MAN'S RIGHT TO KNOWLEDGE AND THE FREE USE THEREOF

This exhibit was prepared by Columbia University in the City of New York for distribution throughout the World by the United States Information Service.

Knowledge, like the air we breathe, is so essential that we often take it for granted. Knowledge, and the ways in which men use it, determine the health of our families, the types of homes in which we live, the jobs we hold, the comforts we enjoy, the whole civilization of which we are parts.

The struggle to know is one of the most exciting dramas of history. That drama inspired this exhibit. Its purpose is to stimulate among those who see it, a careful scrutiny of the looker's immediate surroundings, in order (a) to locate the obstacles to man's access to knowledge and to the free use of it; and (b) to find ways of minimizing these obstacles. By this process it is expected that many will become vitally aware of the positive values in a free way of life, and lend their support to the strengthening of those aspects of society which build for a future worth having. The exhibit has been designed to provide points of departure for such thinking. It has utilized the wisdom of the ages and illustrative material from many lands to promote an understanding, and broader acceptance of, man's right to knowledge and the free use thereof.

The Committee from Columbia University which supervised the preparation of this Exhibit included Dean Leopold Arnaud, Mr. Robert Harron, Director Richard Logsdon, Professor James Malfetti, Director Richard R. Powell, and Professor Mark Van Doren. They received advice and assistance from Mr. Richard Brecker of the United States

Information Service and Professor Alice B. Thompson of the New Haven State Teachers College. The designing of the panels was cared for by Mrs. Olive Emslie.

Panel No. 1
The Basic Theme

"And ye shall know the truth and the truth shall make you free." Ignorance enfeebles and enslaves, whereas knowledge brings power and freedom to those who have it. But this "knowledge" must be a knowledge of truth. History reveals that the one sure road towards truth is a constant effort by each human being in his round of daily work to inquire, to learn and to pass on the wisdom so acquired as a starting point for those who come after him. Any hindrance in this process of individual learning hinders the progress of mankind.

The figure of St. John is by Albert Durer in his woodcut series of the Apocalypse, dated 1498.

The quotation is from the New Testament, John 8:32.

Panel No. 2
The Inclusiveness of Man

In this second panel the broad inclusiveness of Man is stressed by the world map and the collection of modern heads. As Confucius urged, nearly twenty-five hundred years ago, it is important that all persons everywhere think of "all within the four seas" as his brothers. Some of the many varieties and conditions of human existence are illustrated in the pictures of this panel. These distinctions, being readily observable, obscure the basic likeness of all men in their capacities for development and in their hopes for a better life. The rights of men to knowledge and the free use thereof are rights equally of one's neighbors, of the most distant and most different person in

any land, and of oneself.

The quotation is from Confucius, as translated by James Legge in The Chinese Classics, v. 1, pp. 116, 117.

The pictures were furnished by International Film Foundation, Inc. (turbaned face); Museum of the American Indian (Indian face); Netherlands Information Service (Dutch face); UNations (the others).

Panel No. 3
The Inclusiveness of Man

On December 10, 1948 the United Nations issued a Universal Declaration of Human Rights. It asserts the ancient doctrine that all human beings "are born free and equal in dignity and rights." This is also the message of the varied parents and their offspring shown in this panel. The Declaration also insists that recognition of these rights should be accorded without distinction of any kind, whether of "race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status;" and that without exception, all men have the right to freedom of thought, opinion and expression. The United Nations declaration is witness to man's demonstrable oneness as man, despite the variations in which Nature has been so lavish.

The pictures were furnished by Julien Bryan (center top, bottom left, bottom right); International Film Foundation, Inc. (middle left); Netherlands Information Service (top left and top right); Standard Oil Company of New Jersey (middle); UNations (bottom center).

Panel No. 4
The Values of Knowledge

Too often one assumes the values of knowledge. Until, however, a man has made definite the bases for his believing knowledge to be valuable, he has no sufficient criteria for estimating the goodness, or badness, of his educational system. This panel deals with one of the inescapable values of knowledge, namely, the provision of access

to an awareness of the things which exist, including both those currently about us, and those of the past which have shaped our heritage. The giant model of a mosquito used in teaching health education, the scientist exploring the distant reaches of the heavens through the Palomar telescope, the archaeologist opening the second coffin of Tut Ankh Amen, and the background of the Rosetta stone from which came knowledge of past civilizations, are illustrations of the value of knowledge as a channel to a true picture of the environment of ourselves and of those who preceded us.

The quotation is from Francis Bacon (1561-1626), Works, edited by Spedding, Ellis, & Heath, London, 1901, v. 4, p. 107. It is in Novum Organum, Book I, CXX.

The mosquito model and telescope pictures were furnished by UNations. The background picture of the Rosetta Stone was obtained through the courtesy of the British Museum.

Panel No. 5
The Values of Knowledge

Science, like life, feeds on its own decay. Progress involves the abandonment of earlier discovered half-truths for the acceptance of newly found closer approximations to the whole truth. Thus the evolution of our understanding of the universe has passed from one theory under which the world was its center, to a second in which the Sun was the center, to a presently operative search for the unbelievable distances outside the orbit of our Sun. Similarly, the rough square wheel of antiquity became the spoked wheel of the Middle Ages and the meshing gears of today. As to airplanes, many are now alive who have observed the whole span which began with the Wright Brothers fifty years ago and is now beginning the stage of jet propulsion. Knowledge accumulates as forests do, through the falling of many leaves from which new leaves will grow. Knowledge consists of the

stepping stones to a more complete awareness of our possibilities.

The quotation is from Sir Sarvepalli Radhakrishnan, Gautama the Buddha, Proceedings of the British Academy, 1938, v. 24, p. 164.

Panel No. 6
The Values of Knowledge

Man has primitive urges to cruelty, to mob action, to unintelligent emotional responses. Sometimes men act to serve a good end, but without wisdom as to the best way for attaining that end. Sometimes men have inadequate information to base a sound decision as to what ends are really good. In both of these situations knowledge lessens the bad consequences of ignorance in action. It was a recognition of these potential values of knowledge that Goethe sought to express when he said: "There is nothing more frightful than ignorance in action." Mob behavior exemplifies this truth.

The quotation is from Goethe, Criticisms, Reflections and Maxims, translated by W. B. Ronnfeldt, London, 1897, p. 186.

The pictures portray the actions of mobs in three continents of the world.

Panel No. 7
Man's Right to Knowledge

In every country there is an effort to give to the children as great a development of their possibilities as the local knowledge and financial situation permit. This is a human response to an awareness that "all men by nature desire to know." Increasingly more attention is being given to improving the techniques of child education. The studies of child development by Dr. Gesell at the Yale Clinic and the provision of instruction to the native children of Africa are all parts of a continuing effort which in every country is still far short of a full attainment of its goals.

The quotation is from Aristotle, Metaphysics, translated by W. D. Ross, Oxford University Press, 1928, Book A, Line 1.

The twelve child pictures were procured from the cinema records of The Yale Clinic of Child Development, published in a book by Dr. Arnold Gesell, Studies in Child Development, New York, Harper and Brothers, 1948.

Panel No. 8
Man's Right to Knowledge

Books and their reading have been, and still are, vital in the education of any young person. Abraham Lincoln, the great American President, is here used as an illustration of how a boy in an unprivileged and poor family, having no better light than the flickers of a fireplace, began and continued his early education with much reading in the great books of his ancestors.

The quotation is from Henry David Thoreau, Walden, Boston, 1854, P. 117.

The picture is reproduced from Plate No. 32, American Pictorial History, 1937.

Panel No. 9
Man's Right to Knowledge

This panel stresses the duty of the lawgivers in any country to give to their children the best of equipment which the local economy can afford during the years of early education. The broad open spaces of a modern North American school playyard, and the bench at which the youth of Bolivia are at work, represent strivings toward the ideal goal. These privileges must go to every child, white or black, talented, average or retarded, to the end that the society of the future shall have as good leadership and guidance as the course of history to date makes available. Strong minds, strong bodies, well adjusted personalities supplement each other for the making of good citizens.

The quotation is from Aristotle, Politics, 8:1, translated for this exhibit by Professor Gilbert Highet.

The picture of the Waite Park School, Minneapolis, is by Photography, Inc. The school was designed by Magney, Tusler and Setler, and Perkins and Will, Architects. The picture of the outdoor Bolivian school children was furnished by UNations.

Panel No. 10
Man's Right to Knowledge

Adult education has many reasons for existence beyond the basic reason that it is good for those to whom it is given or for those who give it to themselves. Ideally it should be self-given; each individual, equipped in youth with the method and the means, can proceed, in maturity, to perfect his understanding of himself, his country, and the human race of which he is a member. But this is difficult, and help is never amiss. This photograph of an adult class in economic geography illustrates one important function of adult education of a political or civil character where the chief fruit ideally produced is the preservation of liberties. These require a continuous effort in order to be understood and properly desired.

The quotation is from an address given by Jaime Torres Bodet at a UNESCO Conference on Adult Education, Elsinore, Denmark, 1949, as reported in UNESCO Courier, July, 1949, p. 8.

The picture of an adult class in economic geography at the New School of Social Research was furnished by Dave Rosenfeld.

Panel No. 11
Man's Right to Knowledge

Fundamental education in the things contributing to survival and to the raising of standards of living are primary needs of vast numbers of the world's population. Skill in the fashioning of useful articles, an ability to read and write, familiarity with modern tools and the safeguarding of health deserve high priorities in the educational offerings of many countries. Mahatma Gandhi wisely stressed

the broad scope of the educational needs of adults throughout the world.

The quotation is from Mahatma Gandhi, as reported in UNESCO Courier, February 1, 1950, p. 5.

The upper right picture of an Indonesian school teacher was furnished by Julien Bryan. The lower left picture of a class on instruments in Arabia was furnished by the Standard Oil Co. of New Jersey.

Panel No. 12
Man's Right to Knowledge

In this series of four sets of pictures of birthplaces and mature accomplishments one finds proof of the power of knowledge to move forward the equality of men. Each of the four -- an Indian statesman, a Negro world leader, a European woman scientist, and an American inventor began humbly but attained true greatness in lives which gave products of continuing value. Knowledge enabled them to rise from beginnings encompassed with difficulties to maturities of great importance.

The quotation is from Horace Mann, Annual Report of the Secretary of the Board of Education of Massachusetts, 1848, as found in Life and Works, Boston, 1891, v. 4, p. 251.

The photograph of Bhimrao Ambedkar, Law Minister of India, born an untouchable, was furnished by the Government of India Information Services. The photograph of a typical village of untouchables was used by the courtesy of Life photographer Margaret Bourke-White. The picture of Ralph Bunche's boyhood home at 1822 Macomb Street, Detroit, Michigan, was furnished by the Detroit Free Press. The picture of Ralph Bunche, reading his Nobel Peace Prize diploma, was furnished by Wide World Photos. The photograph of Marie Curie is from Madame Curie, A Biography, N. Y., Garden City Publishing Company, 1940, facing p. 229. The picture of a Warsaw street of the kind where she was born is from a Swiss publication of 1945. The two Edison pictures are by the courtesy of the Edison Birthday Committee.

Panel No. 13
Man's Right to the Free Use of Knowledge

One of the great threats to man's right to the free use of knowledge is the constantly recurring shadow of censorship established

by governments. Officials sometimes think it needful to interfere with what people can read or write or see or hear or eat or drink. Walter Lippman took a firm stand against this sort of interference when he said: "No official yet born on this earth is wise enough or generous enough to separate good ideas from bad ideas, good beliefs from bad beliefs." In every country constant vigilance is the price of a retention of freedom. Constant faith in the power of truth eventually to prevail, provided only all aspects and opinions can be freely presented and considered, is needed for a healthy society. Rollin Kirby drew the pictured cartoon to drive home the human unattractiveness of the censor-type.

The quotation is from Walter Lippman, Free Speech and Free Press, Bulletin of the League of Free Nations Association, March 1920, v. 1, p. 1.

The cartoon by Rollin Kirby appeared originally in the New York World, but is here reproduced by the courtesy of the New York Public Library

Panel No. 14

Man's Right to the Free Use of Knowledge

Man's right to the free use of knowledge has been infringed by the burning of books as well as by their banning from libraries and bookstores. President A. Whitney Griswold of Yale University has expressed his faith that "books won't stay banned. They won't burn. Ideas won't go to jail. In the long run of history, the censor and the inquisitor have always lost. The only sure weapon against bad ideas is better ideas." In earlier centuries, God was appealed to, in the ordeal of fire, to corroborate man's decision as to which books deserved destruction, and which preservation. In all periods of history, including the present, men have burned books in the belief that the authors of these books could be disgraced thereby, or that

their ideas could be removed from circulation. Russia, Ireland, Germany and even the United States, with its two centuries of tradition in freedom, have witnessed these occurrences within recent decades. Two burnings took place in the United States during 1952; one was of books selected from a high school library, and the other (done with a blow torch) was of a newly revised edition of the Holy Bible.

President A. Whitney Griswold of Yale University made the quoted statement in a 1952 lecture, entitled A Little Learning, given at Phillips Academy, as reported in Phillips Bulletin, June 1952, v. 46, p. 6.

The illustration reproduces an altar piece for the Cloisters of Santo Tomas in the Prado of Madrid, as it appears in Skira, Spanish Painting, v. 1. The painting was by Alonso Berruguete (c. 1480-1561) and dealt with a legendary event involving St. Dominic and the Albigenses.

Panel No. 15
Man's Right to the Free Use of Knowledge

Man's right to the free use of knowledge concerns the daily work of librarians of the world. This is equally true in the management of a great collection like the one found in the Bibliotheque Nationale of France, in the administration of the pictured United States Information Library in Yugoslavia and in the supervision of book-mobile service to outlying places. The Council of the American Library Association in 1948 adopted a Library Bill of Rights which urged that books should be chosen with a view to the "interest, information, and enlightenment of all the people of the community;" should take account of "all points of view concerning the problems and issues of our time;" and that "books or other reading matter of sound factual authority should not be proscribed or removed from library shelves because of partisan or doctrinal disapproval."

The picture of the Los Angeles Public Library bookmobile was made available by the courtesy of the Librarian of that institution. The reading room of the United States Information Service Library in Yugoslavia appears through the courtesy of the New York Times.

Panel No. 16
Man's Right to the Free Use of Knowledge

Man's right to the free use of knowledge deserves stress in the creative arts, whether the art be painting, sculpture, music, architecture or literature. When James Joyce's novel Ulysses was forbidden entrance into the United States on the ground that it offended canons of decency and taste, Judge Augustus N. Hand defended its right to be read in an historic decision which went farther than the book itself, asserting, broadly, that "Art ... cannot advance under compulsion to traditional forms, and nothing in such a field is more stifling to progress than limitation of the right to experiment with a new technique." The panel exemplifies this truth with a design having a layout after a painting by Piet Mondrian, a representation of a sculpture by Alexander Calder, a structure designed by Frank Lloyd Wright and a bit of music by Alban Berg.

The quotation is from the opinion of Judge Augustus N. Hand, reported 72 F. (2) 705, at p. 708, C.C.A., 2, 1934.

The panel layout is after Piet Mondrian (1872-1944). The mobile is by Alexander Calder (1898-), as photographed by Herbert Matter. The E. Kaufmann House, designed by Frank Lloyd Wright, was photographed by Hedrich-Blessing. The Violinkonzert of Alban Berg (1885-1936) is reproduced by the courtesy of the Associated Music Publishers, Inc.

Panel No. 17
Man's Right to the Free Use of Knowledge

Intellectual pioneering is inevitably disturbing to any who believe that all truth is limited and has already been discovered. At the present, as in the past, human progress requires that those

who are earnest thinkers in science, in religion, in social problems be left absolutely free to question all things, and to publish the results of their inquiry. No one of the nine great pioneers pictured in this panel from the four corners of the world found his thinking wholly acceptable to his contemporaries. Only a perspective of history permits a sound judgment as to the true value of a pioneer's work. These potential values can be choked at birth by an atmosphere of intolerance.

The quotation is from Morris R. Cohen, The Need for a Modern University, in The Faith of a Liberal, N. Y., 1946, p. 279.

The illustrations are of individuals notable as intellectual pioneers: Buddha (c563-483 B.C.); Amos (eighth century B.C.), by John Sargent; Confucius (c551-479 B.C.) from a woodcut by a Chinese prince, 1735; Mahatma Gandhi (1869-1948), walking at dawn after prayers with his granddaughter Sita and his grandniece Abbha, from a photograph by Margaret Bourke-White in Halfway to Freedom; St. Thomas Aquinas (1225-1274); John Calvin (1509-1564), from a steel engraving by "H"; George Washington Carver (1864-1943), photographed by Quarles Studio, Tuskegee, Alabama; Albert Einstein (1879-); and Sigmund Freud (1856-1939), photographed by Edward L. Bernays.

Panel No. 18

Man's Right to the Free Use of Knowledge

"Free enterprise is as essential to intellectual as to economic progress .... To enjoin uniformity of outlook upon a university faculty would put a stop to learning at the source. To censor individual faculty members would put a stop to learning at its outlet." Thus spoke the Association of American Universities in 1953. A year earlier the General Faculty of Oberlin College, in Ohio, expressed its view on academic freedom. "A college or University, above all must be a place in which the validity of ideas, new and old, is examined critically. The gains from this careful evaluation of ideas accrue to the whole society."

Columbia University in the City of New York, symbolized in this panel, bespeaks a continued cooperative striving for intellectual free enterprise in all the teaching institutions of the world.

The picture is Low Memorial Library, Columbia University in the City of New York.

Panel No. 19
Man's Right to the Free Use of Knowledge

The burning of Joan of Arc, presented on this panel, illustrates the unhappy fate of one human being who suffered death because her views were disapproved by a mass of her contemporaries. A century ago, John Stuart Mill said that "if all mankind minus one, were of one opinion, and only one person were of the contrary opinion, mankind would be no more justified in silencing that one person, than he, if he had the power, would be justified in silencing mankind." This strong view of the importance of protecting dissent deserves much current thinking.

The quotation is from John Stuart Mill, On Liberty, London, 1859, c. II.

The picture is from Louis Maurice Boutet de Monvel, (1851-1913), The Illustration of the Book of the Life of Joan of Arc (1412-1431).

Panel No. 20
Man's Right to the Free Use of Knowledge

Daumier's Crispin and Scapin speaks from the Musee du Louvre of Paris as to the everbroadening waves set in motion by gossip and scandalmongering, reaching from the place of original utterance into the utmost recesses of society. Judge Learned Hand, in 1952, balanced the risks of the escape of "some traitors," with the risks implicit in a "spirit of general suspicion and distrust, which accepts rumor and gossip in place of undismayed and unintimidated inquiry," and

expressed his choice for the first of these risks, basing his preference on eighty years of distinguished public service.

These words were spoken by Judge Learned Hand before the University of the State of New York, October 24, 1952.

The lithograph was by Honore Daumier (1808-1879).

Panel No. 21
Man's Right to the Free Use of Knowledge

The liberty of the press has required constant stress in every free country. This Daumier cartoon, produced by the travail of freedom in France, illustrates the point. In 1953, the American Library Association and the American Book Publishers Council thought it timely to phrase this stress in these words: "Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress." How many of us exemplify in our lives a living acceptance of this position?

The lithograph was by Honore Daumier (1808-1879), having appeared about 1834.

Panel No. 22
Man's Right to the Free Use of Knowledge

A distinguished jurist recently pointed out that "those who begin coercive elimination of dissent soon find themselves exterminating dissenters." The religious clashes in ancient Israel, the conflicts between Christianity and Islam, the strife between segments of the same basic faith, the drinking of the hemlock by Socrates, the ovens of Buchenwald, the victims of genocide, all provide eloquent support for the wisdom uttered by this jurist.

The quotation is from the opinion of Mr. Justice Jackson of the United States Supreme Court, reported in 319 U.S. 624, 1943, at pp. 640-642.

The two Buchenwald pictures are photographs taken by the U. S. Signal Corps in 1945. The bottom picture portrays the death of Socrates in Athens, 399 B.C., caused by his insistence upon thinking, and encouraging others to think on the meaning of then popular dogmas.

Panel No. 23
Man's Right to the Free Use of Knowledge

This right includes the privilege of everyman to bring to utterance his honest thoughts and yearnings. By this means two ends are simultaneously served. In the first place, such freedom of expression helps along the refinement of our knowledge of truth. No one is always wholly right. Only by a synthesis of different attempts to state a truth can its statement be perfected. Beyond all this, in the second place, is the value of free expression as a letting off of human steam. Hyde Park of London, and the coffee shop of the Near East, serve in human affairs both to promote the search for truth and also in the same useful way as a blowing off of steam from the crater of a volcano does in the preservation of the crust of the earth. In both instances a harmless safety valve postpones and often permanently prevents a devastating eruption.

The quotation is from the argument presented by Thomas Erskine (1750-1823) in the trial of Rex v Paine, reported in 22 Howell State Trials 358, at p. 438.

The picture of a political discussion at Hyde Park, London, was furnished by Times Wide World Photos. The picture of a coffee shop discussion of the Near East is by courtesy of International Film Foundation, Inc. The representation of Mt. Vesuvius, near Naples, Italy, is by courtesy of Philip Gendreau.

Panel No. 24
The Responsibilities of Knowledge

Rights never exist without responsibilities. Knowledge is an asset which finds the measure of its value in the use made of it. Great technical skills and control over the vast resources of nature

find their finest employments when devoted to the benefit and enrichment of the life of the community. Water power, land irrigation and conservation are serving to raise the standard of living in all portions of the world.

The quotation is from Francis Bacon (1561-1626), Works, edited by Spedding, Ellis & Heath, London, 1901, v. 4, pp. 20, 21. It is in the Preface to The Great Instauration.

The illustration is the Fontana Dam, which is a part of the system of dams constructed by the Tennessee Valley Authority.

Panel No. 25
The Responsibilities of Knowledge

The responsibilities of knowledge include the responsibility to share it with those who need and desire it. Nothing of it is lost by being shared, for it is one of those primary goods which there is no advantage in hoarding. On the contrary, it is self-defeating to do so; the more knowledge there is, the more one has. In a letter of 1953, Frank C. Laubach, who is the teacher represented on this panel, spoke of a responsibility which at the same time is an opportunity. Two-thirds of the human race, he pointed out, are illiterate, and these hundreds of millions can easily be won as friends by more fortunate peoples who are wise enough to aid them in their mental and social development.

The quotation is from Frank C. Laubach, Ladies Home Journal, v. 70, p. 104, January 1953.

The picture represents the teaching of a chief in New Guinea how to read.

Panel No. 26
The Responsibilities of Knowledge

Democracy depends upon the interested participation of all who have the great privilege of voting. No people deserves a better government than it has, so long as the people, by vote, can keep or

change their officials. This responsibility to acquaint oneself with the issues and with the people upon which a vote is to be given, and then to cast a ballot with the best judgment the voter can bring to bear is one of the great duties of every person claiming to be a citizen.

The quotation is from William Frederick Holls, Compulsory Voting, which was published in Annals of the American Academy of Political and Social Science, v. 1, pp. 589, 607, April 1891.

The top left picture of Pennsylvania miners voting is by the courtesy of the Associated Press, World Wide (Photos)

Panel No. 27
The Responsibilities of Knowledge

The basic responsibility of all sentient creatures is to develop and to enrich a mind of good intent, so that actions planned and taken, thoughts had and expressed, may further the good of all. This responsibility increases in direct proportion to the knowledge of the person in question. From him to whom much has been given, much is properly required.

The quotation is an invocation taken from the Vedas, Sukla Yajurveda, Samhita 34.

The photograph shows the Milky Way in the region of Sagittarius, illustrating the vast variety of star groupings observed from Mount Wilson Observatory in 1921, challenging the ever present desire of man to know more.