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The Secretariat distributes herewith a survey of Council of Europe co-operation on television matters.

This document should be read in conjunction with Doc. CCC (62) 8: "Films and television: proposals for Council of Europe co-operation".

I N D E X

Survey of activities to date in the field of television and audio-visual aids

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SURVEY OF ACTIVITIES TO DATE
IN THE FIELD OF TELEVISION AND AUDIO-VISUAL AIDS

I. TELEVISION

A. Within the framework of the Partial Agreement

1. Television experts from the five Brussels Treaty countries met in 1950 to draw up a common "definition".
2. A Working Party met in Brussels in the Spring of 1954, under the auspices of WEU, to define the role of television in teaching and the criteria demanded by the teaching staff. More recently, the Cultural Committee instructed the Cinema Sub-committee and the Working Party on Educational Films to encourage the exchange or purchase by member countries of films designed for television in schools. The Cultural Committee has, moreover, studied a proposal on possibilities of making better use, for cultural purposes, of existing television services and the Working Party on Educational Films has taken steps to televise educational films produced by the seven countries jointly.
3. The Partial Agreement Youth Sub-committee organised a course on "Television and Youth" in Italy in February 1960. The purpose of the course was designed to find out how much interest young people in the various European countries took in television programmes specially devised for them.
4. A second course on the use of television in teaching was held at Paris from 30th January to 4th February 1961. The delegates submitted to the Partial Agreement Cultural Committee recommendations on the following points:

(a) Exchanges

The delegates recommended that exchanges of information and equipment between countries already broadcasting or preparing to broadcast school television programmes should be facilitated. They hoped in particular that every effort would be made to encourage bilateral or multilateral exchanges of films of school television broadcasts, especially film sequences suitable for use in school television programmes. They accordingly recommended to the Committee of Cultural Experts that it call an ad hoc meeting of qualified educational experts and television producers (the meeting would be outside the normal activities of the Working Party on Educational Films). The delegates urged that every effort be made to overcome the difficulties concerning royalties, fees and copyright which are at present hampering any increase in exchanges of school television programmes. The British delegation suggested that television authorities should now begin to consider supplying the Council of Europe Committee of Cultural Experts with a number of school programmes to be offered to the ad hoc group for rediffusion on a commercial basis in the other countries.

(b) Research

The delegates recommended that encouragement be given to systematic research into the use of television in teaching, regular publication of research reports of general European interest and meetings of specialists. (The International Film and Television Council envisages the establishment in Rome of a wider documentation and research centre for films and television whose scope would in principle include projects of this nature).

(c) Information courses

The delegates recommended that other information courses be held in countries where television is regularly used for educational purposes. The Working Party on Educational Films recognised the value of a study of methods used in educational television. The Working Party also stressed the importance of the preparation of future teachers for the rôle played by television in education.

5. The Federal Republic of Germany is to organise shortly a national course on television and youth activities. Experts in the seven Partial Agreement countries have been invited to take part in this meeting which will take place in Munich from 14th to 17th November 1961. The course will deal with the current situation regarding youth and television as seen by television companies. It will consider the stage reached in current research in this field and discuss research methods and the extent to which television should be used for educational purposes.

6. Proposal to set up a Working Party on Schools Television

At its last meeting the Working Party on Educational Films unanimously adopted the following resolutions:

"In view of the increasing importance of television in teaching;

In view of the recommendations made at the Paris course on the use of television in teaching;

In view of the fact that it is most important that television should not be used as an isolated medium but should be thoroughly integrated with school activities as a whole, and particularly with other audio-visual aids, among which television is primarily a new means of diffusion;

The Educational Films Working Party suggests to the Cinema Sub-committee the setting up of a television working party on the following lines:

- it would meet at the same time as the Working Party on Educational Films;

- some of their meetings would be held jointly, especially those considering such subjects as the general problems of all audio-visual techniques, joint productions involving both cinema and schools television, film exchanges, the use of films by schools television, distribution to cinemas of cinescopes and television film programmes, etc;
- the members of the Working Party would be teachers, experts in the use of audio-visual material, and television producers;
- each meeting would be under the chairmanship of a member of the Cinema Sub-committee, which should henceforth be known as the Cinema and Television Sub-committee.

This new working party would be responsible to the Sub-committee, which would arrange its programme of work and the agenda for its meetings, and would approve the reports of meetings".

The Cinema Sub-committee approved the Working Party's views on schools television and particularly the above resolution.

7. Decisions of the Cultural Committee

At its meeting at Strasbourg on 30th May 1961, the Partial Agreement Cultural Committee examined the proposal to set up a working party on schools television under the Cinema Sub-committee with possible joint sessions with the Working Party on Educational Films. The Cultural Committee felt that they were unable at the present stage to take any action. The meeting of the Ad Hoc Committee of Government Experts for the drawing up of a new programme and new structures had only just taken place and the follow-up of their recommendations might well have repercussions on the current programme of the film committees.

Meanwhile, the Cultural Committee would welcome advice from the film experts at their next meeting concerning future co-operation on television matters.

N.B. Recommendations of the Ad Hoc Committee

It will be recalled that the Intergovernmental Ad Hoc Committee recommended that from 1st January 1962:

- the Committee of Ministers should set up a Council for Cultural Co-operation to be responsible for co-ordinating and implementing the entire cultural programme;
- three permanent committees be set up, open to all member Governments of the Council of Europe or States acceding to the Cultural Convention, in the following fields: higher education; general and technical education; out-of-school education; youth, physical education, adult education;

These Committees will normally meet once a year. Their task will be to discover those sectors where more active European co-operation is possible and desirable and make the necessary recommendations to the Council for Cultural Co-operation;

- working parties on questions such as cultural exchanges, fine arts, films and television should be set up by the Council for Cultural Co-operation. They would report directly to the Council on questions within their competence and normally meet once a year.

B. Within the framework of the member States of the Council of Europe

1. In order to facilitate the use of television as a means of interesting the public in the European idea, the Committee of Ministers of the Council of Europe asked the International Bureau for the protection of literary and artistic works to make recommendations for the removal of legal obstacles to the exchange of television programmes. These recommendations were referred to a Committee of Experts, who were to make proposals regarding measures to put them into effect. The Experts have drafted a European Agreement concerning programme exchanges by means of television films, which was opened for signature in Paris on 15th December 1958, at the last Session of the Committee of Ministers. By this Agreement, a broadcasting organisation, under the jurisdiction of a Contracting State has the right to authorise in the other Contracting States the exploitation of television films of which it is the maker. All visual or sound and visual recordings intended for television are deemed to be television films. A broadcasting organisation is deemed to be the maker if it has taken the initiative in and responsibility for the making of a television film. These provisions establish a presumption that the maker of a television film has the status of an author. This arrangement will facilitate the exchange of television films by making it possible to overcome difficulties due to differences in national laws relating to holders of copyright.

A Committee of Legal Experts for the exchange of television programmes continues to supervise the execution of its recommendations by music publishers and composers, on the one hand, and by the broadcasting and television organisations, on the other, so that the works of one country can be used automatically by the broadcasting organisations of another without the necessity of obtaining an authorisation and without discussion concerning the fees in each case.

2. A European Agreement on the Protection of Television Broadcasts was signed at Strasbourg on 22nd June 1960.

The protection of television broadcasts is not so much a question for the broadcasting and television organisation of one member of the Council of Europe in relation to another member country as with regard to alien elements, that is to say, cinemas, theatres and newspapers.

Recent technical developments allow television broadcasts to be projected upon cinema screens. In the absence of any international convention there was thus a risk of piracy which was all the more serious since the news-reel theatres, being deprived of a section of their custom, might reduce the royalties payable to entertainment organisers who, in their turn, might demand the purchase in full of the so-called cinematographic rights from the television organisations, the sources of these "leakages".

As regards the press, it is possible by means of a technical process to isolate a television image and to fix and reproduce it (fixation and reproduction of televised broadcasts). In some countries the law provides for the protection of both the television and the photographic reporting services against such practices within their own territories, but the situation is quite different when the press and television organisations concerned are not situated in the same country.

The Council of Europe Agreement gives the television organisation, in respect of their own broadcasts, the right to authorise or prohibit the re-broadcasting, the distribution to the public, the fixation of such broadcasts or of isolated pictures and the communication to the public of the fixations or reproductions of such broadcasts.

3. The Ministers of Education unanimously adopted a resolution on enquiries into continued general education and the use of television

"The Ministers of Education,

Having considered the joint memorandum of the Ministers of Education of Austria and the United Kingdom /ESC (61) 10/ relating to proposals for:

- (a) a study of the continued general education of young people (under the age of 21) after they have left secondary school; and
- (b) the use of television for adult education;

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Recommend that the enquiries proposed should be made in the context of the programme of the Council of Europe referred to in paragraph 2 of Resolution (60) 32; and

Recommend further that an education specialist be appointed to the Secretariat-General of the Council of Europe to administer these projects and be responsible in general for educational co-operation; and

Record their wish that the progress made and the concrete results achieved be brought to their knowledge."

The Ministers held that it was particularly desirable to set up within the Council of Europe a secretariat having at its disposal the necessary means to implement the measures taken and follow up the development of these questions. One delegation thought that the main work of such a secretariat should be to make constructive syntheses of the information obtained from the various countries.

C. Co-operation with other international organisations

The delegates at the course on the use of television in teaching recommended that close contacts be established between the Council of Europe and international organisations which have already concerned themselves with the promotion of school television, in particular with OEEC, which has already encouraged it as a means of improving the teaching of science.

The delegates also welcomed the recent setting up of a working party on school television in the European Broadcasting Union, which should improve the possibilities of school exchanges between the European countries. They further welcome UNESCO's continuing interest in the studies on school television.

The Working Party on Educational Films noted that the Sub-committee within EBU would largely deal with questions such as the training of technicians, and that OEEC would concentrate in this field, on the teaching of science. The Working Party

agreed with the view expressed at the Paris course that the Council of Europe seemed the better forum for bringing together educational and television specialists, responsible officials, and producers. They also thought that it was important not to exclude countries where no schools television yet existed.

The Press and Information Service of the European Communities is also concerned with problems relating to the cinema, radio and television. Its activities in this field are twofold: constant collaboration with the largest networks in broadcasting events concerning the life of the Community; financial assistance for radio and television newsreel coverage or for the production of short films. Action in the latter field is undergoing change and an effort is being made to establish forms of co-operation between television networks, producers of newsreels or short films, etc.

N.B. The Partial Agreement Section has made a survey of the activities of the various governmental and non-governmental European organisations as regards films and television.

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II. AUDIO - VISUAL AIDS IN TEACHING

A. Within the framework of the Partial Agreement

1. The Partial Agreement Cultural Committee and its specialised bodies have long been studying problems concerning the use of audio-visual aids in teaching.

2. A course was held in Germany from 16th to 29th October 1957 to examine the problem.

The report mentions the following proposals:

- (a) that member States should keep each other informed with regard to the results achieved in teaching with audio-visual aids;
- (b) that the possibility of using audio-visual aids in rural schools consisting of one or only a few classes should be investigated as a special problem;
- (c) that the specific conditions present in the utilisation of audio-visual aids depending on the various types of school, age-groups, attainment levels, and school subject should be examined(1);

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- (1) At the last meeting of the Working Party on Educational Films it was decided to prepare a working paper on the use of audio-visual aids in technical education, an enquiry being made into the available resources (e.g. of OEEC, the Common Market, UNESCO, etc.) and care being taken to avoid duplication with the International Council on Educational Films.

- (d) that the specific possibilities and respective limitations of each individual audio-visual aid should be examined and thus its usefulness in educational work enhanced.

Some of these investigations could possibly be taken as subjects for future courses.

The delegations furthermore proposed that the following wishes be put into practice by adopting suitable measures (in the Sub-committees of the Cultural Committee or in other bodies):-

- (a) Close international co-operation in the production of audio-visual aids. In the past there were always duplications of production which can be avoided by co-operation; the rationalisation of work leads to a saving of time and money and can also bring about an improvement in quality if the relevant subjects are dealt with by the country in which the said subject plays the greatest part and which can supply the best contributions. For this reason, not only should the working programmes be communicated, but, more important than that, a common plan of requirements might possibly be drawn up and the work thus co-ordinated. The desirable co-operation should not take place purely on the production side but educationists should be consulted so that the educational tasks of the schools and the wishes of the teachers can be conformed with.
- (b) It was proposed that the various countries should produce films on subjects dealing with the daily life of the nations concerned and thus contributing to an increase of understanding and sympathy between them.(1)

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- (1) The Partial Agreement Working Party on Educational Films has undertaken the production of a series of films on the typical uses of leisure in different member States.

- (c) A wish has been expressed for the preparation of a hand-book containing complete details concerning the educational film(1), school broadcasting, tape recording, etc. France has already done preliminary work in this field but an extension was held to be desirable which would take account of all the countries united in WEU.
- (d) The importance of the training and further training of teachers in the proper use of audio-visual aids frequently formed the centre of discussions. A film for teachers on this subject to be produced as the joint work of WEU was considered essential.
- (e) It was stated during the Working Conference that customs difficulties still made the interchange of audio-visual aids very difficult in some cases(2). Means should be sought of remedying or eliminating these drawbacks by taking suitable measures. Interchange should be generally facilitated and intensified.
- (f) A common documentation of audio-visual aids which are particularly suitable for promoting the idea of a European community was considered essential.
- (g) The Cultural Committee is requested to organise as soon as possible a course on the subject of "television in school".(3)

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- (1) A catalogue of educational films available for exchange between the seven Partial Agreement countries was published in 1954.
- (2) The Partial Agreement Cinema Sub-committee is gathering information about national regulations governing imports of audio-visual material.
- (3) This course, entitled "The use of television in teaching", was held in France from 30th January to 4th February 1961 (see page 1).

B. Within the framework of the member States of the Council of Europe

1. Education experts from the Council of Europe member States, meeting in Paris in November 1959, called attention to four main points of interest, one of which, the development of the study of modern languages, was to be examined jointly by the member States. The Paris meeting was closely followed by a meeting at The Hague of the Ministers of Education of Belgium, France, Italy, the Netherlands, Luxembourg and the United Kingdom. The Chairman of the permanent Conference of Ministers of Education of the Federal Republic of Germany was also present. The Ministers approved in general the recommendations submitted to them by the experts. At the meeting of the Committee of Cultural Experts which subsequently took place at Strasbourg it was decided to organise in 1960 and 1961 an initial brief series of courses on common educational problems.

2. The course on "A New Method of Teaching Modern Languages" organised by the French Government in April 1960 formed part of this programme.

The advantages were stressed of oral teaching at the initial stage. The hope was expressed that the other member countries of the Council of Europe would undertake, with a view to the dissemination of their own languages, the studies of vocabulary and grammar of the spoken language which had led to the compilation of basic French.

It was recognised that audio-visual methods, when used by a good teacher in a clear and intelligent fashion, give excellent results in the teaching of adults. Experiments in the application of such methods were called for in member countries.

Some of those present, however, still felt a certain hesitation about the introduction of such methods in secondary education. Some feared that tape recorders and projectors might restrict the teacher's freedom. Others were apprehensive of the cost of equipment. Others, again, felt that this practical teaching was hardly compatible with what they called cultural education. The organisers of the course do not consider that in the present state of things these methods can be adopted everywhere. They believe, however, that wherever it is necessary to give rapid instruction in a foreign language for the purpose of direct contact, the audio-visual method speeds up the process considerably. It provides an incomparable

starting point. At a later stage, language teaching can easily be continued by whatever method seems best suited to the students' requirements. There is nothing incompatible between a form of teaching which aims at giving initial practice in colloquial speech and a "cultural" teaching (whether of a general character or specialising in scientific, literary or artistic matters), the range and resources of which are increased when the students are already able to speak, read and write, and therefore regard foreign languages as a living means of communication, bringing them into direct touch with the foreign civilisation and eliminating the inferiority complex by which beginners are so often paralysed.

The influence of a good teacher on his pupils is certainly not diminished by the use of a tape recorder or of projection material. It is true that teachers who use audio-visual aids must, like their pupils, be orderly and methodical. But surely discipline is indispensable if lasting results are to be achieved, by whatever method. Mechanical devices are only accessories to assist the teacher. Those who have adopted the audio-visual method all report that their relationship with the students is particularly close and profitable. Far from paralysing them, the equipment gives them valuable assistance, enabling them to devote their full attention to the class by relieving them of some of the inescapable drudgery of class teaching. Where a teacher himself has difficulty in pronouncing the foreign language correctly mechanical methods of reproduction (tape recorders, records or radio) are indispensable. Of all these methods, the tape recorder is the most adaptable and gives the greatest help to the teacher in his essential role of guide, counsellor and friend.

Difficulties in the supply of equipment are not insurmountable. Who would have believed, a few years ago, that European schools would be so rapidly provided with the audio-visual aids which are becoming more and more common today? When we are told that tape recorders, projectors, recordings and language-teaching laboratories are expensive, should we language teachers give up the struggle? A physics or natural science laboratory is expensive, too; a sports ground or gymnasium requires considerable funds. Is the teaching of modern languages less necessary or important than science, teaching, athletics or physical education?

Much research, experiment and invention is, indeed, still required; but the road is open. All European countries, convinced of the vital importance to their people of a knowledge of one or more foreign languages, must co-operate on a strictly scientific basis, each retaining entire freedom of research, to prepare and disseminate the most effective and original methods.

At the end of the course, participants expressed the hope:

- That the desirability of a more extensive use of audio-visual methods in the teaching of modern languages would be urged in all countries;

- That linguistic surveys would be undertaken in every country, so that a basic vocabulary and a set of elementary constructions might be prepared for all languages.

- That the authors of textbooks would be informed of the results of such surveys, so that they could take them into account.

- That the question of adapting the method to secondary education should be studied as early as possible.

- That courses should be arranged in all countries, to give a clear idea of the difference made by audio-visual methods wherever they are used. Needless to say, such courses should always include visits to classes.

- That exchanges of teachers and research workers should be arranged.

3. The importance of promoting the study of modern languages was again stressed at the Second Conference of Ministers of Education at Hamburg in April 1961, which was attended by Ministers of the sixteen countries signatories to the European Cultural Convention. The following resolution was adopted:

"The Ministers of Education express the conviction that greater importance than ever before must be attributed to increasing the knowledge of modern languages. The Ministers are well aware how indispensable this knowledge is, both for the individual and for Europe as a whole, and how much international co-operation and the safeguarding and development of our common heritage depend on it.

The Ministers agree upon the need to provide, or to improve, facilities for teaching modern languages, at school. Consideration should be given to the possibility of this instruction being made compulsory.

Experience in certain European countries has shown that a great extension of the teaching of modern languages is practicable. This seems to hold good also for relatively young pupils.

The Ministers recommend that periodical surveys be made in each country in order to ascertain the proportion of children following modern language courses. The results should be published in order to show the progress made.

The Ministers consider it highly desirable that members of the teaching profession should have studied at least one foreign language.

The Ministers recognise the success of numerous official and private organisations in the promotion of language teaching, of exchanges of teachers and pupils, of correspondence between schoolchildren, and in related forms of international co-operation; they will endeavour to increase their support for these activities.

The Ministers confirm their intention to assist each other in the task of improving and expanding the teaching of languages. This will, of necessity, affect teaching methods as well as school curricula and the training of teachers.

The Ministers further suggest that oral self-expression in foreign languages be encouraged and that examinations be adapted accordingly.

The Ministers recommend that careful attention be given to the adjustment of teaching methods to modern conditions and to the needs of different categories of pupils and types of school.

To this end, they deem it desirable that the following measures be put into effect:

- Each country should stimulate linguistic and psychological research, the object of which would be the improvement and expansion of modern language teaching;
- arrangements should be made to exchange information, equipment (for instance, films and tape-recordings) and services; the use of tape-recordings in correspondence between the very young is particularly to be encouraged because it eliminates the difficulties of written expression and preserves the spoken language of the young;
- further meetings of experts should be held under the auspices of the Council of Europe for the purpose of studying methodological and other problems of modern language teaching;
- courses should be organised for students and in-service teachers;
- more intensive use should be made of audio-visual methods of teaching modern languages in accessory school activities.

Lastly, the work of promoting international co-operation in the field of modern language teaching should also include a concerted effort with regard to the study of the specialised language needed in scientific and technical branches. The Ministers accordingly hope that the Council of Europe will convene meetings of research workers and technical and linguistic specialists to consider these problems."

4. In this connection, the Cinema Sub-committee adopted the following resolution:

"Having noted the programme and recommendations of the Working Party on Educational Films regarding films for the teaching of modern languages,

Being aware of the importance attached by the recent Conference of Ministers of Education at Hamburg to the teaching of modern languages by up-to-date methods,

In view of the present shortage of such methods,

The Cinema Sub-committee suggests to the Cultural Committee that a suitable meeting be organised at the end of 1962, to be attended by linguists, modern language teachers and experts in audio-visual aids. The conclusions of this meeting would enable the Working Party to get beyond the stage of an isolated prototype and proceed with the co-ordinated production of the required series of teaching films."

5. At its 3rd meeting at Strasbourg from 3rd to 6th May 1961, the Committee for Higher Education and Research

was informed of experiments made in member countries on the use of film, television and radio in classes and seminars and of recording machines in teaching modern languages.

The Committee expressed its great interest in the subject of audio-visual aids, which it considers to be of fundamental importance at all levels of education and particularly relevant to the universities in the near future in view of the rapid growth of student numbers. It believes that these techniques open up new opportunities in nearly all subjects of instruction, and is impressed by the part they can play in adult education, notably in under-developed countries. It expressed the hope that research on their use would be developed and expanded.

Attention was drawn to the exhibition of audio-visual aids organised in Mexico in 1960 by the Ford Foundation and the Fund for the Advancement of Education. The Bureau was asked to enquire, in association with the Secretary-General of IAU, films based on this exhibition could be made available in Europe, to communicate the results of its enquiry to national secretaries, and to arrange if possible for a performance of the films during the next meeting of the Committee."

6. The United Kingdom has offered to organise from 12th to 23rd March 1962 a course on "The Teaching of Modern Languages". It would be a continuation of the course held in Paris in April 1960 (see page 11).

The course will consist mainly of talks, demonstrations, recordings and discussions, and visits will be paid to schools and colleges as well as to general cultural centres in and around London. It is proposed that separate sessions shall be devoted to the special problems of teaching languages (a) to pupils under the age of 11 years, (b) to pupils over the age of 11, and (c) to adult students, and that consideration shall be given to the part that may be played, at each stage, by recordings on tapes and discs (including the so-called audio-visual courses), film-strips, films, broadcasts, and television.

7. In conclusion it should be noted that MM. Jean Thomas and Joseph Majault have prepared for the 3rd European Conference of Ministers of Education a general report on educational problems common to European countries. In it they state that:

"Modern educationalists, realising the importance and effectiveness of modern means of information and diffusion for adults - pictures, films, radio, television - have gradually adapted or are trying to adapt to educational uses these methods of conveying knowledge and simplified explanations in a way that impresses them upon the mind. There are two clear reasons for encouraging the use of audio-visual techniques for educational purposes: first the effectiveness, that is to say the educational value, of pictures and sound; second, an economic reason, the need in most European countries for the very rapid training of competent manpower that can be immediately useful in the life of the country. Educational methods based on the use of audio-visual material now have a very wide field of application extending to all subjects.

For a long time past there has been a general tendency for visual methods to entail the complete revision of a series of school textbooks: grammars, anthologies of ancient or modern writings, history, geography and science manuals. Meanwhile the introduction of film strips or diapositives, sound films and cartoons, records and tapes, is revolutionising methods of teaching two subjects in particular: modern languages and abstract or applied science.

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The teaching of modern languages has been the subject of the most recent and thorough research, and we should mention the very encouraging results of the Centre de Recherche et d'Etudes pour la Diffusion du Français (CREDIF) and the repercussions of this method in Europe (course for European teachers in April 1960: see page 11). This new method, developed at the Ecole Normale Supérieure at Saint-Cloud, is intended chiefly for beginners; it is essentially oral and consists in the rapid assimilation of a basic vocabulary of about 1,300 words by the use of film-strips and tape recordings. Great Britain, which for a long time has had its basic vocabulary (Basic English - 850 words) and for many years has been using audio-visual methods of teaching, in 1958 was experimenting with the systematic teaching of languages by the use of film-strips and tape recordings; the method used, "Tavor Aids", is an American one devised for teaching adults and adapted to the requirements of secondary and grammar schools. Since 1960, audio-visual material from the Saint-Cloud Centre has been used in some private schools for teaching French. In Belgium the most important experiment is certainly that at Wavre, where the method used is derived from the Saint-Cloud method.

On a semi-scholastic level, most European broadcasting and television organisations are producing courses in foreign languages, either for purely educational and university purposes or for a wider public. In Italy, for example, there are French classes in the school television programmes; these are intended for secondary classes with pupils aged 11 to 14. Pupils who follow these television classes are in most cases successful in the State examinations at the end of the year. The method used is the direct method, greatly enhanced by the advantages of visual memory (animated designs, actual objects, interviews with foreigners, etc.)

In the scientific field, as a useful supplement to laboratory experiments and research that is often difficult and costly, films are playing an increasing part in explanation and - film methods and tricks being infinitely variable - can attract the attention of pupils in an original manner to facts or phenomena that are not easy to explain to previously unprepared minds."

All the tendencies in new educational methods, without in any way diminishing the teacher's human touch, stress the increasing use in as many subjects as possible of concrete educational material. In all European countries educationalists are giving thought to this subject and are providing such material, often with the assistance of Government institutions or private firms.

On a European level, it may further be noted that in many cases exchange schemes - travelling exhibitions, films, television and radio broadcasts - have already been organised and are daily making progress. Very often, too, specialists from different countries are combining their ideas, comparing their experiments or achievements, and beginning to produce educational material for European use which can easily be adapted or exchanged for use by other countries.

It is even now possible to imagine how these efforts and the constantly wider distribution of new educational material may play an increasingly important part, not only in an elastic and progressive reform of curricula but also in the ever-growing Europeanisation of education.