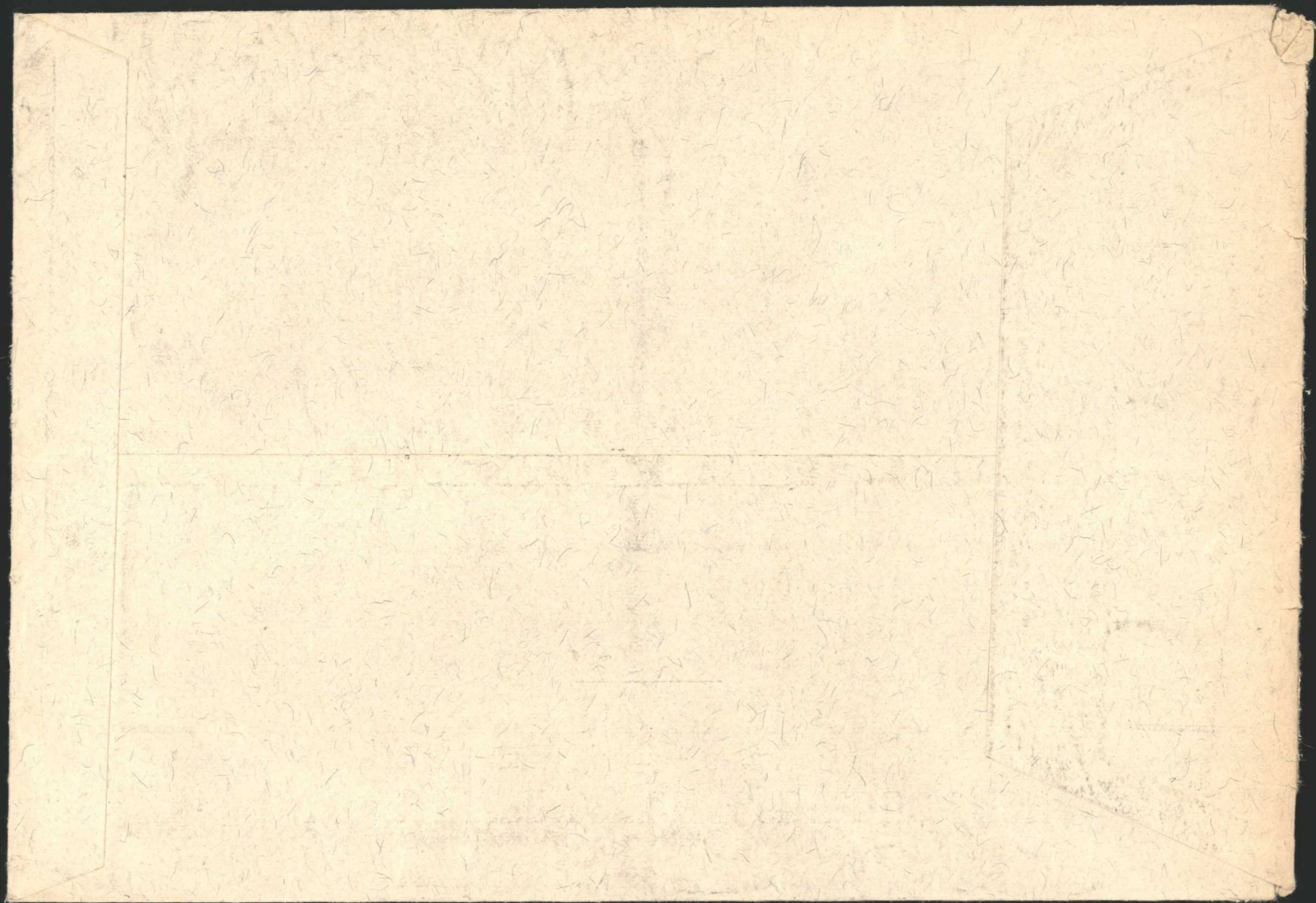
Palais Wilson — GENÈVE

MEMBRE

M. Butts

Encours

Nilsson



20 juin

38

Miss Anna T. Nilsson
Pension Rupp
9 rue d'Italie
G e n e v e

Dear Miss Nilsson,

I am really writing from Viggbyholm where I have received, at last, the reply of the New Education Fellowship and I am asking the Bureau to send you, along with this letter, the copy of Miss Soper's letters to Prof. Piaget and to me. I am very sorry indeed to have to send you such bad news. It is a great disappointment to me. The President of the New Education Fellowship, Mr. Zilliacus of Helsingfors, who was in agreement with your project, as you will remember, will be disappointed too.

Miss Soper's suggestion to apply to the World Federation of Education Associations does not seem to me a very good one, because I do not think the Nobel Committee would have any confidence in that organization. Very few people have, I believe.

I suppose we shall have to try the History Conferences of Altamira and Lhéritier. But that will take work and time. And Piaget's signature will not figure as Mr Lange wanted. Altamira would be as good, I believe, but is he still active? He is very old and a Spaniard. Well, we must try.

Greta Stendhal sends her best remembrances. We are off to Abisko on Monday. I have only a fortnight now before I return to Geneva.

Yours very sincerely,

Marie Butts
General Secretary

23 mars

38

Mademoiselle Nilsson
Pension Rupp
9, rue d'Italie
Genève

Chère Mademoiselle,

Excusez-moi de vous écrire en français, je n'ai personne à qui dicter en anglais en ce moment. J'ai reçu hier matin une bonne réponse de M. Zilliacus dont je vous mets ici la copie. Malheureusement, M. Piaget est absent pour trois semaines, il est parti justement la veille du jour où j'ai reçu la réponse de M. Zilliacus. Quelle malchance ! Je ne sais pas si je vais pouvoir l'atteindre avant son retour, mais je vais l'essayer afin de ne pas manquer la réunion du Comité de la Ligue Internationale pour l'Education nouvelle, à Londres, dont je ne sais pas la date. En tout cas, j'enverrai à Miss Soper 5 copies du projet avec une lettre explicative et je lui dirai que la lettre approbative de M. Piaget suivra, puisqu'il est tout à fait d'accord.

Veuillez agréer, Chère Mademoiselle, l'expression de mes sentiments très dévoués.

Marie Butts
Secrétaire Générale

COPY

THE NEW EDUCATION FELLOWSHIP

29 Tavistock Square, London W.C.I.

Copies
Envoyées à Miss Nilsson
et à M. Bail
Montréal à M. Piaget
et mes lettres à Miss
Nilsson et à M.
Bail lui
sont lues.

13th June, 1938.

Dear Miss Butte,

I am so sorry that the votes have gone against the world contest for historians. I rather think that if we had been able to thrash the matter out round a table, it might have been carried though; but this is an impossibility. With so many of our Executive Board in other countries, we cannot undertake the project when some quite important people have voted in the negative.

Yours sincerely,

(signed) Clare SOPER.

13th June, 1938.

Dear Professor Piaget,

We have circularised particulars of the World Contest for Historians to members of the Executive Board and have now received a number of answers. At the meeting of the Headquarters Committee held on June 9th, it was agreed that there were too many dissentient votes to enable us to carry out the project. I do hope you will find some other international body willing to undertake the contest. I wonder if the World Conference of Educational Associations would be interested.

Yours sincerely,

(signed) Clare SOPER

20 juin

38

Miss Soper
The New Education Fellowship
29 Tavistock Square
LONDON W.C.1

Dear Miss Soper,

I have to acknowledge receipt of your letters of the 13th of June to Miss Butts and to Prof. Piaget relative to the World Contest for Historians. Miss Butts is at the present time in Sweden where she is spending her holidays and I am sure she will be very disappointed of the decision of your Executive Board.

Yours sincerely,

Rachel Campert
Secretary

Genova, 9 rue d'Italie, June 21. 1938.

Dear Miss Butts,

Thank you for your letter from Wiggbyholm which I got to day with the copies of Miss Lopez's letters. Yes, it was bad news.

The World Conference of Educational Associations I rather have no idea about - more ^{than} as a kind of a nebulousness.

Before, I have tried with the History Conferences. As you know with bad consequences. I have no real hope if we try again.

I rather feel empty.

If the Nordic teachers peace association had not solely the purpose to have a conference every second year, it could be useful for this case. ---

I am pondering upon if a short review of what has been tried for this idea of having the peace history in the history textbooks could be done and sent to people who were interested, asking them to advise what ^{now} can be done. I really think then of the German Education Dep. and Foreign office, who appreciated.

Please ask Greta S. why history teachers are so against the idea. If I could understand what the real reason is, it should be easier to conquer them.

I do not know how far the new Montessori project has advanced - about a peace high school or academy? It could be tried? The Swedes ^(perhaps) for our purpose

to know to the assembly.

Fredrik Norman at Habana in Cuba has written a new book "A better world to live in" and there he approach the subject of having such a highschool (as Paul Oshet always proposed) (which ^{a.o.} every newspaperman or woman should attend).

And the Intellectual Cooperation is the worst of all!

Anyhow, my deepest thanks to you, you have been kind, helpful and faithful to me. I would do my best what ever you now propose to do.*/

My Arabic "MBC" is ready, payed and distributed. No one cheated me. I am happy about that. And it costed less than 500 frs. Because those countries concerned have "tarif réduit", most of them. So far, everything went well. Now I have to wait and see, if anyone is reading it. I have sent a copy to your bureau.

^{Queen}
M^{me} Hamada has created a branch of her East and West - society with 30 members, and Prof. Gschel as chairman, Mr. and Mrs. De Sigt as vice chairmans and Dr Jenni as secretary. M^{me} Palli also went in. It is astonishing! I have refused to be a member. Which may look as an action of envy. But it is not. But they "MBC" will try to serve ^{in the same way} and I will wait and see what they really can do. No only a "paper-organisation" may serve its purpose! East and West must rapidly come nearer to each other, not only "for union".

I hope you will have a good time at Miskos! My greetings to Greta! All friendships and ^{thanks!}

*/ I think I will tell Mr. Lange the happenings. ^{Thanks!} Anne T. Nilsson.

Nilsson

Islam and the Peace work.

In the Royal library at Stockholm there is a recently published book, printed at Lahore, India, with the name "Islam in the World", and written by Dr. med. Zaki Ali from Kairo. The book is in the same degree written for Islam's own confessors as for the Westerners, it gives a historical survey and an estimation, and is supplied with a map and a bibliography. There are about 400 millions of Mahometans in the world and they seem to be more united through their religion than separated through their belonging to different nations. The book has a friendly attitude to co-understanding and co-operation without to show an interest for the peace movement. The author is some odd thirty years and come on a medical errand to Europe, but was here seized by - as he sees it - the necessity to explain Islam and point out its value. He left his career as a surgeon - anyhow for a good many of his best years - to spread understanding and prepare the way for cooperation. - This dr. Ali has been a great help to me.

During the passed years' work with the "ABC of the Peace Movement" I have without success tried to find a contact with the confessors of Mahomet to know what they did do for Peace. Especially during a wave of heat in the summer 1933 I literally besieged the Muselman Institute at Paris, armed with interpreter and a fine recommendation, to find a trace to any peace interested Mahometan. Many times I was advised to approach the Aga Khan. But he is the representant of a state and I wanted one of the popular movements.

Finally the German "ABC" found its way to Baron Rolf v. Ehrenfels in Austria, who belongs to the Mahometan reformsect Ahmadiyya in India. This sect, which was founded in the eighties, prepares the way for the Peace Movement e.g. through stressing that the holy war, mentioned in the Quran is to be understood as a symbolic expression for the fight against the evil in ourselves and not as a war against the unbelievers. Baron v. E. put me in touch with a newspaper at Lahore.

Some readers of these lines may remember M^{me} Hamid Ali of India at the latest W.I.L. Congress at Prague. She said to me at Geneva that the Ahmadiyyasect is small and has enemies and that it is unthinkable to ask that the Indian women in this moment should take an interest in the world peace problem. The big Indian questions are burning and many women have their men, sons or brothers in prison and are alarmed for them. If this assertion included Hindu and Mahometan women alike was not said.

Two young men on a Mahometan bureau at Berlin, one of them an Indian, the other a German converted to Islam - Islam does as the Christians do missionary work - gave me a view about how the fighting spirit in the orthodox young Mahometans expressed itself. The two boys were anyhow clever though they did not understand the peace work. They gave me addresses to some Indian-Mohametan newspapers.

At Geneva I found that both societies and the League of Nations had very little contact with Islam. The League has anyhow 5 affiliated memberstates, which are Mahometanian and 2, Albania and India, with partly Mahometan inhabitants. Syria is also soon coming. But e.g. a letter in Arabic came to the League and no one was found, who could translate it. It is said that all Mahometans ought to know how to read the holy Quran in Arabic, it is certainly a truth with a modification. Though, it seems as the confessors of Islam are what is called real "believers", and with work with them it is good to remember that just for understanding. - Geneva societies with christian programmes considered themselves not finding a "common basis" for Peace work together with Islam. There was anyhow referred to "The World Congress of Faith", which was held in London in 1936. It was not a peace congress, not either a congress of religions but it was said it was the first time as Mahometans took part in such a congress. The World Peace Campaign works not with individuals but with societies and in Turkey and other Islam countries such societies are mostly forbidden, which are affiliated internationally.

How may we then reach them? - At Geneva there are some Mahometans studying at the university. I tried to create a Peace Study Group among these students. The Oriental newspapers, it is said, want very much to get news from the Occident, and I proposed that the students should give short general views of the popular peace movement of the Occident, get payment from the concerned newspapers and in this way finance the expences of the peace group. But the Oriental newspaper do not pay for such contributions. Then the proposal vanished.

—

[illegible]

Dr. Zaki Ali who is staying at Geneva the last years helped me to abridge, to adapt and to translate into Arabic my booklet "ABC of the Peace Movement". He arranged to get it cheaply printed in Algeria and supplied me with about 500 addresses to which it could be sent. Among these only one to a woman. The addresses seem to have been good, because only three of them are returned receiver not found. It was pretty fantastic with these "ABC" going away to all those fairytale countries, Lebanon, Syria, Arabia, Hedjas a.s.o.

By new year time a M^{me} Hamada came to Geneva. She is from Lebanon, is a Mahometan and belongs to the unfrightened sect of the Druses. She had been a few years in U.S.A., There are many Mahometans and she has founded at New York a society "Orient and Occident" with the aim to study the civilisation of both. Concerning the Peace work she meant that the East (those she did know) was suspicious about the peace speaking of the West and she wanted "first freedom then peace". Anyhow when she tried to found a branch of the Orient and Occident at Geneva, some members from the secretariat of the League of Nations and from peace societies wanted that "interest for the League of Nations and for peace" would be put on the programme. It was done. A branch was founded and among the board of officers were some very good names. But there are a good deal of difficulties, among others the relations between Arabs and Jews. If the society does not grow it is anyhow a token of the time.

Those notes cover not the name of this article. They give only what has come before my eyes.

Anna T. Nilsson

Translation from the newspaper of
the Swedish branch of the W.I.L.

With kind regards

2069112

Stockholm, Sibyllégat. 14, % Holmberg, July 29. 1934.

Dear Miss Pusts,

I think I will let you know that I went to Stockholm to try if the special specialist ^{here} on unlucky people who ^{can} could not wear false teeth ^{can} could help me. I have left my wintercoat a.s.o. at Geneva hoping to come back in Sept. You don't need to answer this letter. But if you have to propose something to me ^{to be done here}, this is my address.

About the peace-history competition I don't know ^{any} more than the last time I wrote. Perhaps a competition is not yet the best way to promote my idea? But what else?

I have sent your bureau a copy (in June) of the Arabic "ABC". Of the 850 copies I have sent out, only 3 have come back, not reaching the addressees. The addressees seem to have been good then. The Swedish-Arabic school in Jerusalem asks for more copies. A newspaper said that "the Egyptian Students read it with interest". On the whole some letters of thank. I am not planning for the winter, Every thing depends on the weather

Dr. Rossi has immediately sent ^{me} a card. He did not send back the things I had sent him. It looks like "to try". But it also look like "forgetting it". I do not know if I can do anything more? I have written I went away over the summer - it was done to remind him of me.

Here is now a lovely weather. I am just as in a foreign country, only concentrating on my health.

Yours very affectionately

Anna T. Nilsson

Stockholm, 14 Sibyllegatan, & Holmberg, Sept. 2. 1938.

5 SEPT. 1938

My dear Miss Putis,

Still I am as a pendulum between hope and no hope at all concerning my teeth - --

I do not know if I can come to the assembly. I have left my wintercoat at Geneva, I expect to return

I have not seen Greta I., but Miss ^("överslärare") Härner told me that Överslärare Anna Petrone, Eugeniegaten 20, Oslo, Norway, wanted to know about the prize competition (Nobel- and ^{Peace} History). She is connected with the New Education Fellowship ^{she is} (at the board, said Miss Härner) and had not heard about ^{the competition} it before. She wanted to inquire about it in the Society. I am a little afraid to take any step without to consult you, so I have not written to her to explain. I expect the question can not be reopened at the I. E. F. - p? What do you think I ought to write to her?

Then, to day I have met Dr. Reth Hennings, "läroverksråd". She said "à propos" a question: Well, you can't expect that the peace movement should be mentioned very much. Compared with The Labour-Movement

and the Women's Movement the Peace Movement ^{has} not ~~done~~
much result. ^{*/} I then explained how Dr. D. Jonsson in his ~~text~~
book for the Real-school had placed a tiny bit about
the Peace Movement just before the description of the
League of Nations. The League ^{became} ~~was~~ then anchored
both in the Peace Movement (~~and~~ = the will of the peoples)
together with to be as usual anchored in the
the Versailles treaty, as e.g. most of the employees
of the League think ^{it only is}. She agreed. She said that there
before the description of the League ~~the~~, its natural
place was, and she ^{herself} had always spoken about ~~it~~ ^{the peace} before
going ^{over} to the League. You and I have never spoken a-
bout ~~that~~ ^{the place}? I believe it should be placed 2 times: a
few words before the League history and the whole
review ^{somewhere} for itself. Do you think this ~~asf~~ has any-
thing to do with the competition ~~?~~ and its rules?
Is there anything I can do for this case when
I am here? With hearty greetings,

Yours affectionately,

Anna T. Nilsson.

*/ I think it has! The League of Nations, weak as it is,
is a big result! And the peace question is big!

Stockholm, Sibyllegården 14, % Holmberg, Sept. 5. 1938.

7 SEPT. 1938

Dear Miss Putts,

To day I have seen "Undervisningsrådet" Henniger, Drattninggatan 20^{II}. I can't tell you exactly what he is. I hope you know it before. He has to do with examining text books, printed in by a certain printing office. He showed me some new small books with good many things about the peace in ^{them} it. He personally did not believe, ~~in~~ that a prize competition would bring out much ^{of} value. He said that the ^{Svedensk} history teachers society had decided, ~~then~~ to send out two and two small books together, for teachers and pupils, with a kind of bibliographie (^{giving} sources), quotations, and binding it together with explaining text, 16 (or 32) pages, all to a help for more studium about certain aspects. For that purpose the society had formed a committee. 2 such books would appear about Christmas. He advised me to go to lektor Carlgren, who ^{is} ~~was~~ in that committee, and ask him ~~to~~ that also a history of the peace movement should be prepared. Then he said an extraordinary interesting thing: "The

committee of this learned people^{he said}, "have them to decide if the League of Nations really, as you (=I) think, is anchored in the peace movement or only in the opportunity of Wilson." x/

The learned people of Sweden I think slow to explore the connection! So I will ask you to consider if a world committee at Geneva (who will choose them?) could perhaps do such a world-book as they ^{here} (perhaps could do ~~in and~~ for Sweden? Perhaps the question could be reopened in that way?

I have a feeling it could be good.

I wait to go to Carlqven. Please let me have an answer immediately.

Yours aff-ly

Anna T. M.

x/ Do you remember 1932 I asked: Do you think the Peace Movement ever existed? And you said: Perhaps it is a invention of yours!

7 septembre

38

Miss Anna T. Nilsson
c/o Holmberg
14 Sibyllegatan
STOCKHOLM

Dear Miss Nilsson,

I tried to reply to your first letter (Sept. the 2d) yesterday, but I had a stream of visitors which interrupted me each time I began dictating and now this morning your second letter arrives. I will take them in order :

I am very sorry that your teeth are causing you so much trouble and I sincerely hope that they will be all right ultimately. ^{International} I wonder whether Overlærer Anna Sethne of Oslo is really a member of the Executive of the New Education Fellowship or whether she is not rather simply a member of the Board of the Norwegian section. If she does belong to the International Executive, I think it would be quite a good plan to send her copies of the whole correspondence, for, in that case, it would be extraordinary that she should not have heard of the affair at all. Point out to her that Ziliacus, in his last letter expressed disagreement with Prof. Boyd and sorrow that this proposal had been thrown out. I do not think that the question could be reopened with the International Executive of the New Education Fellowship unless there were an irregularity such as this would constitute : an International Executive member not consulted when it was said that all had been consulted.

I think Dr. B. Hennings' idea as to the place or places where the chapter or chapters should be inserted is probably right, but I do not think it would make the smallest difference in the wording of the competition.

Now for the second letter : I was very much interested in hearing about Mr. Henninger's piece of news and I think you should certainly see Lektor Carlgren. I met him four years ago at Greta Stendahl's and did not find him particularly inspiring, but I think that was because his English ^{or French} was very imperfect and we had difficulty in understanding one another.

International
The President
of the New
Education
Fellowship,

88
I am not enough of a historian to decide the question whether a world competition on the same lines as Mr. Henninger's Swedish books would meet with any success. You will remember that Dr. Langels main objection was that it is only the historians of a given nation who can judge how the subject should be approached by that nation and ^{that} we had great difficulty in drawing up international regulations. If historians think Dr. Henninger's approach would be good internationally and know of historians and educational people who could be gathered together into an international committee, well, all right. But the committee could not be in Geneva, as there are no historians of world reputation here, except Ferrero who would be impossible from that point of view.

Carlgren is a historian and therefore much more capable of advising you than I am.

I have been trying to get into touch with Mr. Lheritier, the General Secretary of the International Committee of Historical Sciences, who was supposed to be coming to Geneva in the beginning of September, but he has not replied to the letter I sent him (to the Zurich International Conference of Historical Sciences, which took place last week). I wanted to see him, because you will remember the alternative to the New Education Fellowship was the Conference on the Teaching of History (The Hague, Basel), under the leadership of Altamira, if they ever take place again. I am told that Altamira was at Zurich, so he would be in better health again. With warmest remembrances.

Yours very sincerely,

Marie Butts
General Secretary

1er septembre 1938

Monsieur Michel LHERITIER,
Secrétaire général du Comité
international des Sciences historiques,
Congrès des sciences historiques,
ZURICH. -

Cher Monsieur,

Je sais que vous avez écrit à notre directeur,
M. Piaget, le 23 juillet dernier que vous deviez venir
à Genève au début de septembre. Malheureusement, M.
Piaget ne sera pas de retour de ses vacances, qu'il pas-
se dans un petit trou inaccessible du Haut Valais.

Mais je serais moi-même extrêmement désireuse de
vous voir à propos du projet d'une de mes amies suédoi-
ses qui avait été patronnée par les congrès d'éducation
morale, société à peu près défunte à l'heure qu'il est.
M. Piaget et notre Bureau sont mêlés indirectement à
cette histoire et puisque vous allez vous trouver dans nos
murs, il serait utile, je crois, que je vous mette au
courant, si vous pouvez disposer d'une petite demi-heure.
Peut-être auriez-vous l'amabilité de me téléphoner, de
préférence le matin, au No 22.322, pour me fixer un ren-
dez-vous. J'ajoute que je serai absente lundi toute la
journée.

Veillez agréer, Monsieur, l'expression de
mon souvenir le meilleur.

M. Butts
Secrétaire Générale.

Geneva Dec 27. 6 1938.

Dear Miss Russett,

Dr. Lange answered immediately. About an other question too. He says:

It looks not much for "the Contest". It will be of no use to reopen it with the Nobel committee if there not is

- 1/ a detailed plan, which ^{the best}
- 2/ is supported of the most competent.

Well, that we know.

I think to go to the mountains, the 10-15 I will meet some women at Leysin. I hope to come back to Geneva in Sept.

With my best love — yours affectionately

Anna T. Nilsson.

Sept 22nd 1893

Dear Mr. [illegible]

I have just received your letter of the 19th inst. and am glad to hear that you are well. I have been thinking of you very much lately and hope you are all the same. I have been very busy lately but I have managed to find some time to write you.

I have been thinking of you very much lately and hope you are all the same. I have been very busy lately but I have managed to find some time to write you. I have been thinking of you very much lately and hope you are all the same. I have been very busy lately but I have managed to find some time to write you.

March 25th. 1938

Miss Clare SOPER,
New Education Fellowship,
29, Tavistock Square,
LONDON W.C. 1.

Dear Miss Soper,

Mr. Zilliacus thinks it will be helpful if I write a few lines to you in order that you may show it to the members of the Committee at headquarters, in respect to the project of a World Contest which would have been launched by the Moral Education Congress, had this not been now absorbed by the New Education Fellowship.

Dr Lange, of the Nobel Committee at Oslo, likes this project for which he has given many useful suggestions. He is very anxious that the application for funds from the Nobel Committee should be signed by me as well as by the educationists on the Committee of the New Education Fellowship, in view of the fact that I belong both to the Committee of the New Education Fellowship and to the now defunct Moral Education Congress. I shall of course be glad to give my signature and am in entire agreement with the project.

Yours very truly,

Jean Piaget
Director

"Laerebok i
Verdenshistorien."

II.

Chr.L.Lange og Riels Oestby. Norway 1932

Page 101.

The peace movement /the pacifism/ The disaster that war brings upon mankind induced long ago great spirits to work for creating an orderly condition of law between the States which should prepare the abolition of war. This corresponds, in the separate States of the ruling, that individuals have not the right to take the law into their own hands, at the cost of other people, and that State officials have the duty of seeing that the law is followed. The information literature of the 18th Century was penetrated with the peace idea, and Kant /i.p.276/ developed it and gave deeper reasons for it in a booklet which he called "Zum ewigen Frieden". Here he proposed the constitution of a "league of nations" between the States and for the abolition of standing armies.

After the Napoleonic wars, there began in England and America an organized Peace Movement, supported especially by the Quakers /i.p.138/; they had always held that the fifth Commandment forbade all war service. All the friends of peace did not go so far as the Quakers; many would have been satisfied with preventing offensive war and limiting the disastrous results of war with developing international law, and settling international relations according to the claims of law. As the expenses for the armed defense grew, and as more young men were called to the service of war, the attention was drawn more strongly to these problems, especially among the middle class. Peace societies were the founded also in Switzerland, Germany and other countries, and during the years 1840-50 a few international peace conferences were held.

The leader of the free trade movement, Cobden, /p.25/ his friend and co-Worker, the Quaker, John Bright, and others, joined the peace movement. They pointed out the great danger of war, which lurked in the growing armaments, and pointed out also that States, just like individual citizens, could settle their disputes through arbitration and judgement. This method had been successful in the past, e.g., in Greece in the olden times, and in Europe at the end of the Middle Ages. It was again used from about A.D. 1,800; especially did the United Kingdom and the United States use this method of settling disputes between themselves; the most famous case of arbitration being the "Alabama" arbitration of 1872 /p.81/

The Crimean War /p.74/, and the wars following it in Europe, paralysed the work of the friends of peace, and it was a long time, over thirty years, before the international peace conferences were resumed. But in 1889, a peace conference met once more, and since then they have continued regular. In the same year was founded the Interparliamentary Union, consisting of members of parliament from different countries. They also held regular conferences, and worked especially for the States should make arbitration treaties.

After the Socialists had found^{ed} the 2nd International, also in 1889 /p.94/ the organized labour movement was a good support for the peace movement, and for the fight against war.

The increased intercourse between countries contributed to a high degree to developing the feeling of brotherhood and inter-relationship between the nations, and it found expression in a variety of societies of an international form, having the most varied aims.

Little by little the peace movement began also to affect statesmen, and even the politics of the States. In 1889, on the proposal of Tsar Nicholas II, an International Peace Conference met at the Hague to consider different problems of importance for international relations. Russia proposed a limitation of armaments, but the Conference came to no agreement on this point. It adopted, however, detailed regulation to control the ma-

king of war on land and an agreement about the validity of the Geneva Convention /p.100/, also during a naval war, most important was another agreement about the peaceful settlement of international disputes, which was adopted by the Conference on the basis a draft made some years before through the Interparliamentary Union. It confirmed special rules of the arbitration procedure, and established an Arbitration Court, with a central bureau at The Hague. Several cases were judged ^{by} this court and from 1903 nearly all States entered into a certain number of contacts/or agreements binding themselves to refer special kinds of disputes mostly those which have to do with the interpretation of treaties, to the decision of the Hague Court.

The 2nd International Peace Conference met in 1907 also at the Hague. There were representatives from 44 States /at the first one 26 countries had been represented/, and it was the first real world Conference. The Conference elaborated and improved the agreement voted by the first Conference, but did not reach very important results to prevent international war. It adopted, however, ^{many} ~~many~~ agreements about naval warfare and continued thus the work of the first Conference. It was decided also that a third Conference should meet in 1915 and should endeavour to give the conferences special rules, thus ensuring regular cooperation between the States in the field of international jurisprudence.

But at the same time, the arguments grew and with them the disagreements between States. The feeble beginning of a peace order which had been created by the Hague Conferences, proved unable to hinder the out-break of a World War in 1914.

The disaster of the World War awakened in all the nations a living feeling of how necessary it is to endeavour to secure peace and international cooperation, and, in continuation of the peace work done before the war, laid down during the war conditions ~~for~~ programmes for a lasting peace. This developed into an agreement about ^{the} League of Nations.

2
Landmark.

P. Munch. World history. 1932. page 21. /The New Age/.

During the development of the strong Nationality Movement with its claim for power, an International Peace Movement made its influence. In 1815 a Peace Society was founded in North America and during the decade of 1840 /peace/ meetings were held with members from many countries. At last the Interparliamentarian Peace Conferences began, where the members of Parliament from different countries tried to make ways between the nations for understanding each other. Also the States showed keen efforts in developing the International Law, and finding means to escape war. In 1856, by a Treaty between the States, Napoleon III. got the Privateering forbidden, and in 1864 the Geneva Convention was signed, in which was stated that Ambulances and Military Hospitals would be treated as neutrals, they should be known through a red cross on a white ground. In 1899, after a Russian proposal, a Peace Conference was held at the Hague with delegates from nearly all States. An Arbitration Court was created, which would settle the disputes between States, when they themselves were willing to it. Later there were signed Arbitration Treaties between many States, in which they bound themselves to let this court settle questions of dispute, though in the most treaties there were taken away questions which touched "Chief interests", "Independence" or "Honour". Lots of treaties, in which the aim was to make arbitration easier and to humanise possible wars, were signed at a new Peace Conference at the Hague in 1907, to the contrary it never came to sincere discussions about the plans concerning the limitation of the Armaments by degrees, which were on the agenda. In 1914, however, this development was broken.

The book describes then the World War, The League of Nations and goes on p. 212.

At the end of the Great War, sincere attempts were made to create an International Organisation of Justice, which could help the present Armament politics to cease, and may open a view to peaceful settling of disputes between States.

Finland
in Finnish

Oscari Mantere and Gunnar Sarva: The fourth edition 1923.

History text book for the middle- and the girlschools and the seminaries.

The World War.

The armed peace.

In every time there have been human beings dreaming of how to remove war from the world. According to their meaning the states ought to leave all international disputes to an international arbitrary court to be settled. Especially after the middle of 19th century they began to work energetically for realising of these dreams. In 1843 was held the first international peace conference and after that has been done an untiring work for the benefit of the peace movement. Finally most of the states were also signing at to produce international treaties, in which they bound themselves to leave appearing disputes to arbitration. Especially were the small states keen on to sign such treaties. The Great Powers on the contrary thought that such a treaty may hamper too much their freedom of action; especially Germany was unwilling to make binding treaties.

The Swedish history text books mention too the History of the Peace Movement. But the wording is not especially good. No copy is therefore given from Sweden.

A.T.H.

See also Mallet - Isaac, "Histoire de France"
pages 303 - 308, and
Montzka, Wien, "Lehrbuch der Geschichte"
page 67. IV. edition 6.

...the ... of the ...

THE ...

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...the ... of the ...

...

See also *Journal of the ...*

Page 208-209, and

Journal of the ...

Page 208-209, and

Geneva, 9 rue d'Italie, % Rufop. Febr. 24. 1936.

Dear Miss Rutts,

Enclosed is the interview. Also in Swedish.

May I ask: On the third line, is it a
typing fault, "setting on" - should it be "setting out"?

When I came home and should put the
matters in its envelope I had no one left of the first
typed English ones. I think it is better that the French
one, with Lange's proposal is with you. You are to
be found on your place! But one English first copy
I will ask you to send me, later perhaps we have
to compare them, new and old.

I have lost one of my ~~handbooks~~^{gloves} (left,
white). Perhaps it was in your library? Will you
be kind enough to let ask there?

Perhaps Mr. Illiaius

Yours affectionately,

ought to see which examples

I showed the Ministers and gave them?

I enclose one of the badly typed, still left to me.

Aune T. Nilsson

I have looked at the the wording "mit Wissen
ihres Regierungs handelten". I do not understand the
Germans, but I think they have the right to declare,
that only Hitler can say "yes" or "no" to every thing.
and here is ^{as} the difference between "sign", which
the representative can do, but the state itself has
to "ratify". So I take back my opinion - "false
of them". But I do not say they are easy to go
on with.

WORLD CONTEST FOR HISTORIANS

GENERAL CONSIDERATIONS

A common type of text-book for world history is tending to become more and more general all around the world. In such books, after the narrative setting ~~out~~^{ad} the political facts of each period, a series of chapters or paragraphs relate the events and describe the tendencies and movements in the social, religious, artistic and literary fields. There are also History text-books that - especially for the contemporary period, one of whose essential characteristics is the interrelat^{ad}eness of countries - describe first the tendencies and movements, common to all civilised nations in the economic and social order, before passing on to the description of events. It would be logical that the Peace Movement - which began in ancient times, disappearing and reappearing by turns, to become urgent in the modern period - should occupy a place proportionate to its importance in those text-books. Such, however, is not the case with the exception of quite a small number. ~~Moreover, the paragraphs on the Peace Movement that do figure in a few text-books often show only the action of the governments.~~ In consequence, the attention of young people is not aroused, they do not realise the importance of the subject and have not the necessary background to work efficiently for peace in their day and generation. Hence, this contest which will bring to the notice of historians and educationists the sequence of the peace movement throughout the modern period, and will show what are the facts stressed as the most outstanding and universal in the different parts of the world.

In consequence, the "New Education International Fellowship", Moral Education Section, this Section having absorbed the Association known until 1938 as the "Moral Education Congress", is organising, and hereby announces, a

C o n t e s t,

with three prizes attached, for a paper to be written on

The History of the Peace Movement

and to be suitable for a leaflet or small brochure as follows :

The paper must be written from the world point of view and must take into account both the Popular Peace Movement and State Policies working for a Peace Movement, giving the leading facts of the double movement. The leaflet is intended to serve as a sort of model of the information that should be given in all countries by text-books of World History (modern period) used in secondary schools and continuation classes.

The paper must be so drawn up as to be useful to authors of such text-books either for writing a separate chapter or section, to be included in the volume, or for distributing the facts in paragraphs throughout the volume, under the appropriate chapters as to date and content. The leaflet should be suitable not only for authors of text-books, but also for the information of lecturers, teachers and the public in general, and should be available as the framework of a little reader on peace, for free reading in schools.

Competitors can, if they so desire, give - in a foreword - a plan of the history book, or reader, in which they would like to

incorporate the contents of their ^{paper}~~leaflet~~ and ~~also~~ explain in what spirit it is written. Competitors may also, if they wish, add to the content of their ^{paper}~~leaflet~~ which is of world significance, paragraphs intended to connect the general movement with the history of the peace movement in their own country (for instance an American would describe briefly the part played in America by William Penn, a Czech that played by King Podiebrad, etc.) These extra paragraphs would ~~also~~ not count ^{either} for the length of the manuscript.

Maximum Length

The manuscript must not have more than 3.000 words (exclusive of the above ^{ad}~~agenda~~).

Language

The manuscripts must be sent in two copies, typed on one side of the paper, in English, French or German, to the New Education Fellowship, 29, Tavistock Square, London W.C. 1.)

Date of closure of competition

The papers must be received in the offices of the New Education Fellowship, ~~29, Tavistock Square, London W.C. 1.~~ before the closing of those offices, on the _____ of 19 _____ for those coming from Europe; on the _____ of 19 _____ for those coming from Asia, North Africa and America; on the _____ of 19 _____ for those coming from Australia, New Zealand, South Africa and the Islands of the Pacific Ocean.

Prizes

Three prizes will be offered : a first prize of 1.000 gold francs, a second prize of 500 and a third prize of 300.

Competitors

The only competitors allowed will be the following :

a) Authors of text-books of World History for secondary schools, whose books are still in use in their own country (kindly place in a sealed envelope bearing the pseudonym or motto chosen : the name and address of competitor and the title of the text-book written by him, along with a declaration stating that the text-book is still in use); b) authors of important works on the History of Peace (the titles to be enclosed in a sealed envelope); c) teachers of history in secondary schools having published works on the teaching of history, other books, brochures or articles on historical subjects (the list of such works to be enclosed in the sealed envelope).

Jury

The jury will consist of five historians or teachers of history, of great reputation, from at least three different countries. The New Education Fellowship will nominate three of them and the Foundation which gives the money, the other two. (The name of the Foundation will be added later).

Publication

The paper having obtained the first prize will be published in the language in which it is written, in all probability without the foreword; the two other winning papers may also be printed in the same brochure with the same conditions if the jury deems that this will add to the usefulness of the little book. The winning papers will however not become the property of the New Education Fellowship. They may be used as common property.

Estimate of Expenses

	Gold francs
First prize	1.000.-
2 other prizes	200.-
Printing of a brochure (2.000 copies at least)	600.-
Indemnity to members of the jury (200 frs.)	1.000.-
Stamps, printing of the announcement, etc.	600.-
	4.000.-
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SECTION_END

