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TODAY'S CHILDREN TOMORROW'S HOPE



THE STORY OF CHILDREN
IN THE OCCUPIED LANDS



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FOREWORD

This is a story of the plight of children in the occupied lands. Historically, in the occupation of one country by the armies of another, the incidental toll of death and famine suffered by women and children has never been small. In the present conflict, however, the Axis boast of total war has, in respect to the children of the invaded countries, become a hideous reality.

Against the security in the family, against their education and general welfare, against their very lives, the fascists have directed a deliberate campaign of destruction that has nothing to do with the incidental though tragic casualties of modern warfare. The pattern of treatment meted out to the children of the 13 countries which have been completely or partially occupied by the aggressors is gradually becoming clear. It is no more, no less, than a pattern of methodical destruction. The purpose of this report is to trace the pattern and set forth the facts as they come to us through enemy records, through underground messages and as they are revealed in those parts of Europe recently liberated. That the war against children may become known and recognized for what it is, certain questions were asked of the governments representing the occupied or partially occupied countries. In answering, they made every effort to achieve maximum statistical accuracy. Under existing conditions, however, figures are far from complete; in many cases it has been necessary to cull facts from enemy reports, or to make deductions from such inadequate records as could be smuggled out, or from direct but limited knowledge of individuals who have escaped from occupied territories.

The situation as set forth in the available data would make for almost intolerable reading if it were not for the evidences of courage and wisdom that have already been displayed in salvaging for the future. No one can help being stirred to hope by such reports as that coming out of China, which has doubled the number of its schools in the unoccupied territory during the period of the war; or that of the Yugoslavs of 10 or 12 years of age leaving their mountain caves to give battle to the enemy. People cannot be conquered who, in the midst of the tragedy of occupation, have had time to look forward, as the Czechoslovaks, Poles and French within their invaded countries have done, to prepare programs for better educational opportunities than existed before the war. Nor can the stories of the number of children generously received in neutral and occupied countries, cease to be touching.

Most heartening of all is the return of children to the freed villages of France, to the re-opened schools, libraries, hostels, day nurseries and health clinics of the liberated Soviet Republic. Disease, starvation and brutal destruction, according to the fascist plan, have done their worst. But when the children of the occupied countries return to their homes to dig up buried microscopes and textbooks, as men in former wars used to dig up their hurriedly buried gold, the world can be sure that the younger generation "know what they fight for and love what they know".

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BELGIUM

Area: 11,755 square miles (Congo Colony 900,000 square miles)

Population: 8,386,553 (1939 estimate) (Congo: 15,000,000)

More completely perhaps than in any other country of the United Nations, the disrupted families of Belgium were oppressed with the terrible sense of repetition. Twice invaded within the living generations, twice occupied by the same

more ravaging than the first, was also more bitterly received. Fathers and mothers entered into the distress of the children both through the path of parental sympathy and through the shared recollections. To comprehend the meaning of the



aggressor from across her borders, the people of Belgium suffered not something new, but a nightmare repeated, a relapse of a dread illness of the body politic. The suffering of Belgian families was sharpened by the memory and by the actual physical scars of the occupation of the first World War. The second occupation, more brutal,

catastrophe it must be realized that not one generation but two in Belgium have experienced these things.

How Far Has Family Life Been Destroyed?

It is estimated that about half of the Belgian families have seen their family life disrupted. According to official statistics published both in

Germany and in occupied Belgium, at least 600,000 Belgian men and women were deported to Germany. Another 70,000 Belgians were prisoners of war. And in addition to some 25,000 civilians killed, military casualties amounted to approximately the same figure. There were also an estimated 30,000 Belgians in concentration camps and in prison on German orders.

In other words, nearly 10 percent of all the Belgian people were away from their homes. The picture is worse if one considers that most of the deported Belgians and the prisoners of war were men from 20 to 50 years old, the badly-needed wage earners in most homes. The result was that in many homes only women were left, and because they had to find work of some kind their family life was all the more disrupted.

Among the Belgians who happened to be of Jewish descent the disruption of family life was almost complete. Between May and October of 1942, decrees amounting to extermination were issued against adult Jews. Wholesale forcible deportations numbering more than 25,000 included many children. Others were left destitute and were taken care of by Belgian families at great personal risk.

This year another element was added to the destruction of family life. For fear of an Allied landing

the Germans had the Belgian coast completely evacuated. As a result, 200,000 people had to find new lodgings in the interior. The task proved difficult and families were separated in order to permit an even distribution of refugees among a large number of cities.

To this should be added the fact that there were thousands of Belgian refugees in free countries, the great majority of them separated from their near families.

How Far Has Child Health Been Undermined?

Available rations in occupied Belgium provided only 900 calories for the average child against a normal peace time 2900. As a result, tuberculosis, rickets and tooth decay were widespread. Many children fainted in school from undernourishment, according to a report made by Swedish neutral observers.

A Belgian Red Cross report shows that the birthrate decreased by 5.77 percent from the prewar average, and the death rate among children increased by 8.64. Thus, the death rate was higher than the birth rate, a state of affairs which never existed in Belgium. Many children were forced to beg in the streets for food. A report made officially in occupied Belgium by Professor Jaquemyns of Brussels University gives the following findings:

- A. Kindergartens: 2127 children examined, 1007 were debilitated.
- B. Public Schools: out of 7873 children, 3854 were debilitated.
- C. High Schools: out of 4942 children, 2060 were debilitated.

What Have the Aggressors Done to Education?

The aim of the Nazis in regard to Belgium education seems to have been two-fold: to undermine those democratic principles of equality and tolerance that always distinguished Belgian life and to substitute German racial and anti-religious theories; to break up all focal points of national pride and resistance, such as schools, clubs and universities. In this way the enemy hoped to weaken the freedom loving Belgians so that they would become docile and subservient to the "Herrenvolk".

In educational books all references to the 1914-1918 war were eliminated and history was rewrit-

ten to the advantage of Germany. A large number of schools were taken over as German administration headquarters or were closed for lack of fuel.

The Brussels University was closed by the Germans and its professors sent to a concentration camp. The head of Louvain University was arrested and German professors were appointed at the remaining higher institutions.

What Have the People Done to Preserve Education?

In most schools, notwithstanding the lack of text books, history was taught as it was known to Belgians before the war and not according to German guidance. A series of strikes were staged by students in protest against the arrest of professors. In defiance of the Germans, most classrooms started the day with the singing of the Belgian national anthem. Many teachers kept on giving private tuition to Jewish children who were forced out of the schools by the Germans.

CHINA

Area: 4,817,169 square miles, including Manchuria and outlying territories; 803,003 square miles under enemy occupation (1944 estimate)

Population: 494,768,475 (1936)



The tragedy of China is that of a whole generation of children grown from infancy to school-age in a world at war, a generation of children who have never known peace or security.

Millions of children throughout China have been born and raised in the midst of war, knowing nothing but fear, misery and starvation, fleeing from enemy soldiers and bombing planes, wandering over the country as refugees, begging for food and drink to stave off starvation and sleeping in any corner that could be found.

The children of China have been victims of Japanese aggression for

over seven years. Both in areas under enemy occupation, and in unoccupied provinces, they have suffered from disrupted family life, malnutrition, disease and from the ill-effects of these conditions on their education. Where enemy control was exercised more completely and over a longer period of time, these effects are especially acute, whereas in other parts of the country they are present in lesser degree.

How Far Has Family Life Been Destroyed?

It is estimated that of China's total population about 200,000,000 lived under Japanese occupation,

and about 40,000,000 became displaced persons. When Madame Chiang Kai-shek first began relief work for children in 1938, at least 1,000,000 children were in need of aid in the eastern coastal provinces. Since the war has reached further into the inland provinces, the number of war orphans and waifs throughout China has increased and is now estimated at about 2,000,000.

Approximately 65,000 children are cared for in Madame Chiang's "warphanages", as well as in various government and private orphanages. Some of these children lost one or both of their parents in air raids, epidemics or floods due to the war. Others are children of refugee families, separated from their parents and relatives in the great migrations from the war-torn areas.

How Far Has Child Health Been Undermined?

It is to be expected that children living under such conditions suffer seriously from undernourishment and from diseases due to lack of proper and adequate food, shelter and clothing. Under the impact of war and inflation few families even of the middle class could afford the costs of adequate food and clothing for their children. In Chungking, for instance, a pint of milk a day costs 490 Chinese dollars a month,

an egg a day costs 120 dollars a month, and just rice and vegetables alone for a child amounted to 90 dollars per month.

Clothes are correspondingly expensive. A cotton baby frock costs from 300 to 600 Chinese dollars. Woolen suits for boys and girls cost from 2000 to 4000 dollars. A baby blanket costs 1500 dollars. (About 20 Chinese dollars are equal to one U. S. dollar, at official rate of exchange.)

By comparison, the children in occupied areas were in worse condition. In Shanghai, even rice, the staple food, was so scarce that each person could buy only about one pound a day, at six or seven dollars a pound. Vegetable oil used for cooking was sold at 40 dollars per pound. Starvation was so prevalent that, during the winter of 1941, scores of children's corpses were picked off the streets of Shanghai every morning.

What Have the Aggressors Done to Education?

One great difference between the conditions of the children in occupied areas and of those in Free China was their educational opportunities.

Practically all colleges and universities in the occupied areas were closed or confiscated by the Japanese military. Wholesale arrests and executions of teachers and stud-

ents in the higher schools were a common occurrence in the Japanese-occupied provinces. In schools that remained open in the occupied areas, the Japanese language became a compulsory subject, displacing English as a foreign language. History and other textbooks were rewritten to teach a distorted version of Chinese-Japanese relations and to stress what the Japanese call "British and American aggression in China".

High school students and college freshmen were organized by the Japanese into "youth training corps" and compelled to give labor service and to attend meetings and march in processions staged by the Japanese to celebrate "victories". This method was also applied to primary school children, when impressive parades were desired by the Japanese military to boost their own morale.

What Have the People Done to Preserve Education?

The most effective way to escape the regimentation and indoctrination of the Japanese-sponsored education was to move from the occupied to the free areas, which students did in considerable numbers. A recent report shows that more than 4000 such "refugee students" registered in Chungking alone during the first 10 months of 1943.

One of the most dramatic epics

of the war in China is the story of the great student migrations involving thousands of boys and girls who traveled by train, bus, boat or on foot, for hundreds of miles across the country into the interior, literally transplanting their schools in Free China in order to carry on their work. There are now more students attending schools and colleges in the provinces of Free China than there were in the whole country at the beginning of the war.

In occupied areas, Chinese officials continued to carry on their educational work wherever possible. For example, in occupied Kiangsu Province, where 61 counties fell into enemy hands, they worked in guerilla areas and in villages outside the enemy-held cities with the help of the local people. The Kiangsu provincial government did its utmost to maintain nearly 70 schools in the war areas, and in areas behind enemy lines, on a mobile basis. The slogan of these schools was, "When the enemy comes, we escape; when the enemy goes, we come back."

Most of the schools had at least 300 students. Each divided its students into five or six or more classes, and each class was broken up again into groups of 10 or 15 or more. Each class escaped in small groups. The schools were equipped as scantily as possible because they had to move whenever the enemy came.

CZECHOSLOVAKIA

Area: 54,244 square miles (in 1938) Population: 15,250,000 (in 1938)

Germany's methods of fitting other nations of Europe into her "New Order" fluctuated between methodical extermination, forced germanization and enticement to collaboration or "debauchery by consent". Since 1938, Germany had time to try all three methods upon the various groups in Czechoslovakia and in every case it was the children who suffered most.

How Far Has Family Life Been Destroyed?

After Munich, many thousands of Czechoslovak families were displaced from German-occupied territory. Immediately after the occupation of the rest of Czechoslovakia in March, 1939, the Germans began to remove from their posts Czechoslovak administrative officials, doctors, professors, teachers and other intellectuals. Some were transferred to other places, some deprived of their livelihood, some sent to concentration camps in Germany.

Gradually, as Czechoslovak industries were incorporated within the German war effort, and as hundreds of industrial enterprises closed, people of all ages and both sexes were displaced from Czechoslovakia for purposes of forced labor. The number is estimated at 900,000, of

which 450,000 were under the age of 25. Thousands of families were thus displaced and parents separated from children. Moreover, entire farm communities were moved from their homesteads to German labor camps to make room for German settlers from Rumania, Bukovina and Bessarabia. In the last two years, thousands of children between the ages of 10 and 14 were sent to Germany to be "re-educated" according to the Nazi principles of education.

Since Czechoslovakia was occupied, 60,000 were executed as a result of the Nazi terror and 200,000 sent to concentration camps. Many young people left their families and joined the underground.

The number of Jewish families transported from Czechoslovakia to Poland, where they are being systematically put to death, is unknown. At least 5000 Jewish orphans were sent abroad from Czechoslovakia by religious missions.

It is estimated that altogether 1,500,000 Czechoslovaks were displaced by the enemy. Many succeeded in reaching the United States, Great Britain and her dominions, Russia, South America, Central America and other parts of the world.

A more subtle method of disrupt-



ing family life was also used. Children in schools remaining open were taught to spy on the conversation of their parents, their brothers and sisters and then to report it to German teachers. This caused disruption of many families directly depending upon the Germans for their livelihood.

How Far Has Child Health Been Undermined?

When the intensive bombing of Germany began, many pregnant German women were transported to Czechoslovakia. Hence, the increase of births announced by the German statistical office was probably due to the influx of these women.

Pregnant women were supposed to enjoy certain privileges but their

rations were increased so little above the normal low level—four ounces more of food daily in the last month of pregnancy, and a pint of milk of inferior quality during the six weeks following childbirth—that the resultant undernourishment caused a great increase in miscarriages.

At the beginning of the Nazi occupation, rations for children up to three years of age did not fall dangerously low. They received 900 grams of flour, 150 grams of meat products, 125 grams of fats, one egg and an eighth of a pint of milk a week. But even then fruits and vegetables providing minerals and vitamins were strictly rationed.

Adolescent children suffered most at first. Their needs in proteins, calcium and fats were not covered by the official rations, even when these

were actually available.

The quality of bread, which is an indication of the food standard, was very poor; flour contained at best 40 percent rye, 35 percent barley, 10 percent wheat and 10 percent potatoes. All fats were removed from milk before sale. The one egg officially permitted each person, per month, was often unobtainable. As a result, the children of Czechoslovakia lived in a desperate state of malnutrition. And the lack of adequate clothing, soap and medicines also affected their health.

The distressing result of all this was an increase in various diseases, such as infantile tuberculosis and scrophulosis. The 20,396 cases of tuberculosis treated at the Prague tuberculosis hospital "Bulovka" in 1941, represented an increase of 98 percent above 1937. Of these, a large proportion were children. Judging from the meager statistics available it is likely that the percentage of all other diseases rose alarmingly.

The general situation was aggravated by a shortage of doctors. According to a Swedish report, Czechoslovakia now has but one doctor to 12,000 persons.

What Have the Aggressors Done to Education?

Under the pretext of accommodating their troops, the Germans began requisitioning school buildings soon

after the occupation of Czechoslovakia. Following the patriotic demonstrations on October 28, 1939, on the occasion of the anniversary of Czechoslovak independence, and the later brutal massacres of university students in Prague and Brno, the Germans closed all Czechoslovak universities and technical high schools. A majority of the students and professors who escaped the massacres were sent to concentration camps in Germany. Student dormitories in Prague and Brno were transformed into barracks for German SS men.

The Germans also closed libraries and laboratories. Valuable books and scientific equipment were sent to Germany. Those pertaining to Czechoslovak history as well as volumes written by Czechoslovak statesmen and writers, such as Frantisek Palacky, T. G. Masaryk, Edvard Benes, Karel Capek, Ivan Olbracht, etc., were destroyed in public fires.

The Nazis decided that the educational standards of the Czechoslovak Republic (there were 80,000 students in Czechoslovak colleges the year of the Nazi invasion in 1939) were not in accordance with their plans.

"We must give the beaten people the benefit of agrammatism," said the Nazi labor leader, Robert Ley. His expression summed up the direction of Nazi political and eco-

conomic orientation for the "protectorate". According to the Nazis, the Czechoslovak people were "not fit for academic education". They were not to aspire to become judges, doctors, lawyers or scientists. They were to be content with becoming skilled workers or remaining agriculturists and working for the benefit of Germany. And the Germans decreed that only those students who had completed a training camp course of physical and "Nazi world-outlook" education, modelled after the example of the Hitler Jugend camps, could be admitted to college.

The Germans appointed a special board to select students "fit" for further education. Those who could not pass the "test" had to choose some practical occupation. Parents no longer had the right to choose an occupation for their children, as they did in the past, but were obliged to apply to the labor office which would make the decision on their behalf. In special cases, students who graduated from college were allowed, if they understood German, to continue their studies at one of the Reich universities; but only when they proved their loyalty to the new order in the "protectorate", that is, a willingness to become renegades and traitors.

In the remaining schools teaching was shaped according to the Nazi plan of re-education. The first thing the Nazis did was to forbid the

teaching of Czechoslovak history from Czechoslovak textbooks. Children could thus learn history only from the Nazi point of view. A great many subjects were taught in German and gradually, Czechoslovak teachers were replaced by teachers from the German sections of Czechoslovakia. The Czechoslovak children were admonished in Nazi-controlled newspapers to "follow the example of the Hitler Jugend and to compete with it in the execution of duties which circumstances and Hitler have imposed upon the Czechoslovak people".

In connection with the transfer of German children to Czechoslovakia, particularly in the so-called mixed territories which the Germans wished to germanize rapidly, the Czechoslovak schools were closed and German schools were set up. Children of Czechoslovak families remaining in these territories were forced to attend these schools. In other Czechoslovak high schools (gymnasiums) and technical colleges, professors and teachers, particularly those teaching history, literature and social sciences in general, were summarily dismissed and replaced by Germans.

On the other hand, the Germans put on the market a whole series of new books, written according to the recipe of Propaganda Minister Goebbels.

What Have the People Done to Preserve Education?

Because of the solidarity of the Czechoslovak people the German attempt to destroy the Czechoslovak tradition of education met with little success. Former teachers and professors who remained at their posts adopted the Nazi method of teaching outwardly. But secretly, in collaboration with the parents, they

continued to direct the education of the youth according to their own tradition. They continued to recommend books to study. This is evidenced by the many executions of teachers, professors and parents because, as the Nazis explained, they "sabotaged the German effort for the re-education of the Czech youth in the spirit of New European Order and the Greater Reich".

DENMARK

Area: 16,575 square miles Population: 3,805,000 (1939)



The pretense of making of occupied Denmark a "friendly partner" of the Third Reich did not prevent the systematic pillage of harvest and livestock which formerly contributed to the health and well-being

of the Danish children. Nor did all the "correct behavior" conceal the essential immorality of enemy aggression. It is true that the population of Denmark did not have to bear, in the same degree, the degradation

of the neighboring Allies, nor the reduction of its population by deliberate murder, as in the countries to the east. Hence, this summary of the condition of Danish children represents the very best that could be expected of enemy occupation.

How Far Has Family Life Been Destroyed?

On May 1, 1944, Denmark counted 12,622 homeless persons of which 4900 had been housed in barracks, the balance in private homes. Since that time, there has been a "voluntary" evacuation from the west coast of Jutland.

Altogether, 14,500 persons, including children, escaped to Sweden, where they were well cared for. Less than half of them were Danes of Jewish faith.

In December, 1943, 52 Jewish children, one to 12 years of age, whose parents had been taken by the Gestapo in October, 1943, were shipped by the Germans to an unknown destination from a freight depot in Copenhagen.

In Randers, Jutland, the Germans arrested a number of Danish boy scouts, and reports were received from time to time of unknown number of arrests of high school pupils.

A large number of boys from 16 to 18 escaped to England and joined the forces of the United Nations.

How Far Has Child Health Been Undermined?

The Germans took more of the products of the dairies, farms and slaughterhouses of Denmark than was normally available for export. Over 400 cattle and 3000 pigs were shipped to Oslo from Denmark every week through the summer months for consumption by the German Army of Occupation in Norway. Dairy products went direct to Germany. This flow of foodstuffs to the enemy naturally left the children of Denmark underfed.

A test in Esbjerg elementary schools showed one child underweight in every seven, and 98 percent suffered from bad teeth. Because of the lack of soap and scarcity of hot water, a prevalence of lice and scabies was reported.

From available reports it appears that tuberculosis cases increased 12 percent during 1942-1943, with an additional increase of five percent during 1943-1944. Meningitis showed up sporadically, and diphtheria mortality cases increased seven or eight percent.

That there was not more malnutrition, may have been due to the fact that from August, 1942, to June, 1943, Danish school authorities served free meals to 37,000 children in 47 towns (20 percent of all school children in those towns).

What Have the Aggressors Done to Education?

As far as is known, the Germans did not systematically interfere with the Danish school system. But they arrested several teachers and requisitioned many school buildings.

What Have the People Done to Preserve Education?

The effort of the people to preserve their national education was but a part of the larger program of resistance in every field. This resistance grew, under enemy blandishments.

The Nazi press was full of stories of the difficulties in keeping young people down. The public regarded boys who stole German rifles, who saluted RAF planes as they passed in the sky, who succored Allied pilots, who set fire to German garages, who imitated the goosestep in the wake of Nazi soldiers—the public regarded all of these manifestations of Danish resistance as the work of heroes. The boys took imprisonment with a smile because of this public approbation. When one captured RAF flyer was marched through the streets, every school child ran out with flowers. The experiment was not repeated.

Schoolboys and girls all over Denmark, with the encouragement of parents and teachers, took part in the struggle against Hitler. The Nazi press continually attacked teachers for permitting the British national anthem to be sung whereas the German anthem was never sung.

School children in Slesvig gave the first example of resistance; in this province (German since 1864), ruthless germanization of the Danish minority had been carried out before the present invasion. The Lord's Prayer, repeated daily in German had always been followed by the words "Slesvig is my home, Germany my Fatherland." In 1940, after the enemy had occupied the whole of Denmark, one little girl said courageously: "Slesvig is my home, DENMARK is my fatherland." The teacher shouted: "Damned Danish brats!" And when a woman teacher tore the swastika to pieces in public and was sentenced to prison, her pupils became more active than ever in sabotage.

And on the Soviet Union's Red Army day, Danish children wore red neckties and red ribbons in their hair. Not much as a war effort, perhaps, but a deep abiding sign of solidarity of the Allies. It will live in the hearts of the children.

FRANCE

Area: 212,659 square miles Population: 38,000,000 (1942 estimate)

It is too early to get a full-scale picture of the conditions to which the children of many occupied countries have been reduced, but in this report on France the reader will find every element of a finished composition fairly and clearly limned: the displacements due to four years of war, the broken families, the deaths, the depopulation of villages, the

wait for the advent of Allied armies.

How Far Has Family Life Been Destroyed?

As a direct consequence of the displacement of several million Frenchmen, family life in France was distorted to an alarming extent.

The number of displaced Frenchmen is estimated at well over 4,000,-



bombed city tenements, the hunger, the rising resistance of a freedom-loving people, the war against the enemy of whatever national origin and the courage with which restoration started. It will be noted that the whole canvas is illumined by a spiritual liberation which did not

000, including: 850,000 war prisoners, 350,000 war prisoners assigned to civilian jobs in Germany, 900,000 workers who went to work in Germany in exchange for 300,000 released war prisoners, 60,000 deported, 500,000 Alsatians and Lorrainers forced into the German

army, 250,000 who found refuge in the French Empire and over 1,000,000 people forced to evacuate certain regions of France.

In addition to the dislocation of families as a result of deportation, evacuation, forced labor and detention in war prisoner camps, many families were broken up by the urgent necessities of patriotic activities. Thousands of men lived in hiding to avoid the compulsory labor draft, thousands of others joined the Maquis.

How Far Has Child Health Been Undermined?

Dangerous as the Nazi-imposed conditions in France were to the health of everyone, the situation was tragic with respect to the health of the children. Lack of food undermined the health of the younger generation to a point where little resistance could be offered by weakened bodies to tuberculosis and other diseases.

As a result, infant mortality increased tremendously. At the time the Allies invaded France there were eight times as many children dying in France as in Germany.

The food rations of the children were not only utterly insufficient from the viewpoint of indispensable elements such as fats, vitamins, amino acids, etc., but the rations were deficient in energy values.

Moreover, the rations were very badly balanced and showed a disproportion in the relationship of albuminoids, fats and carbohydrates.

Due to the food situation, the health of children in France deteriorated rapidly. Here is an idea of the situation:

By 1942, the lack of protective foods such as animal fats, butter, cheese and eggs caused dangerous diseases to spread. One death out of two was due to tuberculosis, adolescents and children constituting the majority of victims.

During the summer of 1942, children sent to Switzerland were 10 pounds below their normal weight, with teeth, hair and eyesight affected.

At the beginning of the school year, in October, 1942, 8,000,000 children lacked shoes (Les Documents, Londres, December, 1942).

The Medico-Social Committee of the International Hygiene Bureau in Geneva reported that a study of 45,000 city children showed that the mortality from tuberculosis had increased by 30 percent, especially among children of 15 and older. The yearly increase in weight was 15 percent below average. Among children of 3 years, 22 percent had lost weight and 51 percent had not gained any. Among children of 7 to 12, 28 percent had lost weight. From 13 to 17, 16 percent of the boys and 24 percent of the girls

had lost between 9 and 19 pounds. The average height was one-half to 2 inches less than normal. The number of neurotics was increasing daily.

Médecine brought further information. In Paris 60 percent of the children showed positive reactions to tuberculosis tests. Scurvy appeared.

Among these city children 21 percent were affected with anemia (3 to 4 million red cells instead of 5); the average weight of newborn babies was below 6 lbs; infectious diseases spread fast.

Situation in 1943: nearly 1,000,000 children had died from insufficient food and 300,000 more were in mortal danger. Serum had to be sent from Paris for spreading cases of infantile paralysis. Non-epidemic contagious diseases, such as tuberculosis and venereal diseases, were rampant.

While there was no increase in contagious diseases, recovery was difficult because of pneumonia, ear infection, etc., which followed. Hunger, physical misery and poverty become an obsession which distorted children's moral values. Juvenile delinquency probably doubled over 1941.

Situation in 1944: at a meeting of the "Assemblée Consultative" in Algiers on May 17, a summary of conditions and needs for children was made by people in close contact

with organizations inside France. They found the number of calories available to be between 900 and 1000 a day. The meat ration was one-half ounce instead of three; the fat ration was one-quarter ounce instead of one and a half ounces. Condensed milk was available only for children under one year, after that they got skimmed milk, one box of cereal a month, no ham, fish or brains, rarely one egg a month.

As for health: cases of typhoid fever went up from 3000 before the war to 14,000 in 1943, infantile paralysis from 200 to 2000; tuberculosis went up 27 percent and 60 percent in large cities; there were 1000 cases a month of diphtheria.

What Have the Aggressors Done to Education?

From a purely physical viewpoint two factors were responsible for the lowering of the standards of education: the great number of displaced people had affected a large number of teachers and created a shortage of educators, and the conditions of food, heating and clothing diminished the intellectual receptivity of school children and reduced the hours of attendance in winter months.

Under the impact of the collaborationist policy, instructions had been given to institutions of secondary and higher learning to imbue students with an understanding

of "the great problems which deal with everybody's destiny." Translated into practice, this resulted in the suppression of certain topics from the traditional curricula. The teaching of ethics and politics, liberty and equality, law, civic rights and civic duties were prohibited.

The guiding idea in suppressing these topics was to reduce the French youth to willing instruments of the German "master race." The Germans and their henchmen felt that independent philosophical thought had first to be disassociated from the "destinies" of everybody. People should be brought to believe that individual welfare had nothing to do with the dignity of "La Patrie" and with the great principles of democracy. It was hoped first to extirpate rationalism before implanting metaphysical doctrines which were clearly marked "made in Germany."

Obviously, things are accepted more easily by a generation which has been put asleep by myths than by one which has been brought up in the tradition and thought of Descartes.

With regard to the teaching of history, the French Revolution of 1789 was taboo: the less mentioned, the better. Due to a shortage of books, however, the old books continued to be used to a great extent.

In the effort to teach German ideas in French, the men of Vichy

encountered stiff resistance. The centers of opposition were the universities. It will long remain in the memory of France how the German authorities suppressed all manifestations of students with the utmost cruelty, how they mistreated professors and students of the University of Strasbourg who were evacuated to Clermont-Ferrand.

What Have the People Done to Preserve Education?

Through the ordeal of Nazi occupation many children acquired a sense of responsibility towards their friends and country. A teacher who escaped from France told how wonderfully her pupils behaved, helping their mothers and playing their parts against the invader.

As the French children grew older their goal was to get out and fight; witness the whole class of high school students who reached Spain on foot; the 18 boys with their teacher of Greek rowing 55 hours to cross the Channel and the five boys alone in their two canoes getting to England.

Traditionally the French school teachers (*instituteurs*) have been known for their liberal ideas. Now they added a chapter of courage to their tradition of liberalism. In the September, 1943, issue of the *Cahiers Français* letters from teachers to Pierre Laval were published:

". . . Such are the profound

roots of the opposition between the French teachers and the promoters of the so-called 'national' revolution. The teachers of France are well aware of the importance of this struggle and of its real meaning and therefore they challenge and denounce your so-called reforms.

". . . These reforms have only one aim: to degrade the teaching system, to lower the cultural level of the people. For very definite purposes they give preponderance to physical education and sports and favor sectarian education in preference to non-sectarian teaching. In one word, their aim is to destroy the work of democratic emancipation which has been begun by some courageous men half a century ago.

". . . The truth is that the new regime has no need of well-trained, well-informed and cultivated men. You say: 'Let us teach techniques of their trade to the masses. Let us form skillful workers, assiduous employees, conscientious functionaries. . . .

"'For everything else, let them trust the venerable leader, let them trust him to a degree where they even leave it up to him to find the method how to make them die by the millions on the fields of battle.'

"For you, all that matters is to detract the minds of youth from

serious thinking. You never can tell where thought will stop once it starts to develop.

"No, Sir, the teachers of France do not follow you on the road of the 'New Order'.

"No, Sir, the teachers of France do not betray their past and are not ashamed of it.

"No, Sir, the teachers of France will not become propagandists, on the payroll of French fascism."

There was a time when some people said that there were two Frances: the France of the school teacher and the France of the "curé". No one would dare to say this now. United in resistance, all those who were in charge of educating the younger generation offered the fiercest opposition to the doctrine and methods of the German occupants. At the same time, the students themselves profited by every opportunity to show their fraternal sympathy with the Underground. In Paris, Marseille and Lyons the index cards of those who were scheduled for deportation to Germany were burned by students. In the colleges and universities, patriotic manifestations were organized by men and women students, who sang the Marseillaise and displayed patriotic symbols, in defiance of Himmler's Gestapo.

GREECE

Area: 50,000 square miles Population: 7,500,000

There are several contributing causes to the appalling conditions known to have existed among the children of Greece. For a country which never grew enough basic foods, war brought unusual hardships and hunger. In this war the

"worthy of extermination."

In addition to the Axis policy of brutal severity toward Greece, the division of the occupied territory between the armies of Germany, Italy and Bulgaria led to a triple looting of the reserve stocks of food



only way to have avoided starvation would have been to adopt an attitude of acquiescence to invasion, and collaboration with the aggressors. All the world is aware of the extent to which the entire Greek nation adopted the opposite course. The quality of its resistance marked the nation as a formidable enemy and therefore, in the Nazi view,

in the first weeks of occupation. Later isolation and lack of communication increased the suffering.

There was a savage unconcern for the native population. Rationing of foodstuffs hardly existed for the Greek people. Existing food was rationed to the occupying forces. The Greeks were deliberately left to starvation, which, but for the re-

cent relief of a few shiploads of food and vitamins arranged through the International Red Cross, would have resulted in virtual de-population of this ancient home of democracy.

Pursuant to the fascist dream of "cultivating" a state of ignorance among the inferior peoples, the weakened remnants of the population were subjected to systematic attacks on their native culture and the forcible substitution of Nazi philosophy. The starving children of Greece asked for bread and were given—German books.

How Far Has Family Life Been Destroyed?

Family life depends on a feeling of spiritual and economic security. But all Greece suffered from starvation and inflation, with prices which rose 300,000 times. Under these circumstances, the main thought of all families was directed towards the obtaining of the daily meal. All members of the family. Irrespective of age or sex, left their home at dawn in order to try and find, independently of each other, something to eat. Thus, they had few opportunities of contact with each other; a mother rarely saw her child for days on end.

Furthermore, Axis behavior towards the Greeks added considerably to the economic hardships of the family. More than 1000 com-

munities were destroyed by the Germans and Bulgarians; families were dispersed by executions (74,663 to date) and imprisonments (310,227). Many people were sent to concentration camps or deported (19,038). Thus, numerous families were deprived of their bread earners and many children were orphaned and remained alone to face the difficulties of the world. In addition, the death of approximately one-tenth of the population because of starvation, increased the number of orphans in Greece. Many members of families took to the mountains to join guerrilla bands; others escaped to Egypt and the Near East, leaving their families and relatives in Greece. Finally, at the close of 1943, an additional number of Greeks, without children, abandoned their homes fleeing the reprisals of the German Wehrmacht.

The problem of housing was acute in northern Greece, where more than 150,000 refugees from the Bulgar-occupied provinces of Greece sought to live.

How Far Has Child Health Been Undermined?

The health of Greek children has been gravely undermined. It is estimated that in 1944, because of the lack of imports and the drop in food production, calory intake per child did not exceed 750. An Italian doctor studied the effects of the

scarcity of foodstuffs on the health of children. In an article published in a medical periodical of Genoa, he reported that in children between 3 and 12 years old, he noted general symptoms such as: anemia, asthenia, underdevelopment of the body, special gastroenteric and cutaneous symptoms and finally, psychological symptoms (melancholia, apathy, anxiety, insomnia). This condition was due to a general lack of vitamins of the B complex and mainly of riboflavin and vitamins PP.

Because of their general debilitation of health, children fell an easy prey to diseases such as malaria, for which no quinine was available, and tuberculosis. Out of 25,000 children examined recently in Athens, 75 percent were consumptive. The lack of serums, vaccines and heart tonics was costly. In 1943, one-third of the children in Pireaus suffered from trachoma. Infant mortality in Greece rose to 75 percent, and in the Athens area, in 1942, it was estimated that 10 percent of the dead were one to five years old, and 24 percent were between the ages of six and 15. In May, June and July, 1942, births had fallen by 30 percent.

What Have the Aggressors Done to Education?

The sickness prevailing among Greek children is in accordance with Axis plans for non-Axis popula-

tions. The necessity of every Greek, children included, to eke out his own daily bread operated at the expense of the time available for attending educational institutions. School hours were cut down by at least 50 percent. In addition, inadequate communication facilities contributed to the drop in attendance; 55 percent in elementary schools and 48 percent in secondary schools. Furthermore, teaching conditions were very unsatisfactory. Most schools were requisitioned by the forces of occupation as barracks; a few were transformed into centers of distribution of food, hospitals or Red Cross Centers. In the rural areas, numerous schools were destroyed when the Germans razed whole communities in reprisal against resistance. Thus, indirectly, conditions imposed by the Axis in Greece worked in favor of their own plans for cultivating a state of ignorance among the "inferior race".

Direct measures were also taken to promote Axis plans. Teachers were executed or sent to concentration camps in great numbers; certain books inspired with the democratic spirit were banned. In the universities, the teaching of public or private international law, constitutional and labor law, pathology and hymnology were forbidden.

On the other hand, the Germans attempted to proselytize Greek chil-

dren to their "Kultur" after having reduced them to starvation. Scholarships were offered at Italian universities. Italian and German schools were organized in various Greek cities. German books deluged the Greek market. The German and Italian languages became obligatory in Greek schools.

In the Bulgarian-occupied region of western Greece, eastern Macedonia and western Thrace the Bulgars followed a ruthless policy for the denationalization of the Greeks. All Greek schools were closed, teachers and the Greek clergy became the object of more persecution than in any other part of Greece. Some teachers were allowed to continue their work, provided they taught only in Bulgarian! But a few days later they were given 24 hours to leave the country and 150,000 children, of all ages, were deprived of their accustomed schooling. New teachers were imported from Bulgaria and the system was organized in such a manner as to favor students who became Bulgarian nationals and learned the Bulgarian language.

What Have the People Done to Preserve Education?

In the face of starvation and other policies of the occupation forces, Greece did her best to keep

up the education of her children. Eyewitnesses who left Greece early in 1944, speak of the extraordinary spirit of self-sacrifice, brotherly love and devotion to the ideals of education among students and children. The desire to learn persisted, and teachers and students considered it their patriotic duty to keep their educational systems functioning in spite of all difficulties. Never before in the history of modern Greek education were students more eager to learn. Social consciousness was unusually high, especially among older children. This provided a strong basis upon which future educators may build.

Schools operated in private houses, the same house sheltering usually two or three schools. Pupils attended on alternate days, or, only mornings or afternoons, as conditions permitted. Equipment was almost non-existent, and there were few desks, chairs or tables; children sat on the floor, or on stools brought from their homes. Because of the lack of fuels, attendance in winter was a great hardship.

It's interesting to note that the teaching of ancient and modern Greek history was extremely popular and provided an inspiration for the children. It enabled them to face the present with stoicism and courage while striving for liberation and a better future.

LUXEMBOURG

Area: 999 square miles Population: 301,000



The German policy with regard to Luxembourg was to treat the small, historically independent country as if it were a part of the Third Reich. Every effort was made to Germanize children. The condition of the young people of Luxembourg today is the result of resistance to the enemy policy, rather than to the accidental result of war.

How Far Has Family Life Been Destroyed?

At least 30,000 Luxembourgers have been forced by the Germans to leave their homeland. Some of these were arrested and sent to con-

centration camps. Whole families of all classes, especially families with children, were deported to the eastern provinces of Greater Germany.

Children and students up to 18 years of age were away from their parents and "educated" in Nazi institutions in the Reich.

From the age of 18 on, young Luxembourgers were forced to join the Reich's Labor Service; then came compulsory service in the Germany army, for the boys.

Thus, the Germans tried to uproot democratic traditions and destroy the home life of Luxembourg families.

How Far Has Child Health Been Undermined?

War conditions in Luxembourg were similar to those in Germany, because Luxembourg was annexed by the Germans, and therefore considered to be part of the Reich. Although the basis of food rations for Luxembourgers was approximately the same as those of the Germans, cattle, poultry, wheat and any other exportable products were shipped to Germany, stripping the population of all food reserves.

Many doctors and pharmacists were forcibly transferred to Germany proper. Due to the increasing requirements of the German army, the remaining pharmacists were obliged to surrender their stock-piles as well as most of the drugs required for their daily needs. The consequent drug shortage resulted in a higher death rate and a general decline in public health. Tuberculosis and infant mortality increased sharply. Due to the lack of milk and other foods containing Vitamin D, there were widespread cases of rickets, which had completely disappeared from Luxembourg after the first World War.

What Have the Aggressors Done to Education?

Luxembourg children have always been peculiarly fortunate, in that they grew up with three languages: French, German, as well as

the Luxembourg language. This was not only good training, but facilitated communications and understanding with foreign nations. And it is interesting to note that in pre-war Luxembourg, courses in English were compulsory in all high schools, with the exception of the "Athenaeum," where Greek or Latin could be substituted.

When the Germans took over, French was abolished from the schools and daily life, and all lessons were taught in German. The curriculum was changed to conform with Nazi standards and all religious instruction was immediately eliminated. Emphasis was placed on physical education which, as taught by the Nazis, included instructions in National-Socialist songs and lectures on principles of Nazism. The aim of this course was to make soldiers and mothers for the Reich—not to strengthen the body.

History was the only academic subject which received any stress. However, the history concerned a glorified Germany, as interpreted in the Nazi textbooks. For girls, there were several courses to prepare them for motherhood and housework. Every part of the curriculum emphasized Nazi philosophy.

Teachers who refused to comply with the new instructions were dismissed, as were all the nuns and priests who taught in public schools.

Their jobs went to instructors imported from Germany.

Students above the age of 14, who wanted to continue their studies in either secondary or vocational schools, had to declare allegiance to the German race, affiliate with either the "Hitler Jugend" (boys' organization) or the "Bund Deutscher Maedel" (girls' organization), and prove aryan descent.

The Boy Scouts and Girl Guides organizations were abolished.

The new Benedictine Abbey of Clervaux, as well as the Grand-Ducal summer residence at Colmar-Berg, and many other residences and convents, were requisitioned by the enemy for Nazi boarding schools and training camps.

Girls attending the last three grades of secondary school had to interrupt their studies for one month in the winter, and six weeks during the summer, when they were sent to work for German families, on farms or in camps. They were constantly urged to give themselves to officials of the Nazi party, in order to present the Fuehrer with children.

In one of the latest issues of a German-controlled newspaper it was announced that Luxembourg children of six years or more had to join Nazi youth organizations; that meant an even greater part of their time than before had to be

spent in a National-Socialist environment.

What Have the People Done to Preserve Education?

In 1942, when regulations were in the process of being enforced, several parents tried to avoid exposing their children to Nazi indoctrination. They were informed by the German Gauleiter in September of that year that as a result, pupils of the senior classes would have to be removed from school and handed over to Hitler Youth Training Camps. "In this way", the Gauleiter said, "the parents involved will lose the right to bring up their children who will be made into 'Volksgenossen' and faithful citizens of the Reich by the 'Hitler Youth' and the 'League of German Girls'."

During the general strike in September, 1942, students everywhere demonstrated against the Nazis. In Luxembourg and Esch many refused to go to class. Others who did go to school went on strike there with their arms crossed. More than 150 students were arrested and sent to Germany.

All anti-Nazi teachers were dismissed, deported or sent to concentration camps. Therefore, wherever possible, the children were taught at home. Members of the clergy and teachers who belonged to the underground taught secretly; some were arrested, but others carried on.

THE NETHERLANDS

Area: 13,604 square miles (overseas territories, 789,961 square miles)

Population: 9,090,000 (overseas territories, 72,000,000)

The plight of the children of The Netherlands under German occupation might have been very different if the Dutch people had submitted to the ideas and schemes of the invaders. It must be remembered that following the toll of death and destruction incidental to warfare,

men, were quickly eliminated from the national life for the sake of a "lenient occupation".

But tolerance in matters of religion and spiritual liberty are essential to Dutchmen. Measures against the Jews were vigorously and continuously opposed. It was not only



the enemy made an effort to use Holland as an example of "brotherly accord" between themselves and the Netherlanders.

Of course this proposed "partnership" did not include the Jewish section of the population. Some 180,000 Dutch Jews who had lived for centuries on terms of complete equality with their fellow country-

men on the Jewish question that the Nazis met with the refusal to submit. The same struggle between the invaders and the people rose about all fundamental questions involving the rights of Dutchmen to live in freedom of thought and religion. For this resistance, the Dutch paid dearly in comfort, health and life itself. But the answer of young and

old was increased resistance and sabotage. It is in the light of this, that the reported conditions must be interpreted. What the children of Holland suffered they chose to suffer for the sake of a spiritual idea.

How Far Has Family Life Been Destroyed?

Conservative estimates indicate that in Holland alone 150,000 people died as a consequence of invasion including the parents of approximately 10,000 children. At least 300,000 houses were destroyed, and 850,000 people left their homes for various reasons. For the children taking part in sabotage—with or without knowledge of parents—concentration camps were added.

German occupational authorities dealt with the children as they did with adults who—openly or under cover—harmed the Nazis. They shared the fate of their parents in deportation to western Germany, Belgium and the north of France for forced labor. The intruder's object was to move people from their familiar surroundings to foreign soil. By this they hoped to limit help to the invading Allies.

This disruption of families had disastrous consequences because abandoned children were deprived of human care and lost their sense of human relationship.

How Far Has Child Health Been Undermined?

The general death rate of children in occupied Holland increased at least 10 percent. Though the food situation did not reach famine proportions, the official daily rations were insufficient, providing a total of only 1417 calories for adults as against 2600 calories given German children.

In 1940 there were over 30,000,000 chickens on Dutch farms. By 1942 the total was reduced to 3,000,000—a cut of 89 percent. And much of this went to Germany.

Milk, which made Holland famous in better days, was down to 5,000,000 pounds, from a 1940 average of 11,000,000 pounds or more. Housewives were supposed to get two quarts of skimmed milk every 10 days; what they did get was a mixture of synthetic powder with water.

A Nazi-controlled newspaper recently reported that for one month one egg was to be made available for all persons over the age of 21, two eggs for those younger. The price of an egg in Holland is 55 Dutch cents, or 30 cents in American currency.

Lack of vitamins A, B and C have reduced resistance to infectious disease. Cases of rickets, practically unknown in Holland before the war, became numerous because of a lack

of foods rich in vitamin D. Children over six were hurt most since their ration did not provide for adequate growth. More than half of the newborn children weighed less than 6.6 pounds; the number of miscarriages and stillborn children increased. Tuberculosis, venereal diseases and infantile paralysis (1800 persons were stricken in the latter months of 1943) increased because of a lack of facilities for treatment. Following the systematic killing of thousands of dependable Dutchmen and their families, it is evident that Holland's future depends almost entirely on those who are now from 1-10 years old.

What Have the Aggressors Done to Education?

The Germans introduced in all schools a general falsification of history favorable to the Reich. In all history books, pages referring to the part played by the House of Orange in the history of the country were torn out. Many educational facilities were reduced and numerous schools closed, especially the teachers' training colleges. The Nazis justified this measure by claiming it was necessary to eliminate a "surplus" of teachers. This "surplus" was largely shipped off to German labor camps, creating a serious teacher shortage. Jewish children were at first segregated in classrooms, and subsequently expelled from schools. French was

eliminated from the curriculum and German was taught more extensively in order "to promote contact and friendly intercourse between the Dutch and their German brothers". Special Nazi institutions for the training of young "fuehrers" were established. The history of England, France and the United States were eliminated in favor of German history.

Nazi infiltration poisoned Dutch schools, from the smallest elementary school to the largest university. It upset a carefully planned system, the efficiency of which has been proven by countless examples such as Debye and Hendrik Antoon Lorentz, both Nobel laureates.

What Have the People Done to Preserve Education?

Before the invasion, the Netherlands educational system, by its soundness, high intellectual standards and excellent equipment, ranked among the best in Europe. It was based on principles of freedom, and its organization was partly private denominational, partly public-secular. It was the true expression of the democratic structure of Dutch society. All universities and schools were subsidized by their Government. But they elected and appointed their own teachers and professors.

Nazi statements confirm that

both teachers and children openly, or in veiled terms, displayed their intense hatred for the occupying power and the Dutch "Quislings". This became manifest in a general sabotage and in the boycotting of the children of Dutch Nazi parents. This sabotage by children found thorough understanding in the schools. Teachers said it was a joy to correct homework. They found funny pictures of Hitler burning at a stake, or a very fat Goering trying to run, and the like. Nazi Secretary-General of Education, J. van Dam, prohibited political discussions in schools.

Patriotic Netherlands parents made it a point to remove their children from a school as soon as a Dutch Nazi joined the staff; wherever and whenever possible teaching was continued at home. University professors and secondary teachers who gave evidence of independent thought were persecuted. Nazi-inspired student riots furnished a pretext for closing down fine old universities. When the most flagrant persecutions and blood purges failed to batter down intellectual resistance to ideological oppression, the Nazis edged in on the educational systems by the economic route. Boys and girls were compelled to go into Nazi work camps where lessons about the beauties of the New Order were crammed into every idle moment.

The Netherlands East Indies

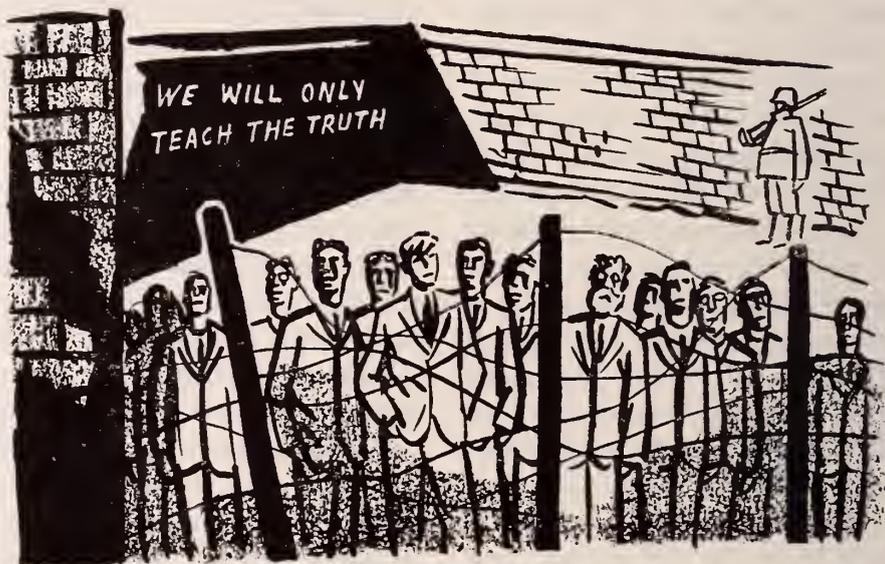
Information concerning the condition of children in occupied Netherlands East Indies is scanty and unreliable since it all comes from Tokyo. However, it is possible to sift out a few facts from the Japanese propaganda broadcast, facts which show how perfectly the Axis partners imitate each other. There is the same bland assumption of a permanent "new order" to be controlled by a master race for their own benefit, the same effort to make the children of the "subject races" forget what they were, the same destruction of pride and confidence in their own heritage, the same ruthless exploitation of children under 14 in the industrial and fighting machine.

The whole concern of the Japanese is for the re-education of youth. The lower schools seem to have been wholly remodelled after the Japanese pattern of education. The most promising boys from the Indies have been sent to Japan to study. They are virtual prisoners, living in the same room with Japanese students, trained in strictly Japanese studies and etiquette and inculcated with Japanese beliefs.

Millions of children left in the homeland have been mobilized for forced labor. Enemy broadcasts boast of their toil.

NORWAY

Area: 124,550 square miles Population: 2,937,000 (1940)



The psychological shock of Nazi methods for the children of a country like Norway, which has known only peace for 130 years, was very great. The courage with which they responded, their strength and fortitude under enemy occupation, is a foundation stone on which to build the future.

How Far Has Family Life Been Destroyed?

As a result of German terror-bombing of defenseless cities, thousands of Norwegian families lost their bread-winners and their homes. Later, tens of thousands fled the country, either to escape the Gestapo

or to join in the fight for Norway's liberation under the leadership of the King and his government. Only in rare instances did an entire family succeed in escaping. The Germans forced thousand to leave their homes in order to convert thriving properties into airfields. Some localities were designated as military zones, and the local people forced to move elsewhere.

In cities such as Oslo, Trondheim, Bergen and Stavanger, the Germans confiscated properties belonging to the tens of thousands of Norwegians who continued the fight from abroad, and from the majority of those held in jails and concentration camps. Entire villages have

been burned down in reprisal. Housing conditions among Norwegians were desperate. It was necessary for several families to move in together in a few rooms; generally, large families kept together.

How Far Has Child Health Been Undermined?

Life in small, overcrowded rooms is not a healthy one. The shortage of soap and housecleaning materials resulted in poorer hygienic conditions. And the long, cold Norwegian winter was hard on an undernourished, poorly clothed people.

With regard to sicknesses, there was a great increase in the number of cases as early as the spring of 1941. Children's sicknesses were prominent, with increases in tuberculosis and stomach, intestinal and skin ailments. This was due, primarily, to a lowered resistance resulting from undernourishment.

The children of school age suffered chronic hunger. "Official rations" in Norway were no measure of how much the children got to eat. They showed only maximum rations, but did not indicate the frequent occasions when nothing could be bought. Fortunately, babies received whole milk and cod liver oil.

A check-up on school children showed that the number of underweight children increased drastically. In Oslo, 25 to 30 percent of

those starting school were underweight. Since 1942 the average height of children finishing high school decreased.

School children were aided greatly during the last year by the extra meal many received through the Swedish Red Cross. American Relief for Norway contributed 50,000 Swedish kroner monthly. As a result, 110,000 Norwegian school children received one extra hot meal daily.

What Have the Aggressors Done to Education?

Norwegian schools encountered difficult conditions as early as the first days of the war. It is no exaggeration to state that the occupation of Norway has set the schools back at least two generations. Conditions are particularly difficult in the cities and thickly populated country districts. Everywhere repair and maintenance have been neglected. In the cities and populated districts the Germans requisitioned the schools to quarter the soldiers and as store rooms.

Gradually the Nazis attempted to control education by changes in textbooks. This led to an open battle between the schools and the Nazis which culminated in the spring of 1942. The Germans wanted to force every Norwegian youth from 12 to 18 into a Nazi youth organization

and they tried to force teachers to join a Nazi teachers association. Norwegian teachers sent individual letters of protest to the German authorities, all bearing the same message: "We refuse." Immediately, about 10 percent of Norway's teachers were arrested and sent to concentration camps. More than 700 were shipped to the German line behind the Murmansk front for slave labor. But the teachers won the battle. They refused to capitulate. After a few months teaching was resumed. Thus, Norwegian schools have not been contaminated with the Nazi poison.

But the billeting of German soldiers has left scars on schools. Furnishings, teachers' equipment and libraries were subjected to vandalism or were destroyed. Athletic fields and gymnastic halls were taken over by the enemy. Vocational training was impossible because of the lack of materials and tools.

In a number of communities, children lost more than a year and a half of school attendance since April, 1940. Rural districts had another problem—transportation.

The Norwegian universities also opposed the Nazi authorities. When the Nazis attempted to interfere with studies, the open fight started which ended with the closing of the University of Oslo. Professors and students were arrested and several

hundred male students were sent to German concentration camps.

What Have the People Done to Preserve Education?

In order to avoid too great a breach in school attendance, and to preserve the national education, children have been educated in homes, halls, stores—almost anywhere. In some districts 80 percent of the children were forced to use improvised schoolroom facilities. Many schools had classes spread out over a wide area in many different places. Improvised classrooms were usually inadequately lighted and ventilated and lacked toilets.

The unsettled school sessions were a great strain on the nerves of the children. It was hard to concentrate on school work.

The children were weak from malnutrition. They often arrived in school without breakfast. They were thinly clad, with shoes worn to shreds. But in spite of all the handicaps, the Norwegian schools carried on because all concerned had the determination to overcome difficulties and to carry out the classroom work in good spirit. It was a solidarity and mutual understanding of unique strength which advanced the work and lessened the many obstacles. A good, patriotic anti-Nazi spirit was the source of strength of the Norwegians.

THE PHILIPPINES

Area: 115,600 square miles

Population: 17,000,000 (1941 estimate)

Available news from the Philippines is so largely based on Japanese broadcasts that it is unwise to judge conditions there at present from such sources.

It is evident, however, that family life in Filipino homes has been definitely disrupted. In the epic resistance on Bataan alone, 21,000 Filipino soldiers died. Thousands more were wounded and taken prisoners, and many of these died in prison camps.

Yet, by admission of the Japanese, thousands of Filipino guerillas and others resisting the "New Order," are still fighting in the hills

and forests all over the Philippines. Filipino children cannot live normal lives under such conditions.

Japanese propaganda has been designed to combat American influences and to foster instead an "oriental" culture. The new educational system recently imposed on the people teaches the Japanese way of life and the Japanese language. The Japanese report opening thousands of new schools to spread their doctrines.

Relief, rehabilitation and reconstruction under President Sergio Osmeña's leadership will follow liberation in the Philippines.

POLAND

Area: 150,470 square miles

Population: 34,775,698 (1939 estimate)

In the faces of the children of Poland you can see mirrored the nature of the enemy. German occupation of Poland was, by far, more ruthless than in any other occupied country and their destructive methods were applied more thoroughly.

How Far Has Family Life Been Destroyed?

Over 3,000,000 people perished in Poland in war operations, in concentration camps and in the gas chambers of the slaughter camps.

Another 2,000,000 were deported to slave labor in Germany. Over 200,000 remain in concentration camps. It is estimated that 8,600,000 people have been uprooted and displaced in Poland.

Thus, 10 percent of the Polish people have been exterminated and 25 percent have been moved out of their homes and left destitute. About 300,000 are in the ranks of operational units of the Polish Home Army, which carries on active resistance against the Germans.

Under such circumstances, one

could hardly expect family life to flourish. And yet other factors had to be taken into consideration. The Germans did whatever they could to prevent the natural increase of the Polish population. Among other things, they imposed restrictions on marriages among the Poles. In Western Poland, for example, women below 25 and men below 28 were forbidden to marry. In the same area, illegitimate children of women under 25 were taken over to be educated in German institutions. The *Hamburger Fremdenblatt* of

of the term, an anachronism. In Warsaw, more than 500,000 people, (one-third of the population), were transferred to the poorer districts by the Germans. There, three and four families with a number of children were often forced to live in one room.

Jewish citizens were crowded into an official Ghetto from which egress was forbidden. As early as November, 1940, Jews were shot on sight after leaving the Ghetto walls. In 1942, one half of the total Jewish population had been "liquidated"



April 26, 1942, reported that as a result of this decree the number of Polish marriages in Lodz fell off 82 percent in one year.

Terrible housing conditions made home life, in the prewar meaning

in cold blood on order of Himmler. Among these, the larger number were old people and children. When heads of families were shot, the children were left to starve.

In the battles of 1939, and dur-

ing the German-Russian war, 80,000 Polish homes were destroyed. And at least 386 villages were burned down by the Germans.

How Far Has Child Health Been Undermined?

The physical condition of children in Poland gives cause for great alarm. The mortality rate grew steadily (in 1940 it was 45 percent higher than in 1939), and the birth rate decreased. In 1941 there were 55 births per thousand and 149 deaths per thousand.

Food received by Polish children under the German occupation covered about 15 percent of actual requirements, although, theoretically, they were entitled to one-quarter of the amount of food German children received. In the Ghettos, these rations were cut in half.

The rations theoretically given to Polish children contained no vitamins whatever (an official decree in Poznan forbade sale of fruit and vegetables to the Poles), 40-50 percent of the carbohydrates required and six to seven percent of fats. There was a steady fall in the caloric value of Polish rations. In 1940, 736; in 1941, 667; in 1942, 575; in 1943, 385. This, instead of the standard 2900 calories daily.

Thousands of children died of exhaustion after forced draining of their blood for transfusion for the use of the German Army.

Bad living conditions caused an alarming spread of contagious disease, particularly tuberculosis, which, in Warsaw, accounted for 300 deaths monthly during 1943.

There was also a shocking lack of clothing. Four years of war had completely exhausted the supplies that existed, and the only people who received clothes coupons were farmers who got them as a premium for supplying quotas and surplus food stocks. Neither peasant, worker, nor white-collar worker had the right to purchase shoes, underwear or any other clothing at normal price. As a result, many children were unable to attend school or work because of lack of clothing. The situation was particularly tragic in the severe Polish winter months.

All child-welfare institutions managed by the General Welfare Center had to close down. Free distribution of soup for children was forbidden, and the number of nurseries sharply reduced. Thus, in Warsaw, in 1941, there were 205 nurseries with 18,800 children. Two years later only 88 remained with 8500 children.

Even children who managed to maintain their health, due to better home conditions or greater resistance, suffered from the German occupation. Those between 10 and 14 years of age were deported by thousands into the Reich to forced labor; many died after being housed in

unsanitary barracks and forced to work 12 to 14 hours a day. Some 4-year-old children who recently arrived in refugee camps in the United States had never slept in a bed with sheets and pillow cases. All Polish children, no matter their age, were eligible for the application of the German principle of "collective responsibility". There were several instances of small children executed along with their parents in mass reprisals.

What Have the Aggressors Done to Education?

"The Poles do not need universities or secondary schools," declared the German Governor General Hans Frank. "The Polish lands are to be changed into an intellectual desert."

In accordance with this theory, the Germans closed all the institutions of higher learning in Poland, all universities, colleges, and high schools. Only primary schools were permitted to function.

The work of schools that had managed to survive under German occupation was greatly handicapped by the terrible conditions under which they had to carry on. Many school buildings were destroyed in the course of the Polish-German and the German-Russian wars; many others were requisitioned by the Germans for military purposes. In addition, the Germans banned

pre-war primers and did not issue new ones. They condemned over 2000 Polish titles and had them destroyed throughout the country. As for teachers: over 190 university professors perished in the four years of war; the number of high school and elementary school teachers who had met death was very high. Some 80,000 teachers were sent to concentration camps and in some countries as many as 70 percent of the teachers were killed, arrested or deported.

The German occupation in Poland went beyond purely material destruction, the exploitation of Polish resources and industries and mass murders of the innocent. Worse, by far, was the methodical campaign directed against the Polish children, the backbone of the nation.

What Have the People Done to Preserve Education?

Evicted from their buildings, deprived of teachers and school aids, destitute and persecuted, the Polish schools carried on. Secret education became an important feature of national resistance. All stages of higher education, from high school through university, were carried on by the Polish Underground. The underground movement set up a secret administration to direct and unify school work, paying teachers, providing textbooks printed by the un-

derground press and issuing matriculation certificates.

The secret schools met in small groups and changed their quarters several times within the school year, to cope with lack of space, fuel and school aids. In some areas, three different classes were conducted in one unheated, chairless room. When the Germans discovered a secret school or class, they beat the children severely, often sent parents to concentration camps,

and sentenced teachers to death.

Despite these difficult conditions the secret schools in Poland have a magnificent record. In the Warsaw district alone, 85,000 to 100,000 pupils received secret instruction. Though "officially" there are no secondary schools in Poland, in Warsaw in the school year 1942-43, 71 high schools were conducted by the Underground, and some 1700 students graduated from these schools.

UNION OF SOVIET SOCIALIST REPUBLICS

Area: 8,819,791 square miles

Population: 192,695,710 (1940 estimate)



The Red Army has driven the last of the aggressors from Russian soil. But the conditions resulting from a brutal invasion are even now becoming evident to the world. One

of the main concerns of the Soviet Union during the war was the care of its children. While taking care of the war victims, the Soviet government also widened its network

of children's organizations in the rear. There was a continuous growth of children's institutions and expansion of medical and health protection during the past two years. Child mortality in territories not affected by the Germans decreased materially. Education took corresponding strides forward. The methods and organization that brought about these achievements are to be applied to the children of the liberated areas. For Russian children the post-war world has started.

How Far Has Family Life Been Destroyed?

When the Nazis launched their attack in 1941, tens of thousands of children were evacuated from the war zones into the deep rear, where numerous children's homes were opened for them. But it was impossible to evacuate all children. Many who stayed behind suffered intensely when the Germans invaded their districts. They saw their mothers, fathers and brothers put to death, and their older sisters deported to German bondage. More than 17,000 children of school age from the city of Rostov alone, were driven away to slave markets in Germany. In all districts occupied by the Germans, children were witnesses and victims of unspeakable atrocities.

Many children in the occupied territories starved and froze to death

as the Nazis shipped all food and warm clothing, and even toys, to Germany.

Thousands of school children were driven by force to slave labor, to carry water and chop wood for the army of occupation. Their food was bread, mixed with grass. Any form of disobedience was punished by severe beating. Thousands of other children were tortured and shot. Of 542 school children in the small town of Berezhnitsy, 290 met death at the hands of the invaders. Others were put into German uniform and thrown into the line of fire—forced to help the enemies of their own country. In areas liberated by the Red Army, soldiers found many naked and emaciated children who escaped death at the Nazis' hands by hiding in forests and swamps.

In the course of two days 20,000 Jews were massacred. A handful of children escaped, and wandered barefoot and hungry in the forests until they met guerrilla detachments.

How Far Has Child Health Been Undermined?

The children who lived through the German occupation are extremely undernourished and suffering from nervous disorders. Many of them will be invalids for the rest of their lives. Constant care will be necessary to restore these victims

of German barbarism to happiness and health.

Individual families and group collectives have taken on the responsibility of caring for many of the homeless children. Every effort goes toward making them forget they are orphans. The boys and girls get good clothes, wholesome food, affection and education. They are made to feel that they belong to families.

What Have the Aggressors Done to Education?

In all occupied territories the Nazis methodically demolished schools, libraries and equipment, converted school buildings into stables and clubs into brothels.

As soon as the Germans entered a settlement they began to shatter and disorganize school life, creating a situation in which the schools withered away without possibility of revival. They dispersed, partially exterminated and tortured teaching staffs.

The Germans destroyed textbooks and libraries. They wrecked and defiled school buildings. In Stalingrad, the Nazis burned down 95 schools, all kindergartens and libraries, the Palace of Young Pioneers and the Physical Culture Institute. In the entire Stalingrad region they destroyed 288 schools, 136 libraries and hundreds of reading rooms and clubs, in Mariupol, 68 of 68 schools; in

Kiev 140 of 150; in Orel, 36 of 36; in the Rostov on Don regions 1,340 of 2,595 schools, kindergartens and nurseries.

What Have the People Done to Preserve Education?

These horrors could not stop the Russian desire for knowledge. Teachers and pupils hid textbooks and school equipment from the Germans.

The principal of the Nalchik school, Shripnichenko, reports that during the Hitlerite occupation the local teachers and pupils risked their lives to steal into the charred school buildings at night and stealthily carry away equipment that escaped Nazi pillage. When Nalchik was recaptured by the Red Army the cultural life of the city began afresh; schools were reopened in the shortest possible time and scores of students returned textbooks, maps and even desks, which they had buried in the ground.

In another school, one child brought a globe, another a model of an electric machine and still another a microscope which had been lovingly guarded throughout the occupation.

What have the people done to preserve their national education? They have driven the invaders out. Russia, her schools and children are free!

YUGOSLAVIA

Area: 95,558 square miles Population: 16,200,000 (1940)



After the Yugoslav people overthrew the Cvetkovich government which signed the Tripartite Pact with the Axis, Hitler launched his unprovoked attack on Yugoslavia on April 6, 1941. Within two weeks the country was overrun and carved up by the conquerors. Large parts were annexed by Germany, Italy, Hungary and Bulgaria, while in Croatia and Serbia, quisling regimes were set up.

Few occupied countries have been subjected to as systematic a program of extermination, persecution and terror as Yugoslavia. But the Nazi regime, far from breaking the spirit of the people, strengthened their will to resist. People fled to the

mountains and organized a strong partisan movement which, under the leadership of Marshal Tito, waged a relentless struggle against the oppressor.

During the past three years over 1,000,000 Yugoslavs were killed, mainly as a result of wholesale massacres or reprisals for resistance. In Kragujevats, for example, the Germans butchered over 4000 school children. Unless special measures are taken to preserve the health of the young, exposed for the past three years to constant undernourishment and want, there will not be enough of these courageous South-Slavs to work the area which has cradled their culture.

How Far Has Family Life Been Destroyed?

The determining factor in the destruction of family life in Yugoslavia was the enormous forced displacement of persons under the occupation. Families were split up so that some members remained in one part occupied by one invader, and other members remained in another. In Montenegro, for instance, which is the smallest part of Yugoslavia, the former population of 500,000 was reduced to 140,000. Of those who disappeared, 60,000 to 70,000 are wandering refugees, while more than 200,000 died of starvation. From Bosnia, the total number of Moslem refugees was about 196,000 of whom 108,000 were children. The districts of Kljuc, Gacko, Bilec and Nevesinjo were completely destroyed. According to figures collected in Sarajevo, the homes of 17,000 families were burned in East Bosnia. In Hercegovina, the total number of buildings destroyed exceeded 50,000. In 20 parishes of Banija, more than 40,000 houses and other buildings were destroyed.

Slovenia was partitioned into three parts. The central part which contained 900,000 inhabitants, was occupied and annexed by the Germans. The Italians took the western district with about 230,000 Slovenes; the Hungarians took the fertile eastern district with about 86,000 people. In the Hungarian section, the loss of civilian life was

only incidental to a country at war. Under the Italian occupation, over 5,000 Slovene homes were wiped out. Thus, 16,000 women and children were rendered destitute and sent to a camp on the sun-baked, wind-swept island of Rab, off the Dalmatian coast. Here they lived on a starvation diet. The Italians were ruthless in combating guerrilla warfare. In one village they killed the male inhabitants and gave notice that any other settlement giving shelter to the women and children, would be subjected to the same treatment. There was nothing for such women and children to do but to find their living in the forest. Many of these children joined the guerilla armies and children of 12 years have been known to undergo all the rigors of military life.

But the part of Slovenia under German occupation fared the worst. As usual, German hands rested heavily on the children. The Nazi aim was to convert the Slovene population into an inferior sort of German and to exterminate those who did not submit to this conversion. Shortly after the occupation, 75,000 were turned out of their homes; their possessions were usurped by German families and men, women and children alike were sent off to work as slaves in Germany and Poland. Other tens of thousands were forcibly evacuated and resettled in Serbia and other parts of Yugoslavia. They were not sent off family

by family. On the contrary, the families were broken up. Children were separated from parents, who in most cases do not know where they are. At least 8,000 children between the ages of two and 10 were sent to Germany for re-education. Their fate in Germany cannot be determined. At least 20,000 more Slovene children are known for certain to have disappeared under circumstances which make their return to their families improbable.

In the section of Yugoslavia where quisling governments have been set up, conditions are equally bad. Hundreds of thousands have been killed in cold blood. A large part of the people have been forced to emigrate to other parts of Yugoslavia, to Germany or Italy.

In addition to all this, the reprisals inflicted on the families of guerrilla fighters has decimated whole districts. There are thousands of children born since 1940 who have known no home other than a cave.

At least nine percent of all Yugoslav children are today homeless because their parents were killed or forcibly separated from them. These children wander around the country and live on charity from day to day.

How Far Has Child Health Been Undermined?

The actual loss of life of children under 14 is estimated in the hundreds of thousands. Among Bosnian expatriates, 50,000 children per-

ished from starvation or disease before the refugees reached Croatia. In an official document submitted in March, 1944, by a representative of the Yugoslav Government to the American State Department, it was estimated that the mortality rate among children driven from their homes through the country varied between 75 and 80 percent.

Among the surviving children conditions are very grave. As a result of shortages of food and clothing and of unhygienic conditions, the number of infectious diseases assumed alarming proportions. There is no possibility of checking the spread of disease since the most essential medicines are lacking. Sixty percent of the refugee children were tubercular or in the pre-tubercular stage. A large number of abandoned children had no clothing at all.

In one camp of Slovene refugees, a priest found 12 dead children awaiting burial and was told that the death rate was enormous.

A report by the International Red Cross on the conditions in Belgrade, in April, 1944, said: "The supply of milk still remains precarious. The lack of food for cattle has caused deliveries to drop below what was considered the lowest level of necessity. For an over-populated city like Belgrade, present time deliveries of 800 to 1200 liters a day are pitifully small; in spite of careful selection of people entitled to milk these deliveries do not give to

babies or sick children the distribution which the meagre ration allows. The situation in small towns in the provinces being no better, there is a serious need which must be filled by external help."

The health of the surviving children of Yugoslavia is thus seen to be gravely menaced.

What Have the Aggressors Done to Education?

Croatia and Slovenia, on the one hand, and Serbia, Montenegro and Macedonia, on the other, had for centuries been kept apart. The former had been under Austro-Hungarian domination, while the latter had experienced the Ottoman yoke. During Yugoslavia's brief existence the new generation grew up in a Yugoslav spirit which forged a bond of unity between the various national groups. So it was natural for the Germans to attack this bond of unity, to try to make the children of Yugoslavia forget what kind of people they were. As soon as the first military resistance had broken down, 1000 teachers were sent into Yugoslavia to "re-germanize" these Slavic children. Special squads of Hitler youth were sent from village to village telling them to stop talking their "barbarous" tongue, to speak to their fathers and mothers only in German and to report to Nazi authorities any anti-German speech or act on the part of their families. At the same time there was an almost

total destruction of the native forces which might put up a struggle against the demoralization of childhood. German schools were established, particularly in Slovenian districts, wherever the military destruction was not too complete. When parents tried to keep up the memory of their native language in the village homes, there was a forced expatriation of 35,000 Slovenes who were "not reliable." The children of these patriots were sent to Germany in special camps for re-education. It is alleged that many died on the journey.

In Macedonia, school children were obliged to learn from Bulgarian books. The Hungarians, too, tried with complete ruthlessness to exterminate Yugoslav culture and the identity of the Slav people, so that not even the memory of them remained.

What Have the People Done to Preserve Education?

In a country where merely to stay alive was a terrible daily problem, one might expect preservation of language and tradition and literature to seem of minor importance. So it is, to collaborators and quislings and traitors; but to the vast majority of people in the occupied countries resistance to German education became the symbol of the resistance movement itself. The schools, it is true, are in a pitiable state, but this is because hundreds

of teachers and students alike were members of the guerilla armies.

In Slovenia, it is reported that out of 4421 elementary school teachers, 360 were deported to Serbia, 800 were members of the guerilla forces and the rest were in concentration camps. In the quisling state of Croatia, Serbs and Jews were barred from schools. In South Serbia, all Serbian teachers were compelled to leave the country. The University of Belgrade was "nazi-fied."

One of the most brutal acts of the Germans was the massacre of students in secondary schools in October, 1941. In Subotica, the next year, school children were rounded

up and shot in front of the grammar school. These are the evidences and the result of Yugoslav resistance against germanification of education. Deprived of history books, the children wrote an exalted page in the history of their country. Told by the invader to speak a foreign language, the young people answered with bullets. In Tito's army they learned what it was to be free, and the songs they sang were marching songs of freedom. National life and culture in Yugoslavia is alive and unified as never before. But the price, the fearful price, was paid. No portion of the population paid more dearly than the generation born to war.

WHAT PLANS CAN BE MADE FOR YOUTH?

Such is the picture of the enemy's action on childhood. Wherever the Axis armies advanced they have left on the young, a stamp of misery. It should be kept in mind that the assaults on childhood were a definite policy—a long conceived plan to make the people of the lands adjacent to the Reich weak and impotent and to implant in them the ideology of the "New Order."

"We Germans," declared Field Marshal von Rundstedt, "must number twice the population of our neighbors. Therefore we shall be compelled to destroy one-third of the population of all adjacent territories. We can best achieve this through systematic malnutrition—in the end far superior to machine guns. . . . Starvation works more effectively, especially among the young."



The plight of the young victims in the occupied lands is eloquent proof of the degree of success achieved by the aggressors. An enormous task of relief and rehabilitation faces the world. The health of the children will be the first problem. Stock piles of food must be ready to be rushed into liberated districts. With these must go medicine and hygienic supplies to wipe out epidemics.

Where malnutrition has been severe and prolonged, as in Greece and

Yugoslavia, providing adequate diets will not be enough for the refugees of these countries who have been evacuated to Egypt. Many of these children for months subsisted on grass; their stomachs became unable to absorb normal food. Such children must receive food of convalescents. Personnel trained in the problems of nutrition will have to work out restorative programs.

Many emergency hospitals must be provided. In Russia, where the work of rehabilitation has already begun, it was necessary for medical services moving into the liberated areas to rebuild children's institutions. All clinics and hospitals in the captive cities had been ransacked and demolished. The recent International Labor Organization conference in Philadelphia adopted a recommendation calling for members to co-operate in training medical and nursing staffs and in loaning experienced doctors, surgeons, nursing personnel and appropriate equipment to facilitate youth rehabilitation.

To meet the problem of declining health over the years of war, a seven point program was secretly worked out by the highest medical authorities in Holland and smuggled out through underground channels. This program indicates the kind of measures that will have to be taken throughout occupied areas—

1. Underfed children to be sent to neutral countries where they could be adequately fed;
2. Cod liver oil and vitamin pills to be imported in large quantities to rectify the vitamin deficiency of the entire population;
3. A supply of anti-diphtheria serum to be built up at once; present cases to be isolated and given serum treatment, compulsory immunization to be applied to all children.
4. Immediate extension of facilities for examinations for tuberculosis, an increase in sanitarium facilities, and as many sufferers as possible to be sent to Swiss sanitariums;
5. Replenishment of medicine stocks;
6. Large scale construction of emergency hospitals simultaneously with the acquisition of adequate supplies and equipment for them;
7. A nurses' training program to be instituted immediately.

New sanatoria will have to be provided and old ones returned to their peace-time function so that the greatly increased number of cases of tuberculosis can be cared for adequately.

Millions of children homeless, because of the death or forced evacuation of parents, must be housed and cared for. This situation is particularly

urgent in eastern Europe in view of the devastation and the German extermination policy. In Russia, 13,000 orphans were registered in 36 districts of the Smolensk region alone. The number of Polish children whose maintenance and upbringing has become a community responsibility runs into the hundreds of thousands. In Greece and Yugoslavia (and equally in far-off China), the problem is of similar magnitude. Temporary relief measures must be followed by long-term systems of homes and orphanages.

Closely allied to the restoration of health and homes are the psychological and spiritual factors. This picture is more difficult to draw than the health situation. The overpowering psychic pressure experienced when the enemy is in one's own house or when the Gestapo at any time of the day or night may break into the home bringing torture and death, has taken a grave mental toll of childhood. Psychologists may be confronted with abnormal behavior patterns because of young peoples' constant association with fear, yet it is hard to measure the psychological effect of these years of horror. Attempts to destroy loyalties of the children of the occupied countries has met with scarcely any success.

The importance of counteracting the Nazi and Japanese influences at the earliest opportunity is not underestimated. The spiritual factor, however, the intangible something representing a peoples' belief in its own survival, is shared by the youngest child, and the years of hardship have proved their miraculous quality of adjustment.

Even in these years of misery the occupied countries have looked ahead, making plans for restoration and even for extension of educational opportunities with victory. The Government of Luxembourg is preparing textbooks. Dutch and Czechoslovakian scholars have traveled over the United States to study the American educational system with a view of incorporating some of its methods in their own restored schools. A national office for student relief set up in China has given economic assistance to more than 80,000 student refugees. New schools and colleges have been built during the war in the unoccupied areas, and the building program is being gradually extended to the liberated districts.

"Somewhere in Poland" representatives of the Teachers' Movement (a part of the Polish underground) laid down the guiding principles for reconstructing Polish schools.

"Since man can achieve full participation in cultural life only after his economic needs have to some extent been satisfied, we urge the democratization of the economic system," they declared.

The Congress of the Polish Teachers in England was unanimous in adopting the principles of the underground Teachers' Movement in Poland, and it endorsed the spirit of the Polish resolution.

The Polish Ministry of Education has worked out the plans for the future Polish schools and has printed textbooks to supply reopened schools in a free Poland.

For the Philippines, the machinery for relief and rehabilitation has been set up already under the Filipino Rehabilitation Commission by an act of the United States Congress.

In the Soviet Union, the whole country is rushing gifts of school equipment and library books to devastated regions.

Most specific of the plans for restoration of education in the occupied countries is the special Order of the Day adopted in the Provisional Consultative Assembly of France after a five-day debate in May, 1944, on the problems of youth: "The Provisional Consultative Assembly calls the attention of the Provisional Government of the Republic to the vital importance of the problems of youth and of childhood . . . asks for the immediate elaboration of a complete program of action, through the proper co-ordination of the competent Departments in order to ensure all needs of youth . . . insists on the necessity of repairing to the fullest possible extent the damage done in the past years of suffering . . . stresses the necessity of a precise governmental policy with regard to the organization of youth as soon as normal life has been restored, with a view to ensure equality of opportunities . . . expresses its satisfaction that the Government adopted the suggestion of the Commission and has charged the competent Commissioner with the co-ordination of the studies on different human problems."

Earlier, M. Rene Capitant, Commissioner of National Education, had outlined the main features of the reforms and the principles on which French education will be reconstructed, closing with a phrase which sums up the aims of all the occupied countries: "The schools will be charged with the mission of forming free men!"

The task before the nations which have been the victims of the Axis is of such magnitude that few, if any of them, can do without the help of the others. Only through the closest co-operation among the United Nations and through considerable sacrifices on the part of those nations spared the worst disasters of this war, will it be possible to establish decent living conditions for all children and thus ultimately to create a livable world. All nations know their debt to today's children. On today's children rests our hope for tomorrow.

