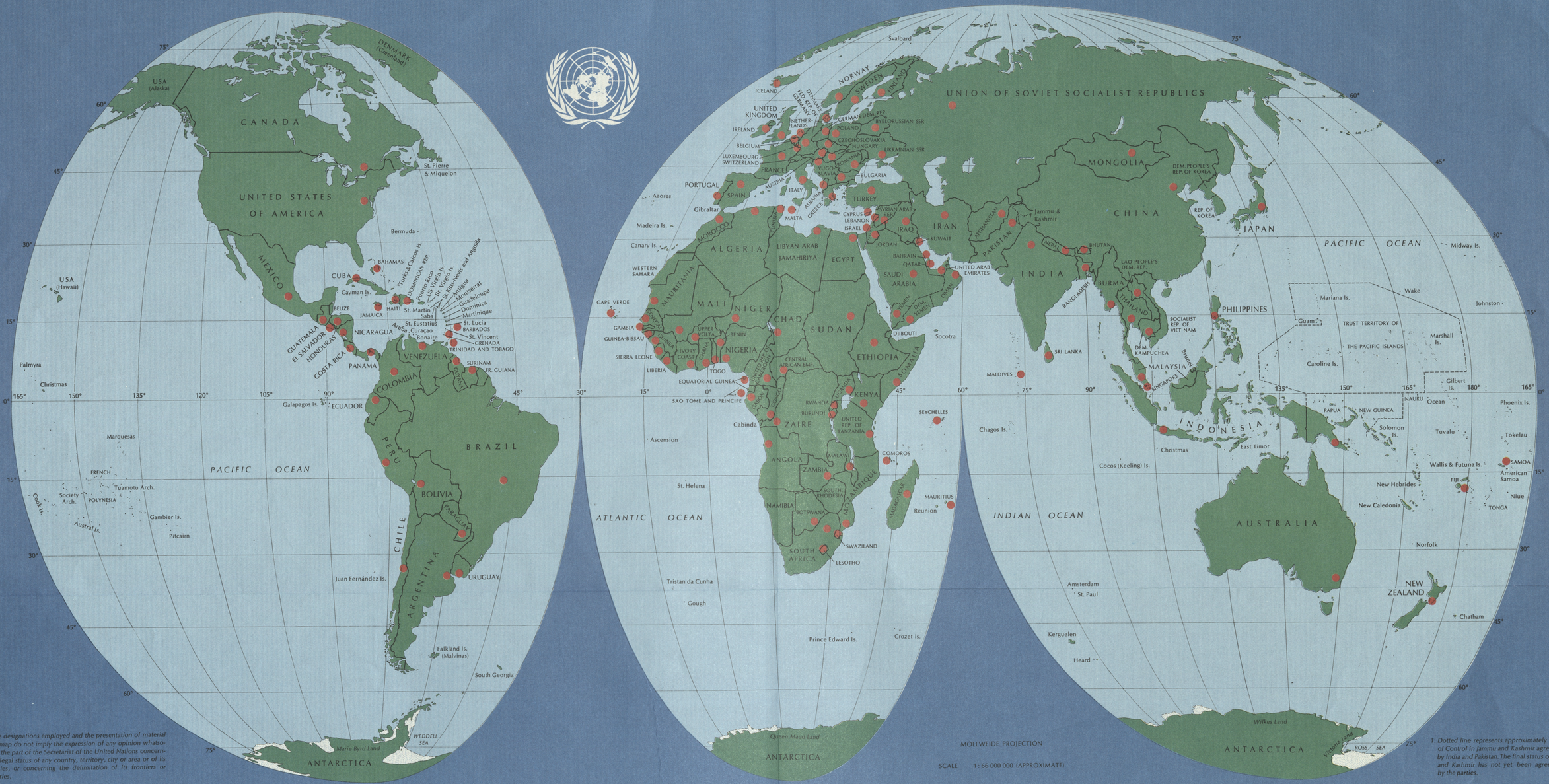
A STUDENT MAP OF THE UNITED NATIONS



The designations employed and the presentation of material on this map do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

MAP NO. 2753 REV. 3 UNITED NATIONS
JUNE 1977

MOLLWEIDE PROJECTION

SCALE 1:66 000 000 (APPROXIMATE)

1. Dotted line represents approximately the Line of Control in Jammu and Kashmir agreed upon by India and Pakistan. The final status of Jammu and Kashmir has not yet been agreed upon by the parties.

MEMBERS OF THE UNITED NATIONS — DATE OF MEMBERSHIP, AREA AND POPULATION

Name of country	Date of UN Membership	Total area (square kilometres)	Estimated population (midyear 1976)
Afghanistan	19 Nov. 1946	647 497	19 803 000 [a]
Albania	14 Dec. 1955	28 748	2 548 000 [a]
Algeria	8 Oct. 1962	2 381 741	17 304 300
Angola	1 Dec. 1976	1 246 700	6 511 000 [a]
Argentina	24 Oct. 1945	2 766 889	25 719 000
Australia	1 Nov. 1945	7 686 848	13 642 800
Austria	14 Dec. 1955	83 849	7 514 000
Bahamas	18 Sep. 1973	13 935	170 849
Bahrain	21 Sep. 1971	622	259 000 [a]
Bangladesh	17 Sep. 1974	143 998	76 815 000 [b]
Barbados	9 Dec. 1966	431	247 400
Belgium	27 Dec. 1945	30 513	9 889 000 [a]
Benin	20 Sep. 1960	112 622	3 197 000
Bhutan	21 Sep. 1971	47 000	1 202 000 [a]
Bolivia	14 Nov. 1945	1 098 581	5 789 300
Botswana	17 Oct. 1966	600 372	693 000
Brazil	24 Oct. 1945	8 511 965	109 180 600
Bulgaria	14 Dec. 1955	110 912	8 760 971
Burma	19 Apr. 1948	676 552	31 002 000
Burundi	18 Sep. 1962	27 834	3 864 000 [a]
Byelorussian SSR	24 Oct. 1945	207 600	9 350 900 [b]
Canada	9 Nov. 1945	9 976 139	23 140 000
Cape Verde	16 Sep. 1975	4 033	303 066
Central African Empire	20 Sep. 1960	622 984	...
Chad	20 Sep. 1960	1 284 000	4 115 839
Chile	24 Oct. 1945	756 945	10 454 387
China	24 Oct. 1945	9 596 961	852 133 000 [a]
Colombia	5 Nov. 1945	1 138 914	24 372 100
Comoros	12 Nov. 1975	2 171	314 000 [a]
Congo	20 Sep. 1960	342 000	1 390 000
Costa Rica	2 Nov. 1945	50 700	2 012 481
Cuba	24 Oct. 1945	114 524	9 331 977 [b]
Cyprus	20 Sep. 1960	9 251	639 000
Czechoslovakia	24 Oct. 1945	127 869	14 918 186
Democratic Kampuchea	14 Dec. 1955	181 035	8 354 000 [a]
Democratic Yemen	14 Dec. 1967	332 968	1 749 387
Denmark	24 Oct. 1945	43 069	5 072 516
Dominican Republic	24 Oct. 1945	48 734	4 835 207
Ecuador	21 Dec. 1945	283 561	7 305 000
Egypt	24 Oct. 1945	1 001 449	38 067 000
El Salvador	24 Oct. 1945	21 393	4 123 323
Equatorial Guinea	12 Nov. 1968	28 051	316 000 [a]
Ethiopia	13 Nov. 1945	1 221 900	28 667 800
Fiji	13 Oct. 1970	18 272	580 000
Finland	14 Dec. 1955	337 009	4 726 616
France	24 Oct. 1945	547 026	52 915 000
Gabon	20 Sep. 1960	267 667	530 000 [a]
Gambia	21 Sep. 1965	11 295	538 200
German Democratic Republic	18 Sep. 1973	108 178	16 786 057
Germany, Federal Republic of	18 Sep. 1973	248 577	61 498 000
Ghana	8 Mar. 1957	238 537	10 309 007
Greece	25 Oct. 1945	131 944	9 165 000
Grenada	17 Sep. 1974	344	96 000 [a]
Guatemala	21 Nov. 1945	108 889	6 256 199
Guinea	12 Dec. 1958	245 957	4 529 000 [a]
Guinea-Bissau	17 Sep. 1974	36 125	534 000 [a]
Guyana	20 Sep. 1966	214 969	782 805
Haiti	24 Oct. 1945	27 750	4 668 162
Honduras	17 Dec. 1945	112 088	3 141 000 [a]
Hungary	14 Dec. 1955	93 030	10 596 000
Iceland	19 Nov. 1946	103 000	220 100
India	30 Oct. 1945	3 129 316 [c]	610 077 000 [c]
Indonesia	28 Sep. 1950	2 027 087	139 616 000 [a]
Iran	24 Oct. 1945	1 648 000	33 900 000
Iraq	21 Dec. 1945	434 924	11 505 234
Ireland	14 Dec. 1955	70 283	3 162 000
Israel	11 May 1949	20 700	3 464 900
Italy	14 Dec. 1955	301 225	56 189 000
Ivory Coast	20 Sep. 1960	322 463	5 017 000 [a]
Jamaica	18 Sep. 1962	10 962	2 057 000 [a]
Japan	18 Dec. 1956	372 313	112 767 795
Jordan	14 Dec. 1955	97 740	2 779 000
Kenya	16 Dec. 1963	582 644	13 847 000
Kuwait	14 May 1963	17 818	1 030 500
Lao People's Democratic Republic	14 Dec. 1955	236 800	3 383 000 [a]
Lebanon	24 Oct. 1945	10 400	2 961 000 [a]
Lesotho	17 Oct. 1966	30 355	1 038 500 [b]
Liberia	2 Nov. 1945	111 369	1 751 000 [a]
Libyan Arab Jamahiriya	14 Dec. 1955	1 759 540	2 444 000 [b]
Luxembourg	24 Oct. 1945	2 586	358 000
Madagascar	20 Sep. 1960	587 041	8 266 000 [a]
Malawi	1 Dec. 1964	118 484	5 175 000
Malaysia	17 Sep. 1957	329 749	12 300 000
Maldives	21 Sep. 1965	298	122 000 [a]
Mali	28 Sep. 1960	1 240 000	5 844 000 [a]
Malta	1 Dec. 1964	316	303 685
Mauritania	27 Oct. 1961	1 030 700	1 318 000
Mauritius	24 Apr. 1968	2 045	894 774
Mexico	7 Nov. 1945	1 972 546	62 329 189
Mongolia	27 Oct. 1961	1 565 000	1 488 000 [a]
Morocco	12 Nov. 1956	446 550	17 828 000
Mozambique	12 Sep. 1975	783 030	9 444 000
Nepal	14 Dec. 1955	140 797	12 857 243
Netherlands	10 Dec. 1945	40 844	13 769 913
New Zealand	24 Oct. 1945	268 676	3 138 400
Nicaragua	24 Oct. 1945	130 000	2 233 000
Niger	20 Sep. 1960	1 267 000	4 727 292
Nigeria	7 Oct. 1960	923 768	64 750 000 [a]
Norway	27 Nov. 1945	324 219	4 026 000
Oman	7 Oct. 1971	212 457	791 000 [a]
Pakistan	30 Sep. 1947	803 943 [c]	72 368 000 [c]
Panama	13 Nov. 1945	75 650	1 718 700
Papua New Guinea	10 Oct. 1975	461 691	2 829 000
Paraguay	24 Oct. 1945	406 752	2 724 391
Peru	31 Oct. 1945	1 285 216	16 090 496
Philippines	24 Oct. 1945	300 000	43 751 320
Poland	24 Oct. 1945	312 677	34 362 133
Portugal	14 Dec. 1955	92 082	9 448 800 [b]
Qatar	21 Sep. 1971	11 000	95 000 [a]
Romania	14 Dec. 1955	237 500	21 445 698
Rwanda	18 Sep. 1962	26 338	4 289 000
Samoa	15 Dec. 1976	2 842	151 200
Sao Tome and Principe	16 Sep. 1975	964	81 000 [a]
Saudi Arabia	24 Oct. 1945	2 149 690	9 240 000 [a]
Senegal	28 Sep. 1960	196 192	5 114 600
Seychelles	21 Sep. 1976	280	59 226
Sierra Leone	27 Sep. 1961	71 740	3 111 000
Singapore	21 Sep. 1965	581	2 278 200
Somalia	20 Sep. 1960	637 657	3 261 000 [a]
South Africa	7 Nov. 1945	1 221 037	26 129 000
Spain	14 Dec. 1955	504 782	35 971 000
Sri Lanka	14 Dec. 1955	65 610	14 270 000 [a]
Sudan	12 Nov. 1956	2 505 813	16 126 000
Surinam	4 Dec. 1975	163 265	435 000 [a]
Swaziland	24 Sep. 1968	17 363	496 835
Sweden	19 Nov. 1946	449 964	8 222 310
Syrian Arab Republic	24 Oct. 1945	185 180	7 595 895
Thailand	16 Dec. 1946	514 000	42 960 000
Togo	20 Sep. 1960	56 000	2 283 350
Trinidad and Tobago	18 Sep. 1962	5 128	1 081 550
Tunisia	12 Nov. 1956	163 610	5 737 000
Turkey	24 Oct. 1945	780 576	40 163 400
Uganda	25 Oct. 1962	236 036	11 942 690
Ukrainian SSR	24 Oct. 1945	603 700	49 100 000
Union of Soviet Socialist Republics	24 Oct. 1945	22 402 200 [d]	256 670 000 [d]
United Arab Emirates	9 Dec. 1971	83 600	229 000 [a]
United Kingdom	24 Oct. 1945	244 046	55 927 600
United Republic of Cameroon	20 Sep. 1960	475 442	6 531 000 [a]
United Republic of Tanzania	14 Dec. 1961	945 087	15 606 923
United States of America	24 Oct. 1945	9 363 123	215 118 000
Upper Volta	20 Sep. 1960	274 200	6 174 000 [a]
Uruguay	18 Dec. 1945	176 215	3 101 000
Venezuela	15 Nov. 1945	912 050	12 361 090
Yemen	30 Sep. 1947	195 000	6 870 000 [a]
Yugoslavia	24 Oct. 1945	255 804	21 560 000
Zaire	20 Sep. 1960	2 345 409	25 629 237
Zambia	1 Dec. 1964	752 614	5 182 000 [a]

[a] United Nations estimate.
[b] For 1975.
[c] Excluding data for Jammu and Kashmir.
[d] Including the figures of Byelorussian SSR and Ukrainian SSR.

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TO THE TEACHER
Suggestions for teaching about the UNITED NATIONS AND THE ENVIRONMENT

This guide, derived from the UNEP/UNESCO Programme on Environmental Education, describes a few simple ways that have been found to be effective in teaching about the United Nations and the Environment. It suggests WHY the topic is important and interesting and HOW it can fit into the classroom experience. We hope these examples will stimulate your own ideas and help your students appreciate the significance of United Nations work.

WHY teach about the Environment?

Teachers have found the environment an exciting and rewarding topic. It is global *and* local—scientific *and* social; it deals with basic needs *and* the quality of life—awareness *and* action. Since it includes all natural and man-made, ecological, political, economic, technological, social, legislative, cultural and aesthetic environments, different aspects can be included in different subjects at every level of the curriculum. It does not have to seem vast and remote, however, but can relate in concrete ways to the everyday lives of your students.

Young people have shown that they are deeply concerned about environmental questions, particularly those related to social and economic injustice, life styles different from their own, and the kind of world they will inherit. Environmental education appeals to them because it involves more than classroom study; it means that they can participate in community development.

Environmental study can also help students understand world changes, the goals and work of the United Nations, and the movement towards a New International Economic Order and a fairer distribution of the earth's resources.

WHAT are the Main Themes?

As always in teaching about the United Nations and any global concern, several concepts stand out:

the ideal: a world community in which each living being has an equal right to a full life;

the reality: the bases for a world community have been laid, but injustice still exists at every level of life
— the earth is a single system of which man is a part
— people have common material and social needs which they meet in different ways in different environments
— for geographic and political reasons, resources are unequally distributed
— resources are being depleted through industrialization, misuse and population growth;

the urgent need for action: individuals and nations must co-operate to conserve and share resources and to develop a decent environment for all.

HOW: Approaches and Methods

Environmental education seeks to develop a world population that is aware of and concerned about the environment and which will work co-operatively to improve that environment. Cognitive *and* effective methods will be needed so that environmental concern may become part of a way of thought, feeling and behaving. It also means that education cannot be confined to the classroom, but must become a life-long process, combining learning and action in the community.

You may wish to introduce the environment as a part of the curriculum or perhaps as the theme for special celebration on UN Day or World Environment Day (June 5). In either case, a sequence such as the following has been found useful:

(1) *Choice of topic.* To begin, it is helpful to involve the class in choosing a limited aspect of the environment which they consider to be of particular importance locally. *Sample topics:* water, air, food, population, health, housing, employment, pollution, conservation, noise, tropical rain forests, energy, transnational corporations, consumerism, transportation, human waste, land reform, marine life, urbanization, erosion, migratory birds, etc.

(2) *Exploration.* Students may next research the values and practices of the local community and of other societies relating to the topic chosen. In the case of water, for example, ***questions for inquiry*** might be:

What would happen if there were no water? How is water used in farming, in industry, in your family? Is waste or pollution due to ignorance, carelessness, greed? If water is misused, who and what are affected today, in the future? Who decides how water is to be shared in your community, in other communities? Is it shared according to who owns it, who can pay for it, who needs it? When there are three times as many people in the world, in what different ways will we need to share resources, how will relations between people need to be different, what differences will it make in the way we bring up our children?

(3) *Action.* The problem approach should not lead students to feel overwhelmed and hopeless; rather they should learn that positive action is being taken at many levels and that they themselves can participate. They will need information about the programmes of the United Nations relating to their topic (see Page 3 of this leaflet and "Resources" below), community development projects in other countries and action to improve the environment in their own nations. In addition they should decide on an action project of their own.

Sample Action Projects: Projects can be small and limited in scope, such as the one undertaken by an elementary literature class near Vancouver, Canada. The pupils wrote and illustrated a book of poems about ways that industrialization has led people to lose their concern for nature and each other....In places as far apart as Sweden, Ghana and the Philippines, schools have engaged in food-growing, or urban community clean-up and beautification, as a form of civic education....Reforestation projects are also widespread. In Bulgaria, for example, more than 5000 young people have joined "green patrols" devoted to the protection, renovation and enrichment of nature....A most ambitious project linking schools in Cuba, Panama, Peru and Venezuela puts the school at the service of the community. Secondary school students, teachers, government officials and community representatives identify environmental problems; collect information through interviews and on-the-spot studies; organize and analyze the information; develop and evaluate alternative ways to deal with the problems; and participate in planning and implementing action.

RESOURCES

The principal resource in environmental education is the local community itself. In addition, up-to-date information and audio-visual materials on UN action in the various fields mentioned above can be procured from the Office of Public Information, UNITED NATIONS, N.Y. 10017 or from the nearest United Nations Information Centre. Particularly helpful are materials prepared for the UN Conferences on the Environment, Population, Habitat, Food, and Water. The UN Specialized Agencies also have public information materials, poster sets, slides and periodicals which are useful in the classroom.

For teaching ideas, techniques and accounts of pilot projects, write to *Connect,* Environmental Education Section, Division of Pre-University Science and Technology Education, UNESCO, 75700 Paris, France.

Industry and the environment

1977—The United Nations and the Environment

Dear Student:

You live in a world where, for the first time in history, everybody is struggling with problems that affect us all wherever we live. The environment is one of these global concerns.

Until a few years ago nobody talked much about the environment. Then, gradually in local communities, in national governments and in the United Nations itself, people began to worry. They feared the spreading pollution and waste of precious resources and they were concerned about the terrible conditions in slums and impoverished rural areas where most of the world's three thousand million people live. They felt the need to protect and to share fairly the earth's abundance.

In 1972 the United Nations called an international conference on the environment. This was held in Stockholm, Sweden, and launched a systematic world-wide effort to preserve and improve the air and waters we need to live. Since then we have come to realize that the task is much larger and more involved than we had expected; it has also been shown once again that much can be done when peoples of the world are prepared to work together.

In this leaflet you will read about the United Nations and its work in preserving the environment. You will also learn why the United Nations is important to everybody and what you yourself can do about the environment. We hope this will help you to treasure our "only one earth" and that you will join in the work to create a better life for all people—now and in the years to come.

Kurt WALDHEIM
Secretary-General of the United Nations

UNITED NATIONS DAY—24 October

THE UNITED NATIONS AND THE ENVIRONMENT

"The earth does not belong to man; man belongs to the earth. All things are connected. The rocky crests, the juices of the meadows, the body heat of the pony, and man—all belong to the same family. Whatever befalls the earth befalls the sons of the earth." Chief Seattle, 1854.

WHAT is the Environment?

The earth—the earth that you stand on—is a single piece of matter floating in space. Take a breath. This is the atmosphere that encases the earth; it is the same air that the first human being breathed and it may yet sustain your children and your children's children. The sunshine, water, air and soil are precious because they have made possible living things—plants and animals. All are interrelated and interdependent parts of a single delicate system. These surroundings, your family and local, national and world communities are the environment in which you live.

WHY are people concerned about the Environment?

The atmosphere, the sea and the land have endured so long and seem so vast that it is difficult to believe that they can be affected by the behaviour of human beings. Nevertheless, during the last fifty years the environment has been changed in many ways, largely due to the rising numbers of people living on the earth and to industrial development.

Ask your parents or grandparents how your own community has changed since they were your age. They may mention that everything is more crowded: more people, more buildings, more vehicles, more dirt and trash, more noise and fewer trees and fields and animals. There may be new factories and industries. Spring water, fresh food and fuel may be harder to find and people may have to go farther to find work. Perhaps they will observe that people buy mass-produced articles rather than articles made by hand and that habits are more wasteful. They may have more possessions and conveniences but the quality of their lives may not always have improved.

Industry and technology may be causing other changes less easily detected; such as ozone depletion, oil spills at sea or toxic chemicals in food, water and air. It is hard, too, for people to perceive how limited, non-renewable resources are being wasted or gobbled up by industry.

Concern is also being felt for the quality of the lives of a majority of the world's people who are denied a decent environment and whose basic human needs remain unfulfilled. Whether in city slums or impoverished rural areas, it is difficult to survive and lead a full life without enough food or clean water, healthy housing and sanitation or opportunities for schooling and work.

These same conditions exist throughout the greater part of the world and have led people to wonder what will happen in the next fifty years when the world's population is expected to be more than twice as large as it is today. Will there be enough food and resources to go around? Will the quality of life be better? Or will men destroy the natural environment and thus endanger the earth's ability to sustain any life at all?

This concern about the environment has led people all over the world to take action. International organizations, national governments and local communities have begun to work together on different aspects of the problem. They are helping one another to become aware of them, to change the dangerous habits of people and industries, to share limited food and resources more fairly and to create an environment which will be healthy, sane and enriching for all.

HOW is the United Nations helping develop a better Environment?

Since the earth is a single system, much environmental action is of necessity. As part of its work in helping to better people's lives, the United Nations family of organizations has spent many years on programmes relating to the environment. For example, the United Nations Educational, Scientific and Cultural Organization (UNESCO) during the 1950s and '60s tried to stop the spread of deserts through its Arid Zones Programme and mounted major programmes in ocean and water research.

By the late 1960s, however, with increasing air, water and marine pollution, deterioration of once-fertile land and fishing areas, and dwindling resources, the UN General Assembly decided that further steps were urgently needed. Accordingly, in Stockholm the 1972 **UN Conference on the Human Environment** was held to discuss the problem and work out a plan of action. It was decided that international collaboration on a scale not yet seen in the history of the world was essential in order to meet basic human needs and yet safeguard the environment for future generations.

As a result, the **UN Environment Programme (UNEP)** was set up with headquarters in Nairobi, Kenya. UNEP's task is to promote international co-operation in the environmental field with a view to protecting and managing the environment as a common human heritage. This does not mean solely trying to eliminate pollution and misuse of resources in affluent areas; the larger goal is to improve the quality of the lives of all people.

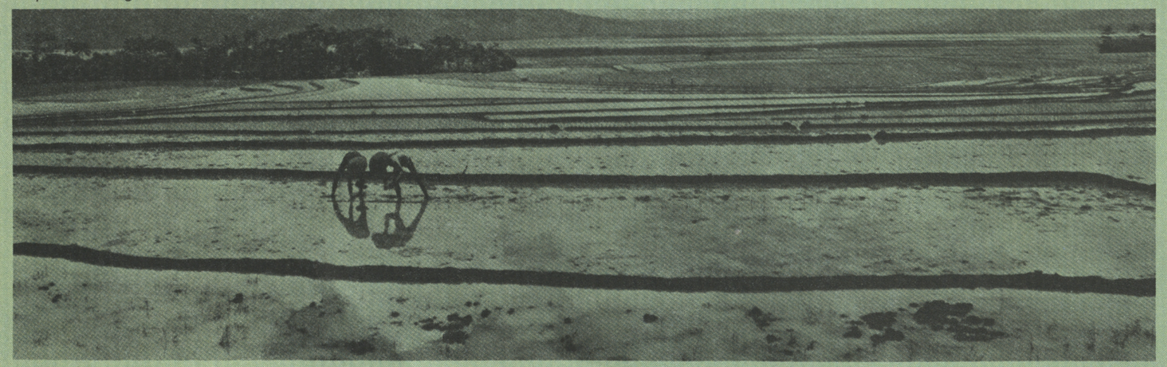
UNEP mobilizes, co-ordinates and helps develop the efforts of many different international and national organizations in such areas as:

Understanding the problem. Provision of a source of assessed information. In order to be willing to take action and to know what must be done, people need reliable world-wide information. Through its "Earthwatch" programme, UNEP monitors changes in the environment, collects and shares scientific information and reports on the state of the environment and on the "health" of the planet earth in general.

Changing habits. In the five years since the Stockholm meeting, other conferences have been held on different aspects of the environment, such as population, food, water, law of the sea, human settlements and deserts. In these meetings and in a series of legal agreements, action plans have been adopted whereby nations are encouraged to take measures to stop waste, pollution and other harmful practices and to protect endangered animals and plants, wetlands, the world's cultural and natural heritage and the seas' fish and other resources.

Developing in new ways. In all parts of the world UNEP is working with other agencies in the UN family and with scientific and environmental organizations to find alternate ways to improve people's lives through proper use of physical and social resources. The main areas of that work and examples of some of the 400 projects underway are described on the next page.

Proper land usage



Different Ways of Managing the Environment

The UNITED NATIONS Environment Programmes

Terrestrial Systems: Land, Water and Deserts. More and more food will be needed for the world's growing population. This means that the land now in use must produce more and that new land must be put under cultivation. In this work, care must be taken not to harm the environment.

UNEP in co-operation with the Specialized Agencies and other organizations is trying to check loss of land through erosion, aridity, salinity and encroaching cities. It is giving particular attention to arid and semi-arid zones where it promotes the search for suitable new strains of plants and animals. In tropical woodlands which cover so much of the unused land in the world, types of food production which will not affect the thin soil or upset the ecosystem are being sought. Many other programmes develop better ways to use water in rural areas and intensive farming methods appropriate to and accessible in a particular environment. For example, in selected African and Latin American countries UNEP, FAO (Food and Agriculture Organization) and UNESCO are investigating the use of nitrogen-fixing bacteria for legume crops (e.g. soybeans and cowpeas).

Preservation of the Marine Environment. The seas which cover 70 per cent of the world's surface should be able to yield a great deal more of the food and other resources needed in the next century. Through research and legal conventions, UNEP is working with other agencies to control the over-fishing and pollution of rivers, and the oil spills which are now endangering marine life.

A particularly important pilot project has been undertaken in the Mediterranean, whose shallow semi-enclosed waters are being over-fished and contaminated by the industries around its shores. The 18 riparian countries have begun research and monitoring of the condition of the sea, most have signed the Barcelona Convention agreeing to control pollution and over-fishing, and they have begun plans for joint development of that sea.

Human Settlements. Guidelines are being developed for the planning and technology needed in both rural and urban settlements. These will show how land, water and space can be used to create settlements which satisfy people's basic needs without destroying the natural environment.

Urban development is extremely important because it is expected that over half of the world's 7 billion people in the year 2100 will live in cities much larger and more numerous than those of today.

As part of its urban demonstration projects in Indonesia and the Philippines, UNEP is working with the UN HABITAT and Human Settlements Foundation and other organizations to improve slum conditions "on site". Without tearing down existing buildings, gradual improvements are being made, involving as much as possible the participation of the residents. New techniques will be used to manage waste (sewage decomposers, rainwater collectors, and recycling waste water) and to substitute for scarce firewood other renewable sources of energy for cooking (solar and methane gas). An adult education programme will provide training, and attempts will be made to develop job opportunities. Landscaping will make the surroundings more healthful and pleasant.

Energy. Many agencies in the UN system are seeking ways to conserve energy and to develop new sources of energy which will not pollute or use up the earth's scarce resources. This is not only necessary in areas where industry is causing problems, but cheap, clean renewable sources of energy are also vitally important to people in slums and rural areas. As one of its pilot projects on low cost, labour intensive energy production, UNEP has sponsored the establishment of two rural energy centres in Senegal and Sri Lanka. These centres are experimenting in the use of sun, wind and bio-gas to meet the energy needs of villages of 1000 family units.

Health. Many human diseases are caused by the environment. UNEP is working with the World Health Organization (WHO) and other agencies to eliminate schistosomiasis (snail fever) and other waterborne diseases and to control pests which hurt people and destroy food in certain areas of the world. Industrialization has produced a new range of diseases, such as cancer caused by smoke or asbestos. Other dangers to health come from toxic chemicals which are used in industry or agro-business and find their way into the air, soil and water. IRPTC (the International Register of Potentially Toxic Chemicals) will provide a clearing house through which health officials from any country may have information on the medical effect of different chemical substances.

Natural Disasters. UNEP is improving warning techniques and working to prevent natural disasters and to lessen the effect of those that cannot be prevented. An example is the Tropical Cyclone Project mounted in co-operation with the World Meteorological Organization (WMO).

Development. People's basic needs must be met and their lives improved without using up needed resources or destroying the environment. Through its programme on Industry and Environment UNEP is helping develop guidelines for possible legislative measures to regulate the environmental impact of major industrial activities, such as agro-business and the manufacture of automobiles, aluminium, iron, steel and petrochemicals. Along with other organizations in the UN system, it is also seeking alternative models of development—ways of living which do not waste or pollute, which are better suited to different environments and which may be more fulfilling.

HOW can NATIONS help the Environment?

Much work is being done by national governments. Ninety-five countries have established ministries of environment or other kinds of environmental machinery. Laws have been enacted and programmes undertaken to reverse the ill effects of industrialization. As a result, in many places there has been a dramatic reduction in smoky fogs, emissions from vehicles and pollution of rivers and lakes. In some cases, these steps are restoring ecological systems, such as those of Lake Baikal in the USSR and the Great Lakes in North America. Through improved sanitation and environmentally sound techniques, many waterborne diseases have been virtually eradicated in some other parts of the world.

HOW can YOU help?

What happens to the environment is the responsibility of every individual. Your own actions—whether or not you waste, pollute or use more than your fair share of food, water, energy and other precious resources—can make a difference to the way other people are able to live today and to the kind of world people will inherit after you.

Also important will be the number of children you choose to create and how you teach them to live. Will they think that happiness comes from material things or will they find other kinds of fulfilment? Will they treasure and feel themselves a part of nature? Will they believe that each living thing has a right to develop and lead a full life? Will they enjoy sharing and co-operating in ways to make the community better?

All this is up to you.

Damage from erosion