

où il travaille activement jusqu'à l'heure de sa retraite en 1966.

Pendant ses 60 années de travail, si riche en résultats et en succès, le Professeur Bartucz a créé son œuvre qui s'étend, pour ainsi dire, sur tous les terrains de l'anthropologie — avant tout sur l'anthropologie historique, bien que la majeure partie de son activité tombe sur l'enseignement; mais les premiers vingt ans qu'il a passés au Musée lui ont valu la connaissance fondamentale de toutes les époques de l'anthropologie dont la plus importante peut-être reste l'analyse et l'élaboration des cimetières avars en Hongrie. Dans cet ouvrage, il constate que les cimetières avars sont à ranger en trois groupes: d'abord à ceux qui montrent un caractère mongoloïde pur, puis aux cimetières se caractérisant par des traits européïdes et enfin les cimetières représentant des traits morphologiques mélangés.

Le professeur défunt a grandement contribué aux recherches anthropologiques en ramassant depuis 1920 (au Musée d'Ethnographie) une grande collection de crânes et de squelettes. C'est elle qui a constitué le noyau de la puissante collection anthropologique de la Section d'Anthropologie du Musée d'Histoire Naturelle.

Pendant les exhumations de personnages historiques hongrois, c'était le professeur Bartucz qui, en maintes occasions, avait fait l'analyse anthropologique des restes osseux, ainsi que leur identification. Il faut surtout mentionner l'examen et l'identification des ossements de Martinovics et de ses camarades — patriotes hongrois — et des restes osseux du grand médecin Semmelweis.

Il a réussi aussi dans ses examens et recherches anthropo-ethniques. Il a commencé ces enquêtes en 1908, en les étendant, sur toute la Hongrie, ayant ainsi examiné tous les groupes ethniques des régions différentes de notre pays. Une de ses déterminations significatives fut que les Hongrois actuels — d'après la fréquence des éléments de race — sont à classer à trois groupes: est-baltique, dinarique et mongoloïde-caucasien qu'il avait dénommé „Type Alföld“, c'est à dire type de la Plaine Hongroise.

C'est encore l'examen des enfants, significatif et de grande envergure, qui se rattache à son nom. Le professeur Bartucz fut le premier qui ait fait ces recherches en Hongrie, contrôlant la croissance et le développement des écoliers, examinant en même temps les facteurs extérieurs agissant sur la croissance. Ses données s'y rattachant, publiées en 1923, ont été pendant longtemps regardées pour moyennes générales.

Une des plus importantes trouvailles de la Hongrie a été également déterminée et élaborée par lui, notamment les restes fossiles néandertaliens provenant de la grotte de Subalyuk dont il a écrit une monographie volumineuse.

Ses résultats avaient été publiés dans de nombreuses revues scientifiques et dans son livre de vulgarisation. Ses cours étaient toujours très intéressants et de niveau élevé. Plusieurs générations ont profité de son savoir approfondi de l'anthropologie et de ses problèmes différents qu'il a posés, du savoir appuyé sur l'ethnographie et l'archéologie dont il était également un connaisseur remarquable.

Il était aussi un bon organisateur de l'anthropologie hongroise. C'est lui qui a lancé, en 1923, les publications: „Antropológiai Füzetek“ (Fascicules d'Anthropologie) qui ont parus jusqu'à 1940. Il fut membre de la Commission permanente de la Société Internationale d'Anthropologie et d'Ethnologie et de nombreuses sociétés d'anthropologie des pays étrangers, il était de même membre de la Société Finno-Ougrienne. Et il était président — depuis sa constitution — de la Section d'Anthropologie de la Société de Biologie Hongroise.

Il a été décoré de la Médaille d'Or du Travail — appréciation et reconnaissance de la République Populaire Hongroise — en récompense de ses soixante ans de services rendus à son pays.

Le décès du Professeur Bartucz est une perte sensible, non seulement pour l'anthropologie hongroise, mais aussi pour l'anthropologie en général.

Dr. O. Eiben, Budapest

ANTHROPOLOGY AND HEALTH EDUCATION IN RESEARCH AND TEACHING

From June 3rd to June 5th, 1965, the School Biology Section of the German Biological Society in the GDR held a congress of school biologists in Leipzig under the title "Anthropology and Health Education in Research and Teaching".

The session was held at the German Faculty of Physical Culture, and over 200 school biologists from 13 counties of the GDR took part in it.

The chief organizers were the chairman of the School Biology Section, Studienrat Dr. Taubert of Weimar and the Section Secretary Dr. Bishoff. The only foreign guests present at the session were Dr. J. Suchý and J. Machová of the Faculty of Pedagogy, the Charles' University in Prague, and Dr. M. Prokopec of the Institute of Hygiene in Prague.

The congress was opened on Thursday, June 3rd, 1965, by Prof. Dr. Sterber and followed by Dr. Taubert from Weimar. He pointed out the goal of the conference, which was not the first of the kind, but it had so far the best attend. Dr. Stemmler from the College of Physical Culture referred on his researches on the efficiency of the youth in the sports and on his pedagogical experience. We can influence and control societies by teaching. In physical education it is necessary to make use of the study of one's own body. Strengthening the efficiency of the organs increases the general ability. The pupils should have the possibility of controlling the increase of their efficiency in the course of training. The adaptable mechanisms can be followed on natural experiments. For example: an athlete in his highest training breaks his leg and has to spend seven weeks at rest. This is reflected in the changed chemical processes of his body owing to the changed metabolism. Exercises and sports should not be the goal for the youth, but rather a means how to obtain physical perfection as an unseparable part of a generally educated personality. In adult age physical training causes vagotomy and a lesser pulse frequency at rest. With the children, where the pulse is faster than with the adults, the attempts to decrease the frequency of the pulse at rest by physical training have so far not led to any success.

The children's heart must be trained, but also spared. A trained children's heart reacts in the same way as an untrained one. Then there followed some samples of light-athletic efficiency of the youth. With 15-year-old boys the following achievements were measured:

	In (the year) 1910		In 1958	
	Average	the 50 % middle	Average	the 50 % middle
High Jump	95.0 cm	85—105	115.0 cm	107—124
Long Jump	3.45 m	3.10—3.80	3.83 m	3.49—4.15
Shot put	5.20 m	4.40—6.40	6.67 m	5.86—7.45

The curves of frequency are of binomic form. In the long jump the difference between the longest and shortest jumps of the boys of the same age is 3 metres.

Then there followed information on the influence of physical exercises on the efficiency. A 180-minute-exercise of a military unit per week in the course of 12 weeks caused organic changes and improved the functional abilities of the unity members. The speaker was further dealing with the problems of efficiency and fatigue in physical work. It is possible to increase experimentally the total efficiency by proper arranging of breaks of adequate length, after which there appears a temporal supercompensation of fatigue.

At the present time, in the GDR there is a youth competition going on for winning a sport efficiency badge. The speaker gave the chosen events and limits needed to win this sort of badge. (Olympia Leistungsabzeichen der DDR Stufe.)

Dr. Kirsch from Potsdam spoke on sexual instruction in teaching biology in a ten-class polytechnical secondary school of general education. In his report he gave the results of his research concerning knowledge of sexual problems of the pupils of the ninth form. By the influence of the environment and owing to the changing character of the growing-up children there appears the need to know the answer. The instruction should be distributed by grades since the fifth form, where mammals and birds are treated in lessons of biology. The whole form eight is given to study of man. In the fifth form it is necessary to prepare the girls directly or indirectly for the puberty changes, the boys in the sixth form. In the forms eight and ten, after the pupils have got the necessary knowledge, instruction goes on when the endocrinic glands and the problem of ontogenesis are treated. At that time a physician's lecture is shifted into the programme.

The last lecture in the morning of the first congress day was that of Mr. J. Kurze of Berlin on Health Education and School Biology. In the GDR they have better experience with the postgraduate courses of teachers for purposes of health education than with the physicians as pedagogues. The youth should be instructed in time about the basic hygienic and health principles. Civilization presents a lot of dangers to man. The instruction should refer to the dental caries keeping one's body in right position, cold diseases, the correct function of blood circulation, etc. The children should be informed which action and what sort of contact can bring about damage to them, what is beneficial and what harmful to their health, what is the organization of the public health service. In teaching human somatology it is more important to explain the functions of organs than to require the enumeration of anatomic names learned by heart. The function of the body and its organs, the influence of the inner and outer environment, the factors stimulating and suppressing the various functions, e.g. the significance of hardening and physical exercise for the protective function of the skin, and others like that must be clear to the child. The reporter emphasized the significance of the passing from the nursery school to the primary school, which means an essential change in the child's regime of day. He undertook himself a haphazard research of knowledge in the field of health education and found extensive gaps and deficiencies; less in the field of anatomy, more in questions concerning the functions of organs. It is necessary to secure more lessons for human biology in the time-table in proportion to teaching zoology and botany. Teaching biology is a selective process in the sense of selecting the most appropriate teaching matter. The sole deep knowledge of the functions important for a happy life can put an end to the moralizing régime of education regarding bad habits and the abuse of alcohol and nicotine. The correct way of living cannot be simply ordered, its importance must be deduced by everyone from the knowledge of the cause and consequence.

The discussion on the report of the first day continued in the culture workers' club in the evening. After its conclusion films on sexual education of the youth were shown.

The first reporter of the second day was Dr. Kneis, lect. of Erfurt. He spoke on the problem of health and health education at school. He defined the concept of health according to various authors and the WHO, further he stressed the significance of Koch and Calmet for an active protection of the population, the significance of indirect methods for the evaluation of the health and physical conditions (the measuring and weighing of children, the evaluating of the results according to the valid norms and the laboratory methods). The definition of health according to the WHO includes not only the absence of a disease, but also physical, mental, and social welfare. Here measuring and laboratory tests are no more sufficient but we must study and observe the social environment of the children given in charge to us. This cannot be done without calling on families. The one-sidedness of the abi-

lity may be pedagogically made use of, but it is necessary to keep in mind that the percentage in which geniuses occur is very low. The school and the family must together take care that the child knows the principles of the right diet, its composition and appropriateness as to its calorific contents, the importance of fresh hard vegetables and vitamins as a protection against fatigue. Further the principles of correct dressing, those of the flat maintenance and cleaning as the presumption of a healthy environment. An older child should know the principles of sucklings' care. (The babies' mortality in the GDR has decreased. At the present time, none of attempts of physicians have led to any further success. This is why it is necessary to appeal to the broad public. A further mortality rate decrease is expected as the consequence of the extensive health propagation.)

A small prophylaxis can be done directly by the sanitary personnel. The so-called general prophylaxis must be carried out by all educated people, first of all by teachers. The earlier the instruction of the child is, the more effective it is. Nowadays, children know more about technology and astronomy than about their own body and its functions. The speaker then gave the results of the research of the hygienic standards of school buildings in Thüringen. 5 per cent of school buildings date from the 17th century, 20 per cent are older than a hundred years, 60 per cent are older than sixty years, also the housing problem is not yet solved. The influence of the adults on the children is detrimental, especially in the habits of consuming tobacco and spirits, in particular where the adult come into contact with the young in their vacations. For the individual study of teachers and parents there are textbooks of hygiene available now in the GDR (G. Karsdorf and associates, Schulhygiene). In the discussion following the report the lower infant mortality rate in Czechoslovakia was pointed out and the causes were searched for. No explanation can be given as there is no uniform definition of the suckling in both countries.

Dr. Schmidt of Greiswald spoke on the subject: Educational and Methodical Problems of the Fight against Alcoholism of the Youth, and Dr. Möhr of Potsdam on Problems of Nutrition Conditions with the School Children.

Dr. Bach, lect. of Jena, gave a lecture on the Genetic Principles of the Origin of Man's Races, centring in the explanation of the modern concept of genetics of populations and the new tendencies in anthropology as in Human biology. Dr. Suchý, lect. of Prague, reported on the anthropological research of unique populations of Central Europe. After an introduction he gave some results of the research of the Gipsy inhabitants living in the territory of Czechoslovakia. Dr. Prokopec spoke then on the population problems, demographic situation and on the anthropological composition of the inhabitants of India. His report was accompanied by specimens of the diverse types of the inhabitants on his own slides.

In the evening of the second day a discussion on Teaching the Science of Human Races and Anthropology at Secondary Schools took place in the Culture Workers' Club. In the GDR there is no clear terminology for man's evolutionary stages and his animal ancestors. It is not possible to evade this problem by pointing at the fact that even science itself has not solved entirely the problem of succession of the individual evolutionary types known to us. A nation-wide popularization requires a scientific and unambiguous terminology based on the present state of knowledge. The following terms were suggested: Frühmensch, Urmensch, Altmensch and Jetztmensch. Evading the problem of human races is also more detrimental than beneficial to the youth. It was stated that the anthropologists from all over the world conferring on the problem of human races in Moscow in 1954 had agreed about the opinion that the present-day mankind is formed by one species, that there is no pure man's race, that there are no superior and inferior human races from the biological point of view, that there is no evidence for the idea that mixing of different races is detrimental to the mankind as a whole. The biological consequences of a marriage are dependent only on individual characteristics of both parents, and not upon the race they belong to. Therefore there is no reason to prevent marriages of different races. Racial

theories cannot pretend to have a scientific basis. The anthropologists ought to prevent any misuse of their research results for unscientific purposes. Closing the discussion, Dr. Prokopec showed some snaps from his travels over India and gave explanation to them.

On the last day there was Prof. Dr. Hans Grimm's report on the Contents of the New Educational Programme of Man's Anatomy and Physiology for Students of Pedagogical Schools. Very soon we saw that the problems in the GDR were very much like ours. The speaker gave a quite exhaustive survey of the state of anthropology as a science branch in the people's democracies and other countries, and of some new trends in research. At the pedagogical schools there are few lessons left for human anatomy and physiology and for teaching the evolution of man and human races. The speaker's opinion is that the students should bring more elementary knowledge of the systems of the human body from secondary schools so that at the university more attention can be drawn to special problems of development and functions. He laid great emphasis on introducing practical lessons on applied anthropology, where the students themselves collect and work up the material on which they learn to know the laws of biological development. The conception of pure anatomy and physiology has come out-of-date, the problems of human genetics and ecology are becoming more important. The report was followed by a long discussion. To the question who would be lecturing the programme suggested, the speaker answered that they would naturally be the school biologists. As some of them have found liking in teaching human anatomy and physiology, of which they are lecturers, they are sure to find liking in this new, interesting and useful subject as well. The report has been recommended by the assembly to be sent to the State Secretary of the GDR. The Czechoslovak delegation have asked for it intending to publish its summary in the review *Přírodní vědy ve škole* (Natural Science at School).

Then Dr. Loschan's lecture followed on the Importance of Anthropology in Modern Teaching Biology, in which the lecturer gave a number of examples of illustrative explanation of some problems and pointed out the wide connections of certain subjects discussed.

The last report of the congress was that of Mr. E. Schuster of Burg on the "Way How to Give Lectures on Human Regulation Systems in Teaching Biology". His lecture found a sympathetic response with the audience as it was pedagogically and didactically very instrumentative and its aim was to make clear the problems of cybernetics to the youth. The lecturer regards cybernetics not only as a science branch, but also as a methodology in pedagogy and in biology. He finds analogy in the self-regulating organs of the body (the pupil reflex, the temperature regulation, etc.).

In the conclusion Dr. Taubert said that in the course of the congress 16 reporters had spoken, that there had been a rather timid discussion at the beginning, but later on there had been an animated discussion, and the whole session had been productive and useful for the participants. A detailed evaluation of the congress would be done by the sub-section by the end of September and by the beginning of October. Suggestions and reminders were to be sent to the speaker's address.

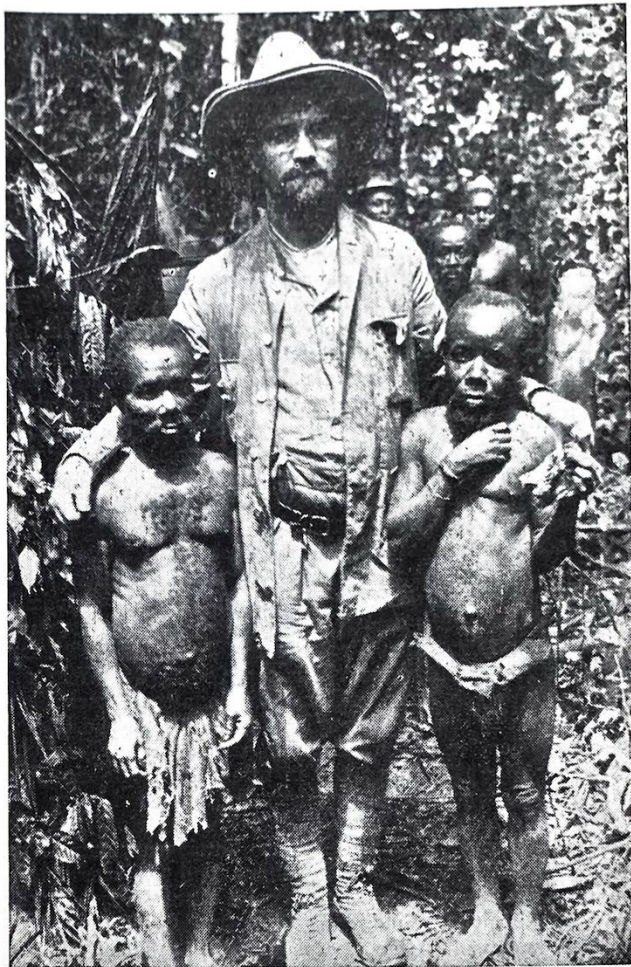
The plenary session of the congress accepted a resolution containing the main conclusions of the individual reports and proclaimed the necessity of teaching the problems of human races at school with a special emphasis given to the antiracist standpoint.

A visit of Dr. Stemmler and of Prof. Grimm to Czechoslovakia has been agreed on; they would give lectures in the Czechoslovak Anthropological Society. An agreement has been reached on further cooperation between our anthropologists and those from the GDR.

Miroslav Prokopec,
The Institute of Hygiene in Prague

Wir können stolz auf das Niveau sein, das wir in unserem jüngsten Zweig der biologischen Wissenschaften, d. i. in der Wissenschaft vom Menschen, in der Anthropologie, erreicht haben. Namen J. Maticgka, A. Hrdlička und ihrer Schüler B. Škerlj, K. Stolyhwo, J. Brožek und andere repräsentieren ausgezeichnet die Anthropologie auf dem internationalen Forum der Wissenschaften. An sie schliesst ohne Zweifel Paul Sebesta, ein hervorragender Ethnograph und Anthropologe an. Sebesta erlebt am 20. März 1967 den achzigsten Geburtstag in voller körperlicher und geistiger Frische. Der Jubilant kann mit voller Befriedigung auf sein Werk, welches er während mehr als ein Halbjahrhundert dauernder Zeit geleistet hat, zurückblicken.

PAUL SEBESTA



Dr. Pavel Sebesta with Bambuti pygmies of Africa

Paul Sebesta wurde in Velké Petrovice in Schlesien geboren. Schon während seiner Studentenjahre lernte er fremde Sprachen und war begeistert von dem Gedanken, ferne Gegenden und Völker, welche in der freien Natur leben, kennen zu lernen. Sebesta absolvierte das Studium der Theologie an der Hochschule für Missionäre in Belgien. Ausserdem studierte er an der Universität in Wien Ethnographie und Philosophie. Nach mehreren Reisen in Überseeländer unternahm er eine Reihe von Expeditionen, die seinen Namen in der ganzen Welt bekannt machten. Unsere Leiter von Expeditionen Vráz, Holub, Pressl, Frič unternahmen ihre Forschungsreisen mit geringen Mitteln. Emil Holub unternahm seine Forschungsarbeiten in Afrika mit geringen Erlösen, die er für seine Vorträge und seine Naturexponate, mit denen er besonders unser Nationalmuseum bereicherte, gewonnen hat. In ähnlicher Weise drang Sebesta ohne grossen Karavanen von Trägern und Hilfspersonal in Gegenden,