

THE NEEDS AND OPPORTUNITIES FOR  
MUTUAL APPRECIATION OF  
EASTERN AND WESTERN CULTURAL VALUES

—A Comprehensive Report—

by

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## INTRODUCTION

This is a comprehensive report of my study tour carried out with a Unesco fellowship for travel and study under the Organization's Programme of Participation in the Activities of Member States for 1965/1966 (East-West Major Project). The fellowship was of a duration of three months and enabled me to conduct studies in the field of international understanding. The countries of study were United Kingdom, France, Germany and Greece, with Italy added later.

I would like to take this opportunity to express my thanks for various organizations and groups of people—library personnel, government officials, teachers and students—without whose kind assistance and gracious hospitality my study tour would not have been even half successful as it has turned out.

First of all I would like to thank the Unesco for granting me such a generous fellowship. Without the grant, it would not have been possible for me to carry out such a study tour. In this connection I would like to express my gratitude for Mr. I. Dandolo, Chief, Mr. C. B. Watson, and Mr. Y. Kohno, all of Unesco Division of Fellowship Administration, for having given my application for a travel and study grant a kind and considerate thought. I also feel I am greatly indebted to Mr. K. Inoue, Japanese National Commission for Unesco; and also Mr. H. Hikosaka, of the same Commission.

My special thanks go to programme organizers of the countries I visited. They are; Mr. Kournoutos, Greek National Commission for Unesco; Miss Delaygue, French National Commission for Unesco; Mr. G. Neumann, Deutscher Akademischer Austauschdienst; Miss M. Jackson, Fellowship Department, The British Council; and Prof. Umberto Massi, Commissione Nazionale Italia.

I am also very happy to recall to my mind mutual understanding and friendship I shared with Unesco fellows from other countries; namely, Mrs. J. Guoth, from Hungary, and Mrs. L. R. Senora, from the Philippines.

**(a) A Description of Knowledge in the Field for Which the Fellowship Was Awarded, before I Began the Study Programme**

The purposes of my study tour were in the first place to observe first hand ways in which European educational systems make a contribution to international understanding, and in the second place make a study of the teaching of world history in the countries of study.

I was especially interested in visiting secondary and/or elementary schools in European countries which are taking part in the Unesco Associated Schools Project. One of the main reasons why I wished to visit these schools was that I have been active in promoting the project at my school, since it was first introduced there in 1959, and therefore international understanding has been a subject of major interest to me during the past several years. Besides being an active promoter of the project at my school, I have been on various committees the purpose of which it was to make a film strip showing the present state of the Project in Japan and to prepare a handbook of international understanding. From these experiences as well as from my experience in meeting Unesco-sponsored visitors from abroad, I was beginning to believe in the importance of mutual understanding between peoples of different countries.

The other reason why I wished to visit schools taking part in the Associated Schools Project was related to my interest in history. I have been teaching world history at a Japanese upper secondary school for more than fifteen years. During that time I have on several occasions contributed to the editing of text-books in world history. It had been my firm conviction before I began my study tour that the teaching of world history would provide an effective tool for the promotion of international understanding. By learning the history of a nation one can better appreciate the culture and way of life of the people who live there. Therefore, in my opinion, education for international understanding and the teaching of world history are in reality two jobs closely related to each other and one cannot be effective without the other.

Specifically, I tried to improve my speaking ability in English—and to some extent German—since the middle of March, 1966, when I was informed in advance of the acceptance of my application for a Fellowship. (The official letter of award did not reach me until October when I arrived in Athens) Next, I made a survey of educational conditions in the countries of study. In the meantime I prepared some 100 slides which were to be used as part of my illustrated talk on Japanese history. For I felt that international understanding must be mutual; in other words, it would be as important for me to learn about the cultural backgrounds of the peoples of the countries which I was to visit as for me to tell them something about Japan and the people who live there.

**(b) A Description of the Increase in my Knowledge in the Field of the Fellowship during the Study Programme**

It would be best to outline my study program according to the types of arrangements,

official and private. The official arrangements were the ones arranged by the program organizers of the countries of study complying with the request of the Unesco. In addition to the trips and visits arranged by organization officials, I made my own arrangements in visiting schools, museums, art galleries, libraries and research institutes that seemed to have some bearing upon my major interests in the promotion of international understanding and in the teaching of world history.

(1) Official arrangements—Outline of the study program

- 1 Oct. Arrived in Athens, Greece. Visited the Greek National Commission for Unesco only to find that no plans had been made for my benefit.
- 3 Oct. Arrived in Paris, France. Visited the French National Commission for Unesco.
- 5 Oct. Visited Division of Fellowship Administration, Unesco. Was met by Mr. Watson and Mr. Kohno
- 7 Oct. Visited Institut Pédagogique National.
- 11 Oct. Visited the same as above.
- 13 Oct. Visited Centre International d'Études Pédagogiques at Sèvres.
- 14 Oct. Visited the same as above.
- 17-19 Oct. Visited C. R. D. P. (Le Centre Regional de Documentation Pédagogique) at Dijon.
- 18 Oct. Visited Lycée Marcelle Pardé. Had a good conversation with Miss Jammes who taught history there.
- 19 Oct. Met Mr. Lavaux, Director of C. R. D. P. Mr. George, Mrs. Lachèze and Mr. Julien of the same institute helped me out very kindly. Was presented ten volumes of *La Documentation Photographique*, for which I am very grateful.
- 21 Oct. Visited Écoles Normales Supérieures.
- 24 Oct. Arrived in Bad Godesberg, Germany. Upon arrival there, I visited Deutscher Akademischer Austauschdienst.
- 25 Oct. Observed Ständige Konferenz der Kultusminister held in Bonn. Met Frau Dr. Möllenkamp who told me about the conditions of education in Germany.
- 26 Oct. Arrived in Berlin. Mr. U. Kern was my guide there.
- 27 Oct. Visited Das Pädagogische Zentrum. Talked with Mr. Holtman.
- 28 Oct. Visited Schiller Schule, Berlin Free University and Meinecke Institute.
- 30 Oct. Arrived in Hamburg.
- 1 Nov. Visited Gelehrtenschule des Johanneums.
- 2 Nov. Visited Heindrich Herz Schule.
- 4 Nov. Arrived in Hannover. Visited Der Niedersächsische Kultusminister.
- 5 Nov. Visited Bismarck Schule.
- 7 Nov. Mrs. Woytzeck, Assistant to Der Niedersächsische Kultusminister whom I had met on November 4, made a special arrangement for me to go with the Informationsfahrt der Presskonferenz on "School Buildings". Saw Schulzentrum Edemissen and other new school buildings. Observed a discussion session attended by Herr Minister Langeheine. Was given a chance to ride in a Beechcraft and see the city of Hannover from the air.

- 8 Nov. Arrived at Braunschweig. Visited Internationalen Schul-buchinstitut. Miss S. Marie gave her time to act as my guide. Was presented the Yearbook (Jahrbuch) of the Institute and some precious materials, for which I am very grateful. (I might add here the fact that over a dozen representative textbooks in history, with the guidebooks for teachers, have been sent from the Institute recently. We are planning to send them Japanese textbooks in history in return. We are hoping that an exchange of this sort will bring some meaningful results.) Also visited Internationaler Arbeitskreis Sonnenberg, where I was met by Mr. Kurt Neumann.
- 9 Nov. Arrived in Köln.
- 10 Nov. Visited Neusprachliches Gymnasium where I had an opportunity to watch Herr Eufinger's class which was conducted on the basis of the so-called "exemplarisch Methode".
- 11 Nov. St. Martin's Day. Visited Kaiserin-Augusta Schule. Frau Lwoski, Principal of the Schule, explained to me the significance of the Day and the Festival. Was impressed when her four children greeted me in English, German, French and Japanese.
- 15 Nov. Arrived in London. Was met by Miss M. Jackson at the British Council. Learned that I would have companions in the persons of Mrs. Senora from the Philippines and Mrs. M. Guoth from Hungary.
- 21 Nov. Visited Unesco National Commission for the U. K. Was met by Mr. A. B. Cozens. Visited Educational Relations Overseas at the Department of Education and Science, where I had a nice talk with Mr. P. H. Hoy.
- 22 Nov. Visited C. E. W. C. (The Council for Education in World Citizenship) where I met Miss M. Quass. Paid a visit to Dr. Henderson at the University of London Institute of Education.
- 23 Nov. Visited West Lodge Junior Mixed School. Was told by Mr. Scotney that they had an exchange program with schools in Norway. Saw a film about the exchange program. Also visited the Oversea Visual Aids Centre.
- 24 Nov. Visited Garth Secondary Boy's School. Was permitted to sit in the staff meeting, for which I am very grateful.
- 25 Nov. Visited Dane Secondary Girls' School. At this school I met a teacher who was much interested in international understanding and in the education for this purpose. Observed that several copies of "Today is History" were placed in each classroom.
- 26 Nov. Attended the Study Conference on "World Affairs 1919 to the Present Day" which was held at the University of London Institute of Education. Left London for a trip to Wales.
- (27 Nov. —3 Dec. Bangor)
- 27 Nov. Was invited by Mr. W. R. Owain-Jones to tea.
- 28 Nov. Visited Education Offices in Caernarvon where I was met by Mr. H. J. Williams. Visited Duffryn Nantlle School in the afternoon.
- 29 Nov. Visited Brynrefail School in Danrug.
- 30 Nov. Visited Normal College, Bangor. Discussed art with Mr. Williams who taught art at the College.

- 1 Dec. On account of a bad storm visits to schools were cancelled.
- 2 Dec. Visited John Bright Grammar School in Llandudno. Met Mr. Davies, one of the most active members for promoting education for international understanding in Great Britain.
- (4-9 Dec. Swansea)
- 4 Dec. Had a pleasant picnic to the Gower Peninsula. Mrs. R. J. Johns was hostess.
- 5 Dec. Visited Penlan County Secondary School where I was shown a picture album titled "Unesco-Japan", which I was told had been sent by Goka-sho Junior High School in Japan. Visited Mynyddbach County Secondary School.
- 6 Dec. Visited Bishop Gore County Secondary School, founded in 1682. Dylan Thomas, the poet, had attended this school. Visited Bishop Vaughan Roman Catholic Voluntary School which, contrary to the one I visited earlier this day, is new and was founded in September, 1965.
- 7 Dec. Visited Trebannws County Junior School. Mr. Jenkinson gave me a lecture on the history of Wales and the characteristics of its people.
- 8 Dec. Visited Pontardawe Grammar School. Met an acquaintance of mine, Mr. S. Lewis who had visited my school as a Unesco fellow in 1960. He was good enough to present me a copy of his recent book titled *Towards International Co-operation*.
- 9 Dec. Visited the College of Technology, Swansea. Saw an example of how an institution of higher education and industry could co-operate. Left for London.
- 12 Dec. Visited Alpha Secondary Mixed School. Gave an illustrated talk on the history of Japan to a group of about fifty students especially chosen for this occasion. Head-mistress Miss Abbott told me later that the students' reaction was favorable.
- 13 Dec. Visited the Historical Association. Mr. E. Hunt was good enough to answer my many questions on the teaching of history in British schools and to provide me with *The Times Literary Supplement: New Ways in History* (April 7, July 28, Sept. 8, 1966). Visited St. Albans School, the third oldest public school in Great Britain. This visit was made possible by the arrangements that Miss Jackson had made for me. (I had told her that a trip to such school might preferably be included in study program) Through the kind effort of Mr. Watkinson I was able to obtain a copy of *The Times* Special Issue on Japan (date: 13 Dec., 1966).
- 16 Dec. Arrived in Rome. Transportation from the Airport provided by the Italian Commission was much appreciated.
- 17 Dec. Visited the Commissione Nazionale Italiana where I got in touch with Professor Massi. Was introduced to Professor Paolo Brezzi. Since the Christmas recess had begun already, visits to schools could not be arranged.
- 21 Dec. Was invited to the home of Professor Brezzi. Talked with him about the late Carlo Antoni, who had left his works on Historismus, about new trends in historicism and about the educational system in Italy.
- 22 Dec. Arrived in Florence.
- 2 Jan. Returned to Japan via Madrid, Spain, and New York, U. S. A.

(2) Private arrangements

During the travels to and from countries of study and also during the study program when I was not occupied with official engagements, I made various visits to museums, libraries and other places of interest, some of which are listed below :

Taj Mahal. I visited this place on my way to Greece. Taj Mahal I saw in the full moon was one of the most beautiful scenes I had ever seen in my life.

The Pyramids. I went to see one of the Pyramids with an Indian friend of mine whom I had met on the plane.

The Acropolis of Athens. As a teacher of world history I found my trip to this place very enlightening.

The Louvre Museum. I visited this museum more than half a dozen times. I was also impressed by the grandeur of the Versailles Gardens whose 250 acres of ground simply overwhelmed me.

The Cathedral of Chartres. At the entrance to this famous cathedral I found the following instruction, which I thought was an evidence that there were some places not spoiled by greedy commercialism :

La Cathédrale est La maison de Dieu.....  
Decence—Pudeur—Respect—Silence  
Jesus-christ y est présent dans son Tabernacle  
C'est dans un Lieu Sacré que vous entrez.

The Castle of Chantilly. To my great disappointment the original "Les tres riches heures du duc de Berry" was not open for the public.

The Cathedral of Sint-Baafs. I visited this Cathedral in Gent on my way to Germany. There I was able to see "The Adoration of the Lambs" by Jan Van Eyck.

Friedrich Meinecke's Tomb in Berlin. I could not help being excited when I stood in front of the tomb of Friedrich Meinecke whose writings on the theory of history had been a constant source of inspiration for me.

East Berlin. After a trip to East Berlin I was convinced that the separation of the city of Berlin to east and west should be called tragi-comedy of the century.

Goethe Museum and the Castle of Heidelberg. Visits to these places were very educational. London. In London I had several chances to visit the British Museum, the Dickens's House, the Public Record Office Museum and other places of interest. On two different occasions I made a visit to the Parliament.

The Windsor Castle. To this place I went with my Unesco companions, Mrs. Guoth and Mrs. Senora. The trip was a most enjoyable one.

The European Office of the United Nations, Geneva. On my way to Italy I made a stopover in Geneva where I made a visit to this place.

Rome. Since no official programs were feasible, I decided to see in Rome as many historic sites as possible. I started my adventure in the relics of ancient Rome by a visit to the Forum Romanum. Michaelangelo's "Giudizio finale" which covered the ceiling of La Cappella Sistina and Raffaello's paintings which were kept at the Vatican, were some of the paintings that impressed me most. It may be said that the five-day stay in Rome

enriched my knowledge of the ancient and Renaissance Italy, which I am sure will help a great deal in teaching the history of those ages.

Florence. It was about a month after the terrible flood when I visited Florence. There I learned that the flood was often referred to as "Firenze, anno zero". However, I was greatly moved by the efforts of the citizens of Florence who were working hard to rebuild their flood-damaged city; especially by the amount of time and energy spent on the restoring of art works. The Unesco *Courier* published a special issue on Florence and Venice in January, 1967: "The International Campaign for Florence and Venice". I personally hope that the campaign will achieve the goals for which it has been started.

Plays and Music Concerts. I was very fortunate to have chances to see *Le Cid* at Comédie Française, Paris, *Faust II* at Schiller Theater, Berlin and *Macbeth* at the Royal Court Theatre, London. I enjoyed the performance of J. S. Bach's Mass in B minor which I had the opportunity to hear at St. Petri Church, Hamburg.

American Friends. I made two American friends in the persons of Mr. R. Beck and Mr. E. Gerrits. Three of us walked along the Forum Romanum one evening and enjoyed seeing the slides my American friends had taken at Alhambra, Spain. They are expected to come to Japan next June and I am looking forward to seeing them again.

Madrid and Toledo. On my way home from Italy via the western route I made stopovers at Madrid and Toledo in Spain, and New York, San Francisco and Honolulu in U. S. A. New York. I had originally had plans to visit schools in U. S. A., but due to the fact that the Christmas vacation had already begun and it did not seem feasible to make a visit to the kind of schools I wanted, such plans had to be cancelled. Therefore I made visits only to the United Nations Building and the Metropolitan Museum of Fine Arts.

Honolulu. There was snow on the ground in New York. But in Honolulu I saw many people out on the beaches swimming. Contrary to the popular notion, I could not help thinking that this was a big world we lived in.

International Friends. I met a number of government officials, library and museum personnel, and still others who were connected with the Unesco in the various countries I visited. Meeting these people was both enjoyable and educational. However, equally enjoyable and educational was meeting and exchanging ideas with peoples from other parts of the world. For we could share the same experiences and, though different in our backgrounds, we had common interests. I think I can say that the time I spent with the following people was very valuable and rewarding: Mr. Shibata with whom I traveled in India; Dr. Yaung Tai Choi of South Korea whom I met in Paris; Mr. Takayanagi who gave me his precious time in helping me out in Hannover; Miss Luisa Fernandez with whom I made acquaintance when I was in Köln; Mr. Sharma, from India, and Mr. Ercihan Düzgünoglu, from Turkey, with whom I had many a pleasant conversation while staying in London; and Mr. Ghazi bin Haji Hassan, a Malayan student studying at the College in Swansea. From the point of view of "mutual appreciation of Eastern and Western cultural values", in my opinion, these people were taking part in the Unesco program in spirit and deeds if they might be lacking official qualifications. I hope that there will be more people like them, and the path to better international understanding will



be wide open.

**(c) A Description of the Utilization and Diffusion of the Knowledge Acquired during the Fellowship within the framework of the Project for Which It Was Granted**

In describing how I propose to make use of the knowledge I acquired during my study tour and how I propose to diffuse it, I would like first of all to stress the importance of direct experience and observation and secondly to point out the necessity of understanding one's own culture before trying to understand the cultures of other nations. Then I would like to make a few suggestions for improving the existing schemes for the promotion of international understanding. It is hoped that these suggestions might be of some use to those who are concerned about the problems of international understanding, especially the problems of mutual appreciation of eastern and western cultural values.

**(1) Importance of Direct Experience and Observation.**

I do not deny the fact that study abroad is still on the whole the prerogative of a few individuals. It is true that with the advent of jet planes the East and West have been brought closer to each other—that is, in term of time required to travel the distance between the two parts of the world. Yet, I wonder how many people can afford to pay over \$ 1,200 to go to Europe or come from Europe to Japan. I do not deny either the fact that there exists a language barrier which makes it difficult for the peoples of different countries to communicate to each other freely. Those who are interested in furthering international understanding but who have no or only insufficient knowledge of foreign languages will find such a barrier almost prohibitive of their efforts.

However, in my opinion, the case for direct experience and observation outweighs the difficulties which might accrue from such a contact. In the first place, the knowledge people have of other nations—their political, economic, social or educational conditions—may be superficial and disconnected. In this sense knowledge obtained through the mass media can be regarded as hardly adequate to convey the ideas, sentiments and feelings of the very people whom we wish to understand. In the second place, the image people have of another country may well be a distorted one. In other words prejudice dictates the judgment of people when they want to understand different cultures or peoples of different cultural backgrounds. To provide adequate information so that there will be no more superficial knowledge or distorted image, I think, is the purpose of international understanding. And I am now far more convinced than before that learning about different cultures and ways of life by direct experience and observation is the only sure way of achieving such an objective.

**(2) Necessity of Understanding One's Own Culture**

International understanding cannot exist without "national understanding". However this does not imply nationalism in the narrow sense. What I mean is: Be prepared to answer questions which foreigners will ask you about your own country. In other words one must be aware of what other peoples would like to know about his (or her) country.

I shall give an example. The question I was asked most often was: "You are tall for a Japanese. why?" (By the way, I am 176 cm tall.) Next to this question I was asked: "What is the secret behind rapid growth of Japanese economy in recent years?" At times I sensed the mixed emotion of the person (or persons) who asked such a question. The rapid growth of Japanese economy is something to be wondered at, yet there is the implication that such growth has been made possible at the price of cheap labor. I must admit that I am not an expert on Japanese economy, but the assumption of labor being cheap in Japan is not quite true: for many factory workers earn more than I do.

I therefore would like to tell my fellow Japanese that Japan's economic growth is a matter of great attention (of great concern for some) for most of the peoples in foreign countries. At least *The Times* thought it worthwhile to carry a special issue on Japan's recent progress. It should be remembered that one of the main topics dealt with in the special issue was the imbalance existing in Japan between aspects of modern progressive society and those of feudal or semi-feudal society. These are the things that the foreign people would be eager to learn about Japan. If their understanding of Japan has been lacking in proper perspective, they are quick to make up that deficiency. We should try to give the kind of information that the peoples in foreign countries are most eager to have of Japan.

Here again looms the problem of language barrier. But it seems relevant to name one book written in the English language on Japan which I consider the best in this field: *Japan—Past and Present* by Edwin O. Reischauer (1964). I think the author's penetrating insight reveals many features of Japanese history and society which have hitherto been unobserved or scarcely touched.

### (3) Some Suggestions for the Associated Schools Project

During my study tour through the European countries, I had the impression that there was much to be desired in way of promoting the education for international understanding through the Associated Schools Project in particular and the educational systems in general. In other words I was not impressed by the ways in which European educational systems were contributing to international understanding. Here I shall concentrate on the problems involved in ASPRO.

I was so surprised to receive such questions as "What are your here for?" or "What is the ASPRO you have just mentioned?" This happened more than just once. Also at the schools where ASPRO was known and where there was some interest in the project, I discovered that only a handful of teachers were really active in it. And in many cases the most active members were the ones who had been participating in the project since its establishment in 1953. It is my firm conviction that something must be done very quickly so that ASPRO, which I believe to be an excellent scheme for furthering international understanding, could be sustained and supported by an even greater number of people. Thus I have following suggestions to make:

- (a) It is necessary to cultivate interest in the Unesco project among the younger teachers. The torch lit by the original members (or founders) should be passed into the hands of young and motivated leaders.

(b) It seems feasible to invite schools of elementary level to take part in the project.

From my experience I have discovered that the younger the students are, the more genuine their interest in things foreign is. In this sense I am happy to know that some elementary schools are actually taking part in the Unesco project.

#### (4) Exchange of Textbooks in History and Social Studies

Appreciation of different cultures and ways of life must be made mutually. That is to say, if the people of one nation begin to understand the culture and way in another country with commendable degree of accuracy and sympathy, there will not grow the seed of international understanding *unless* other people will show the same degree of interest and effort to understand their culture and way of life.

For example, at an English school I visited, the subject of Japan was treated so scantily—less than 20 minutes of class period for the whole year. If one takes into consideration all the time and efforts put into the English, history or geography classes in which Great Britain is treated extensively or receives incidental reference, at the average secondary school in Japan, the statistics will come out something like this: 50 hours of classwork in Japanese schools to 1 hour in comparative fields in British schools.

One way to improve such a lopsided communication in the appreciation of the cultures ways of life of different countries, will be to compare the descriptions found in textbooks and of such cultures and ways of life. What I mean by comparison of textbooks is this. In the first place, compare how the culture of one country—for example Japan—is treated in the textbooks used in the schools of different countries—for example Germany, France, U. S. A. or U. K. In the second place, compare the space devoted to Japanese history and or culture in a American textbook with the space in a Japanese textbook devoted to American history and or culture. And finally, determine whether the treatment is adequate and accurate, and should any deficiency be found, measures should be considered to improve the present situation.\*

I have brought back over a hundred textbooks in world history that are used in various German and French schools, teachers' handbooks and guides, and other materials used in the teaching of history. I am planning to put them in some kind of order and disseminate information contained therein either in the classes I teach or in the public lectures I shall be engaged in.

#### (5) Some Suggestions for the Preparation of the Study Programme

As stated in Introduction I was very grateful for the programme organizers of the countries of study who had made special arrangements for me and assisted me in various ways. However there were some occasions in which I wished that things would have turned out otherwise. For example, in one country I learned that only one person was in charge of handling study programmes for over sixty exchange visitors; I could not but think that the work load must be quite heavy for her. In another country I had an experience of receiving official instructions as to where I should go and what I should do next, only after

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\* It may be mentioned in this connection that the Japanese Ministry of Education have asked the scholars to translate parts of the textbooks in world history used in U. S. A., U. K., Germany, France and U. S. S. R.

I had made my own arrangements. In such a case all my private arrangements had to be cancelled, which was a source of constant disappointment. It was then hoped that I should have been told in advance what I was expected to do next.

I am not implying that the programme organizers I came to know were incompetent. As a matter of fact they were some of the nicest people whom I met during my study tour. I imagine that, if I had had the chance to talk with these people personally and over a long period of time, I would have been able to understand the problems involved in the task of furthering international understanding and to appreciate the local or special conditions of each of the countries of study. Therefore my suggestions are: first, increase the personnel; and secondly, make an arrangement so that the programme organizers—if they so wish—can have time to talk with exchange visitors on the more personal level.

Note: It will be most appropriate here to express my deep gratitude to Mr. Jiro Nagai, recipient of UNESCO Fellowship 1964-65, whose advices I found extremely valuable in making for my study trip. My present report owes its form and style to the enlightening report which he has written.