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President: Mr. Juan I. COOKE (Argentina)

Present:

The representatives of the following countries: Argentina, Australia, Belgium, China, Cuba, Czechoslovakia, Ecuador, Egypt, France, India, Norway, Pakistan, Turkey, Union of Soviet Socialist Republics, United Kingdom of Great Britain and Northern Ireland, United States of America, Venezuela, Yugoslavia.

Observers from the following Member States: Brazil, Chile, Indonesia, Iran, Israel, Mexico, Netherlands, Poland.

The representatives of the following specialized agencies: International Labour Organisation, Food and Agriculture Organization of the United Nations, United Nations Educational, Scientific and Cultural Organization, World Health Organization.

Appointment of a member of the Permanent Central Opium Board (E/2636 and Add.1)

1. Mr. MEADE (United Kingdom), supported by Mr. BRILEJ (Yugoslavia), proposed that, since candidates were still being nominated and since the biographical details of certain candidates already nominated were incomplete, the election to the vacant seat on the Permanent Central Opium Board (PCOB) be deferred until the resumed eighteenth session to be held in December 1954.

2. Sardar Swaran SINGH (India) opposing the United Kingdom representative's suggestion, said that in such administrative matters it was unwise to keep vacancies open for too long. Deferment would, moreover, create an undesirable precedent.

3. Mr. SALVESEN (Norway) felt that there was already a sufficient number of suitable candidates in the field for a satisfactory choice to be made. Moreover, it was desirable that PCOB should be at full strength when it met in the autumn of 1954 to discuss certain substantive matters. His delegation could not, therefore, agree to the United Kingdom proposal, although it appreciated the motives which had inspired it.

4. Mr. HOTCHKIS (United States of America), endorsing the United Kingdom representative's view, said

that the Council would be betraying its own tradition of acting only on the basis of full information if it were to proceed to fill the vacancy on PCOB forthwith.

5. Mr. AMANRICH (France) had no objection to deferring the matter, but, in view of the attitude of the Indian and Norwegian representatives, recalled that in 1952, when an election had been held for all the members of PCOB, it had similarly been proposed that the election be postponed, on the grounds that the documentation available was inadequate. That proposal had been rejected, but the Council had nevertheless had no difficulty in electing a full board.

6. The Council now had before it eleven candidates. That should enable it to make a wise choice. Besides, the Secretary-General, as long ago as 7 June 1954, had requested governments to nominate candidates.

7. His delegation could not, therefore, vote for the United Kingdom proposal.

8. The PRESIDENT put to the vote the United Kingdom representative's oral proposal that the election of a member of PCOB be postponed until the Council's resumed eighteenth session.

The proposal was adopted by 8 votes to 7, with 3 abstentions.

Reports of the United Nations Educational, Scientific and Cultural Organization (E/2589, E/2590, E/L.631)

[Agenda item 20]

9. The PRESIDENT invited the Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO) to introduce the reports of the Organization for the years 1952-53 and 1953-54 (E/2589 and E/2590 respectively).

10. Mr. EVANS (Director-General, United Nations Educational, Scientific and Cultural Organization), after paying tribute to his predecessor, Mr. Torres Bodet, and to Mr. Taylor, who had served as Acting Director-General during the first six months of 1953, said that the Organization's report for 1953-1954 (E/2590) contained all the material requested in Council resolution 497 D (XVI), with the important exception of "the major developments . . . planned for the ensuing year . . .". The draft programme for the ensuing two-year period had since taken shape, and would be submitted to the forthcoming session of the Organization's General Conference, to be held at Montevideo in November. In the meantime, it had been very favourably commented upon by UNESCO's Executive Board.

11. Since the drafting of the report, the Union of Soviet Socialist Republics, the Byelorussian Soviet Socialist Republic and the Ukrainian Soviet Socialist Republic had joined UNESCO, and Hungary and Poland had announced that they were resuming full participation in its work. Furthermore, the request of the People's Republic of Romania that it be admitted to membership had been approved by the Executive Board after the Council had decided at its 805th meeting that it had no objection to raise. That increased support was most welcome, because UNESCO's fundamental purpose could not be made a living reality without the active participation of all countries.

12. After eight years of existence, the time had come for a review of UNESCO's past experiences and an examination of its plans for the future. After an initial stage of exploration and experimentation of the tasks to be undertaken, UNESCO had emerged from a second period of consolidation and concentration, and was now entering upon a third stage, which was to be above all one of constructive achievements.

13. The proposed programme and budget for 1955-56 represented a new orientation in this respect. He would stress the reasons which had led the General Conference of UNESCO to call for a programme set out—within the framework of the priorities laid down by the Council—on two budgetary levels, the first equal to the present budgetary level and the second at a higher level. The Executive Board's endorsement of the higher budgetary level had been inspired partly by the increased responsibilities that the accession of new members had imposed on UNESCO.

14. The new draft programme was divided into two parts. The first covered general activities applying to all Member States and corresponding to UNESCO's permanent functions. The keynote of that part of the programme and budget was continuity and stabilization. The second part of the programme included special activities related to specific problems, limited in time and space, and to be undertaken in consultation with, or at the request of, Member States themselves. In the hope of winning increased support from governments, as well as wider general understanding of its work, it was proposed that UNESCO's main resources should be devoted to the solution of the practical problems falling within the second category. Thus, 73 per cent of total resources would go to those special undertakings, 27 per cent being devoted to general activities.

15. That distribution of resources did not, however, imply that the services and activities in the first two parts of the programme were regarded as secondary. On the contrary, the knowledge and experience gained from international intellectual co-operation, which was the aim of the first part, provided the foundation for any special activities.

16. Ten per cent of the budget would be allocated to technical aid for Member States requesting it. Although the methods applied would be similar to those used in the United Nations Expanded Programme of Technical Assistance, the services would be of a different nature, since, not being related directly to economic development, they would embrace the whole field of UNESCO's activities, and would be available to all countries,

including the economically more advanced ones. However, in view of the limited resources available, the specific fields in which technical aid was given would be carefully selected.

17. The main feature of the new programme was an attempt to adapt UNESCO's activities more accurately to the needs felt by Member States. Some hitherto unfulfilled requests for technical assistance would be met, and the forthcoming two-year period would be used to prepare the ground for the subsequent implementation of large-scale priority projects. A further aim was to associate Member States more closely with the programme, both at the planning stage and also in its execution, the role of the UNESCO secretariat being primarily that of a catalyst and, on occasion, a co-ordinator.

18. The process of concentration begun in 1951 would be carried further, priorities being given to the requirements of the under-developed regions without, however, neglecting the economically more developed countries. A greater effort was being made to combine the resources of different educational, scientific and cultural disciplines with the object of making a concerted effort to solve important general problems.

19. A further major preoccupation was that of co-ordinating UNESCO's activities, as part of an inter-related whole, with those of the United Nations and the other specialized agencies, and the report for 1953-54 showed how far that process of integration had been carried. The necessity for prior consultation on future programmes was fully recognized, and in drawing up the proposed programme for 1955-56 the advice of the United Nations and several specialized agencies had been sought. He would certainly take into account any comments made by the Council, the Secretary-General or his fellow executive heads of the specialized agencies. Any such observations would be faithfully transmitted to the General Conference at Montevideo.

20. He warmly welcomed the important proposals recently adopted by the Co-ordination Committee of the Council concerning the new methods of examining in a single over-all operation all the programmes of the United Nations and of the specialized agencies in the economic and social fields. UNESCO considered that concerted action under the guidance of the Council was essential, and would do all in its power to further that aim, with full confidence in the Council and in the Secretary-General. His own hope was for concerted participation in jointly planned projects, leading to the achievement of the solidary purpose of the United Nations and the specialized agencies.

21. Mr. HOTCHKIS (United States of America), after expressing his appreciation of the Director-General's statement, wished to commend UNESCO's co-operative approach as exemplified by its increasing collaboration with other specialized agencies, as for instance, in the establishment and operation of its two fundamental education centres in Mexico and Egypt. He also recognized UNESCO's progress in the international development of educational statistics and of information on educational organization and on instructional programmes,

for that was a clearing-house function particularly appropriate to it. He hoped that the Organization's resources would be used to provide other international bodies with any educational studies they might require as a basis for their own action. It was important to avoid independent studies by other specialized agencies and the United Nations on training of teachers, status of rural primary education, laws relating to education of women, and other matters falling within UNESCO's specific field.

22. With regard to vocational training, the statement in paragraph 37 of the report for 1953-54 (E/2590) that primary and secondary education had both occupational and educational aspects, was true of fundamental and higher education alike. It was impossible to make a clear distinction between general and vocational education, and since UNESCO and the International Labour Organisation were both concerned with aspects of vocational education and training, the maintenance of a close working relationship between them was imperative. He would like to hear more from both organizations on that subject in future reports.

23. In the field of natural science, UNESCO might well expand its efforts related to the teaching of science and the dissemination of scientific information, matters that were of particular importance to the development of the less developed areas. Before planning additional scientific research, however, the promising activities already embarked upon should be completed. In that connexion, he would recommend that scientific research be directed to problems of greatest urgency which lent themselves to early solution and practical results. He commended UNESCO's activity particularly in arid zones research.

24. His delegation believed that UNESCO should place increased emphasis on education for international co-operation. UNESCO was in a better position than any other specialized agency to promote the exchange of knowledge and ideas.

25. The national commissions were making an excellent contribution towards the promotion of UNESCO's objectives, but their work could be improved if the related activities of other international organizations were taken into consideration.

26. He would sound a note of caution about the implications of the statement in paragraph 150 of the report for 1953-54 that UNESCO's field embraced "all branches of intellectual activity". There was no justification for undertaking work in all branches of activity simultaneously, for that could lead only to dissipation of resources. UNESCO's task was a very extensive one, and demanded that particular attention be paid to priorities of work and concentration of resources. There should be much greater concentration on the crucial needs of under-developed areas, especially on projects that would be continued after UNESCO's participation in them ceased. It was a source of satisfaction to know that in UNESCO's re-modelled programme greater emphasis had been placed on co-ordination and on countries' needs.

27. Mr. HSIA (China) said that, with its responsibilities extending, as they did, over several spheres, UNESCO's range was extremely wide; in consequence, the question

of priorities in its programme of work was of great importance. From the two reports now submitted, it appeared that although due regard had been paid to the list of priorities established by the Council UNESCO had sometimes experienced difficulty in applying strictly the criteria laid down by the Council and the General Assembly. The overriding objective of the entire economic and social programme of the United Nations had been stated to be the promotion of the economic and social development of under-developed countries. His delegation had always held that UNESCO's most important field was that of education, for education was the only basis upon which science and culture could be developed.

28. UNESCO had undertaken remarkable work in the educational field; but the allocation for education in the 1955-56 budget, which amounted to only 22 per cent of the appropriation for programme operations and to only 15 per cent of total appropriations, hardly reflected the importance of those activities. In the scientific and cultural fields, UNESCO's role should be that of a promoter and co-ordinator, and, in view of its limited resources, full advantage should be taken of the knowledge and experience of other institutions.

29. His delegation was appreciative of the constructive work done over the past two years by UNESCO and its Director-General. The Organization had not only successfully discharged its constitutional obligations, but had also given full effect to the specific recommendations of the Council.

30. Mr. MEADE (United Kingdom) expressed his Government's satisfaction at the progress achieved by UNESCO under the admirable leadership of its new Director-General. The report for 1953-54 (E/2590) was a succinct document admirably suited to the Council's purposes. The question of co-ordination among United Nations bodies was paramount, and he would stress, for example, the importance of consultation with the Population Commission before UNESCO undertook any work on demographic questions.

31. There was also the most important question of the proposed re-modelling of UNESCO's programme of work with the object of providing more practical aid for Member States requesting it. Since that matter, recently considered by the Executive Board of UNESCO, would be further examined by the General Conference which was to meet in November 1954, his delegation considered that it would be premature for the Council to commit itself on the proposal at that stage, and that the best course would be for it to confine itself to taking note of the reports before it.

32. Mr. NUÑEZ PORTUONDO (Cuba) congratulated the Director-General of UNESCO both on his reports and on his oral statement. The Cuban Government was particularly pleased with the excellent work done by the Havana Regional Office. The Cuban delegation therefore warmly supported the French delegation's draft resolution (E/L.631) that the UNESCO reports should be noted with appreciation.

33. Mr. BRILEJ (Yugoslavia) wished to associate his delegation with the appreciation, expressed by previous

speakers, of the work of UNESCO and its Director-General, and of the two reports. The report for 1953-54 (E/2590) clearly illustrated both the task facing UNESCO and the dilemma in which the Organization found itself. Its Constitution gave it a limitless sphere of activity, but at the same time there was the paramount need for devoting its resources to realistic measures which would have practical and beneficial results.

34. With regard to the ever-present objective of greater efficiency, a review of UNESCO's operations impelled him to observe that a proper balance between research studies on the one hand and practical action on the other had not yet been achieved, and energetic steps should therefore be taken to limit the former in order to increase the assistance given to Member States. That was not to say that UNESCO's publications were not appreciated in Yugoslavia, for they were a valuable contribution to the dissemination of educational, scientific and cultural knowledge. Nevertheless, in the world of today there were still unsolved problems relating to education, science and culture. In the majority of countries great efforts were being made for the development of scientific and cultural institutions, but the battle for literacy, in which elementary education was the spearhead of the attack, had not yet been won. The primary task of UNESCO should therefore be to provide the maximum of technical aid in that field. Such assistance should be increased and at the same time its application should be made more flexible. The existing methods, though generally satisfactory, were not invariably so. In his own country, for instance, where a reorganization of the school system—which would take several years—was being planned, a standard scheme of UNESCO technical assistance would be quite inappropriate. What was needed in such a case was the granting of the largest possible number of short-term scholarships to Yugoslav students, teachers and officials. Nevertheless, he wished to express his delegation's appreciation of the understanding shown by UNESCO of Yugoslavia's special needs. A prerequisite of success in the vast field of its activities was that UNESCO should provide a forum for the free exchange of opinions.

35. His delegation appreciated the importance attached by UNESCO to its task in connexion with the under-developed countries, and he hoped that it would continue to make progress and attain even higher standards of efficiency.

36. Sardar Swaran SINGH (India) said that, in keeping with its strivings after peace and toleration, India was deeply interested in all that UNESCO stood for, and would continue to work for its consolidation and expansion. There was a growing feeling in his own and other under-developed countries that, in order to meet their vast educational needs, UNESCO should, in addition to making available the services of experts and supplying equipment, build up an educational development fund to provide financial assistance to Member States. The creation of such a fund would focus world attention on the problems of peace, and might yet contribute to the diversion of resources from armaments to peaceful construction. He would favour the revival of the UNESCO programme of fundamental education centres, which had unfortunately been abandoned for lack of funds.

37. UNESCO's programme should be reorientated towards the popularization of science and its application to general development. In the field of culture, greater emphasis should be placed on the development in Western countries of a better appreciation of Eastern culture and civilization, and the highest priority should be given to translation of the classics, reproduction of works of art and library projects.

38. Attention should be concentrated on limited programmes, and the activities of UNESCO should be decentralized. Efforts should be made to reduce administrative expenses, so as to make more money available for actual projects.

39. In order to ensure more effective co-operation with UNESCO, the Government of India had in 1949 established an interim national commission, which had achieved permanent status in 1952. Its main functions were to promote the understanding of UNESCO's objectives, to serve as a link between UNESCO and institutions working in the same sphere within India, and to advise the Indian Government on all matters relating to UNESCO. The Indian Minister of Education was President of the Commission, which had three sub-commissions dealing with education, science and culture respectively. In January 1954, the Commission had held its first conference, to which fraternal delegates from Asian and African countries had been invited. UNESCO's programme and activities had been reviewed and a number of important resolutions had been adopted. The Commission had extended its full co-operation to UNESCO officials, to fellows who came to India to study under UNESCO's auspices and to the UNESCO Science Co-operation Office at New Delhi. It had also maintained close liaison with some of the other national commissions of the region.

40. The Indian Government had collaborated with UNESCO by collecting information on free and compulsory education, on the raising of the school-leaving age, on education in youth movements, on technical and workers' education, and on the access of women to education. In connexion with the programmes of fundamental and adult education, UNESCO experts had in 1951 been invited to advise the Indian Government on the implementation of its programme of social and rural education, and a people's college had been set up to train villagers in the art of leadership. The Federal and State Governments were at present working on a scheme for a national centre of fundamental education.

41. In conformity with their desire to bring free and compulsory education to all the people, the Government of India and the State of Bombay had acted as joint hosts to UNESCO's regional conference on free and compulsory schooling in South Asia and the South Pacific, held in December 1952. He would suggest that the possibility be explored of setting up a central office to co-ordinate regional activities under the guidance of Member States. His Government would be willing to offer financial and secretarial facilities and accommodation if such an office were set up in India. With a view to popularizing the objectives of the United Nations and its specialized agencies, Human Rights Day and United Nations Day had been widely celebrated in educational institutions throughout India, and UNESCO

clubs had been founded in the universities. The principles laid down by UNESCO had been adopted in history and other text-books in use in India; youth organizations for the promotion of international understanding had been encouraged; and assistance had been given to the United Nations Students' Association of India to help the Asian Students' Convention in December 1952.

42. His Government had also launched a vast programme for the application of modern science to the improvement of living conditions through a network of national laboratories. The UNESCO exhibition on "Our Senses and Knowledge of the World" had been invited to visit India in 1953 and provided with financial and other facilities. Another exhibition had been invited for 1954.

43. A research project on social tensions had been initiated by the Indian National Commission in 1951, in connexion with which Gardner Murphy, whose services had been lent to the Indian Government by UNESCO, had brought out a valuable publication, *In the Minds of Men*. In 1953 leading thinkers from both east and west had taken part in an international seminar on the contribution of the Gandhian outlook and techniques to the relaxation of national and international tensions, upon which subject UNESCO had adopted a resolution. The Indian Government and National Commission had also co-operated with UNESCO in organizing a seminar on the status of women in South Asia.

44. The Indian Government had been operating a general cultural scholarship scheme since 1949, and had considerably increased the number of awards available in 1953. It had also offered scholarships and study facilities in India to countries which had received Indian students, and had co-operated with UNESCO in the compilation of information on scholarships and fellowships available in India.

45. Mr. GARCÍA OLANO (Argentina) said that his Government considered UNESCO's functions to be of the utmost importance. It did not think that cultural life should be the privilege of certain classes or of certain countries, since all men had similar aspirations in that respect. During the past few centuries, however, culture had too often been the prerogative of intellectuals and the man in the street had come to regard it as a luxury. Thus, the upper classes had developed a ridiculous feeling of pride which justifiably aroused the resentment of the lower classes. Culture should be within the reach of all, as had formerly been the case with the mediaeval verse-chronicles, the mystery plays and the ceremonies of the liturgy.

46. As an international body detached from politics, UNESCO could play a leading part in the dissemination of culture, thanks to the manifold modern means of communication. The Argentine Government had been glad to welcome a group of educationists from Ecuador who had visited Argentina, under UNESCO's auspices, to study teacher training there. A Bolivian mission would also be visiting Argentina under the auspices of UNESCO as part of the exchange and technical assistance scheme to which the Argentine Government

had acceded. Such contacts would strengthen the links between educationists of sister nations.

47. That was how the Argentine Government associated itself with UNESCO's work. It would be glad to make its contribution towards all effective measures for cultural exchanges which respected the national sovereignty and native culture of the individual countries concerned.

48. Mr. HAFIZ-UR-REHMAN (Pakistan) was gratified to note that UNESCO was adapting itself to the wide variety of demands made upon it. Indication of that was given in paragraph 4 of the report for 1953-54 (E/2590). It was also a matter for congratulation that UNESCO had based its future plans on the list of priorities laid down in Council resolution 451 (XIV). He noted the conclusion reached by the Executive Board, recorded in paragraph 11 of the report for 1953-54, but hoped that the Board would continue to give attention, when drawing up future programmes, to the need for further concentration and simplification, since the limited resources available and the virtually infinite field of potential activity made it essential to avoid dispersal of effort. It was not possible to enter into a detailed discussion of the multitude of items and sub-items in UNESCO's basic programme as outlined by the General Conference in 1950, but there could be no doubt that societies at different levels of educational and cultural development could not benefit equally from the fruits of research on all the subjects listed. Many of those subjects were inaccessible to a substantial number of countries, and in the case of others the scope for international co-operation was more apparent than real.

49. The innovation made in the 1953 programme, whereby programmes and budgetary estimates were drawn up for two-year periods, had made it possible to adjust the work programme to suit the convenience of the recipient countries. Greater flexibility within the two-year financial limit might also be expected to result, but, in the absence of definite information, his delegation reserved its future attitude on that point.

50. The visits of the Director-General and other UNESCO officials to Member States had been most welcome, although his delegation considered that they had sometimes been excessively short.

51. Each of the sections of the report for 1953-54 covered a wide variety of activities, in connexion with which subsidiary international organizations, some governmental and some non-governmental, had grown up; a number of them were co-operating with UNESCO. He drew attention to Annexes I and II to the report, listing the conferences, expert committees and seminars convened by UNESCO in 1953 and planned for the first half of 1954.

52. A number of notable achievements in the two years under review were recorded in the report. The people of Pakistan were looking forward to the visit of the science exhibition, "Our Senses and Knowledge of the World", which had already been seen in a number of countries. His delegation wished to express the thanks of the Pakistan Government for the fellowships which had been granted to its nationals, and for help given in connexion with the missions which had been studying sociological problems and the access of women to education.

53. A particularly valuable attempt to bring fundamental education to areas where normal schooling had not yet been introduced had been made by the establishment of the two training centres, in Mexico and Egypt.

54. Countries which were nowadays sometimes regarded as backward had in the past made valuable contributions to the development of civilization, and it was likely that the glories of Middle Eastern culture would be revealed to the world in the Arabic series. The studies in race or group discrimination would serve to bring to the attention of world opinion abuses still persisting.

55. If the splendid ideals proclaimed in the preamble to UNESCO's Constitution were to be put into practice, it was essential to assist individuals within each nation to enter fully into their traditional culture and thus enable them to arrive at a better understanding of themselves and their relationship to other cultures. If, however, the unsatisfactory educational situation of more than half the population of the world as outlined in the UNESCO report for 1952-53 (E/2589), Chapter I, Section II, Sub-section 1, first, second and third paragraphs, were taken into account, it would be realized how great were the problems still awaiting solution. Those problems were aggravated in under-developed countries by the high ratio of children of school age to the economically active adult population, resulting from the high birth-rate. Moreover, short periods of schooling often led to wastage through relapse into illiteracy. The resulting difficulties were acute both for Non-Self-Governing Territories, which sometimes suffered from political instability, and for countries which had recently achieved their independence and found it hard to strike a balance between the many and pressing claims upon their attention. The danger thus created for world peace called for a supreme effort on the part of States Members of the United Nations, particularly those in more favourable circumstances.

56. A great effort was being made by the under-developed countries to satisfy the desire of their peoples for education, to ensure that children of school-going age were taught for a specified period and that they did not relapse into illiteracy. Measures had also been taken to improve secondary and higher education, as well as scientific and technical education designed to promote an all-round increase of production and an improvement in living standards. The assistance given by United Nations organs, and more particularly by UNESCO, was appreciated, but much more needed to be done. He drew the attention of members of the Council to the Pakistan representative's statement at the 812th meeting on the creation of a special United Nations fund for financing non-self-liquidating projects, such as those connected with education in all its branches. His delegation believed that such a fund could make an immense contribution to the development of under-developed countries.

57. Outlining his country's attainments in the field of education, he said that upon achieving independence Pakistan had been faced with an illiteracy rate of 86 per cent. Recognizing that, without an educated electorate, democracy would be an empty sham, his Government had given very high priority to educational projects in its six-year plan. A non-recurring grant of 722,221,155 rupees

and a recurring grant of 431,679,360 rupees had been allocated to educational development, in addition to 89 million rupees for the educational aspects of social development. There had already been a substantial increase in the number of schools and pupils, and the education of the poor had been promoted by the provision of scholarships and free books. Male and female teachers were being trained to meet the demand thus created, and mobile schools had been started for the nomadic tribes inhabiting certain areas. Secondary education had been reformed by the correction of the unduly literary bias and by integration with vocational and technical education so as to provide not merely a training ground for the universities, but a self-contained course. Several women's colleges had been established, and the furthering of education for women was receiving the Government's closest attention. The limitations to the access of women to education were due entirely to social and economic causes and were not based on any principle of discrimination. Three new universities had been opened, and a polytechnic institute had been established at Karachi with the assistance of the Ford Foundation. Several other specialized, scientific and technical schools were in process of establishment. The Pakistan Government had also begun to grapple with the vast task of organizing fundamental and adult education. It believed that, by continuing its own efforts, and supported by UNESCO and other United Nations organs, it could face the future with hope.

58. Mr. RENOUF (Australia), referring to the report for 1952-53 (E/2589), said that although it was an interesting statement on some of the more important aims and activities of UNESCO, it did not sufficiently relate the one to the other. No attempt had been made to consider the relative importance of UNESCO's activities in serving general aims as laid down in Council resolution 451 (XIV).

59. UNESCO's field of interest was extremely wide. The very magnitude of that field, however, made discrimination in the selection of activities all the more essential and, because of the long-term nature of development, action must be thorough and decisive. The policy of concentration of effort on a relatively small number of vital problems must continue. In that connexion, some of the activities in the natural sciences deserved careful examination in view of other agencies' responsibilities in certain scientific fields. On the other hand, there might be good reason for extending UNESCO's educational activities, as had been pointed out by the representatives of China and India.

60. He was glad to note that those observations did not apply to anything like the same extent to the report for 1953-54 (E/2590). That document was on the whole a well-balanced survey, but there was one significant omission. Mention was made of the co-operation received from non-governmental organizations, but nothing was said of that of the national commissions. If the proposed programme did not provide for such co-operation, a basic revision of the programme would be called for. He assumed that the revised draft of the 1955-56 programme had been considered by the Executive Board at its thirtieth session held recently at Venice.

He would like to express his delegation's general approval of the reports.

61. Mr. AZMI (Egypt) said that Egypt had been closely associated with UNESCO's activities ever since the Organization's establishment, and was at present the headquarters of a number of bodies set up by UNESCO, including the important fundamental education centre established at Sirs-el-Layyan with the collaboration of the Egyptian Government. The centre provided training for young primary and secondary school teachers from all the Arab States. In that way, UNESCO was helping to maintain one of Egypt's ancient traditions, for, ever since the foundation of the Al-Azhar University more than a thousand years ago, Egypt had supplied philologists and theologians to the countries where Arabic was spoken and the law of Islam acknowledged. Egypt paid all the salaries of the teachers, who at present numbered 458. Considering that there were also about 5,500 foreign students in Egyptian educational establishments, the potential value of the Sirs-el-Layyan training centre was even more evident.

62. UNESCO maintained a scientific documentation centre in Cairo, which rendered excellent service to the Egyptian educational institutions and to foreign establishments in Egypt. It had also set up a scientific instrument centre to assist scientific institutions in Egypt with their laboratory work and scientific research. In addition, UNESCO had sent experts to help technical colleges and chemical research laboratories, and to advise on the organization of the desert institute. Assistance for the latter purpose was extremely valuable at a time when Egypt was making a valiant effort to transform her

desert regions into productive land. Finally, UNESCO was publishing, in conjunction with the Egyptian Government, an album illustrating the country's archaeological treasures.

63. When he made his proposed visit to Cairo in October 1954 the Director-General of UNESCO would be very warmly welcomed by the Egyptian authorities and the leaders of the Arab League, which was keenly interested in cultural co-operation among the Arab States. Incidentally, UNESCO was taking an interest in the cultural conference to be organized by the Arab League in Cairo during 1954.

64. It was to be hoped that, during his visit to Egypt, the Director-General would see for himself how important it was to issue more UNESCO publications in Arabic.

65. Two years previously, Egypt had signed and ratified the Agreement drafted by UNESCO on the importation of educational, scientific and cultural materials, and had now also signed the Universal Copyright Convention.

66. The two reports and the Director-General's introductory statement justified the hope that UNESCO would not confine its activities to the under-developed countries. Education and culture could be developed only on the basis of complete universality. In that connexion, UNESCO was to be congratulated on the admission of a number of new members during the past year, and it was to be hoped that it would maintain that policy and give concrete form to the notion of universality which was so essential in one of the most important fields of activity of the United Nations.

The meeting rose at 1 p.m.