

# A STUDENT MAP OF THE UNITED NATIONS

This map illustrates the global distribution of United Nations membership and territories. It uses a sinusoidal equal-area projection, which maintains the relative shape and area of landmasses. The map is color-coded: solid black for UN member states and their dependencies, hatched for Trust Territories, and white for non-member states. Key geographical features include the Arctic and Antarctic regions, major oceans, and numerous islands. The map also shows the locations of the UN Headquarters in New York and the UNICEF Headquarters in New York. A legend in the bottom left corner explains the symbols and colors used. A scale bar in miles and kilometers is provided at the bottom center. Three notes at the bottom right provide additional context regarding South West Africa, Jammu and Kashmir, and Indonesia.

**Legend:**

- Members of the United Nations and their dependencies
- Trust Territories
- Non-members of the United Nations

**UN Headquarters:** New York

**UNICEF Headquarters:** New York

**Notes:**

- The Mandated Territory of South West Africa is under the Administration of South Africa.
- The final status of Jammu and Kashmir has not yet been determined. Dotted line represents approximately the Cease-Fire Line.
- Indonesia, which became a Member of the United Nations on 28 September 1950, gave written confirmation of its decision to withdraw from the Organization on 20 January 1965. West Irian's administration was transferred to Indonesia on 1 May 1963, pursuant to an Agreement of 15 August 1962 between the Netherlands and Indonesia, which also provides that West Irian is to exercise self-determination before the end of 1969.

- The boundaries shown on this map are not, in some instances, finally determined and their reproduction does not imply official endorsement or acceptance by the United Nations.*

Name of Country	Total Area (Square Kilometers)	Population Latest Official Estimate	Date of Unification Membership
Spain	504 748	31 339 497	14 Dec. 1957
Sudan	2 505 823	13 180 000	12 Dec. 1956
Sweden	449 793	7 694 987	19 Nov. 1944
Syria	185 180	5 398 698	24 Oct. 1943
Thailand	514 000	29 700 000	16 Dec. 1941
Togo	56 600	1 603 000	20 Sep. 1946
Trinidad and Tobago	5 128	922 000	18 Sep. 1962
Tunisia	125 180	4 546 000	12 Nov. 1956
Turkey	780 576	31 118 276	24 Oct. 1943
Uganda	236 037	7 190 000	25 Oct. 1962
Ukrainian SSR	601 000	44 635 500	24 Oct. 1943
Union of Soviet Socialist Republics	22 402 000 <sup>a</sup>	226 253 000 <sup>a</sup>	24 Oct. 1943
United Arab Republic	1 000 000	28 359 000	24 Oct. 1943
United Kingdom	244 030	54 213 000	24 Oct. 1943
United Republic of Tanzania <sup>b</sup>	939 704	9 927 170	26 Apr. 1966
United States	9 363 389	193 251 000	24 Oct. 1943
Upper Volta	274 200	4 763 000	20 Sep. 1960
Uruguay	186 926	2 592 563	18 Dec. 1943
Venezuela	912 050	8 426 799	15 Nov. 1943
Yemen	195 000	5 000 000	30 Sep. 1943
Yugoslavia	255 804	19 390 000	24 Oct. 1943
Zambia	746 256	3 650 000	1 Dec. 1964

b. Tanganyika was admitted to UN membership 14 Dec. 1961, Zanzibar 16 Dec. 1963. The union became effective 26 Apr. 1964.

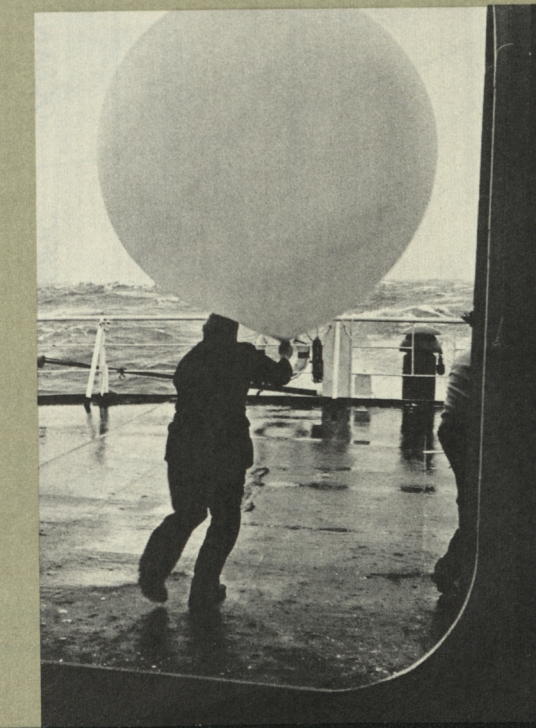
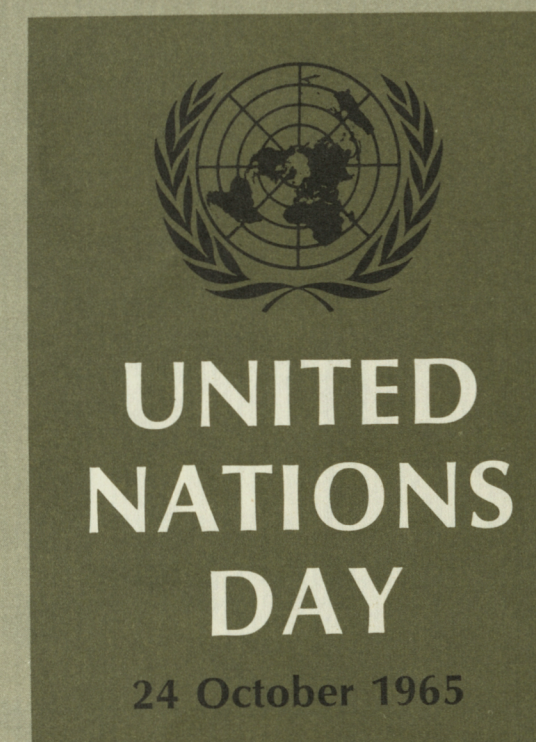
# NOTES ON PLANNING UNITED NATIONS DAY OBSERVANCES IN SCHOOLS AND COMMUNITIES



This year United Nations Day marks the 20th anniversary of the founding of the Organization. It would seem especially suitable that observances be planned to focus special attention on the growth and evolution of the United Nations in membership and in activities during its first two decades of service.

The forms which these observances take will vary from country to country but common to them all is the theme of the rededication of the peoples of the world to the aims and ideals of the Charter. The paragraphs below list some of the suggestions contained in reports sent to the United Nations from many countries. Teachers and other community leaders might find some of these suggestions helpful in planning programmes adapted to the needs and interests of their own localities.

1. Study programmes in some countries present the aims and work of the United Nations family of organizations through lessons introduced into various subjects in the regular school curriculum, such as history, geography, social studies, science, health and hygiene, civic and current events. Many schools find it especially interesting to make a special study of United Nations activities in a particular country, or in a region (such as Africa or Latin America), or the role of one's own country in United Nations affairs.
2. Another approach is for a school class or community group to study in depth one or more subjects of major importance, such as disarmament or human rights. Some of the current activities of the United Nations and its related agencies which would be especially suitable for such study programmes are outlined briefly on page two.
3. Some schools arrange an essay, poster or public speaking contest on a United Nations subject. Prizes usually are awarded (sometimes donated by a community group) and the work and prizes presented on UN Day.
4. Many schools prepare attractive displays of posters, photographs, magazine articles and newspaper clippings on United Nations subjects. Exhibits of stamps issued by the United Nations are often held, with short talks by pupils on the subject or special event pictured on the various stamps.
5. The UNESCO Gift Coupon Scheme enables schools or community groups to "adopt" a particular school or educational project from a list drawn up by UNESCO. Details can be secured from the National Commission for UNESCO in your country or from UNESCO Headquarters, Paris 7, France.
6. Many schools study the work of the United Nations Children's Fund (UNICEF) and contribute to its programme through the sale of UNICEF greeting cards or other fund-raising activities.
7. In primary schools, some of the following activities might be undertaken:
  - Drawing flags and maps of United Nations Member countries;
  - Planting a "United Nations Tree", with appropriate ceremonies; it would also be appropriate to dedicate a tree already growing as the "United Nations Tree";
  - Learning songs from other countries and songs about children in other lands;
  - Seeing and discussing a filmstrip on the United Nations made especially for children, such as "A Garden We Planted Together" or "Three Promises to You". Both filmstrips are available in English, French and Spanish versions;
  - Making a display of everyday things from four or five United Nations Member countries in different parts of the world—pictures of homes, transport, schools, toys, dolls, etc.
8. Some school and community organizations make a special project of assembling up-to-date books, pamphlets and other materials on the United Nations and its related agencies and presenting the collection to a local school or public library on United Nations Day.
9. The climax of the observances in many communities is a school or civic assembly programme held on United Nations Day. Its special feature might be: a play, pageant, or festival of songs and dances; a new United Nations film; a model session of the United Nations General Assembly, Security Council or other organ; or a speech by an outstanding personality with knowledge of the United Nations.
10. Information concerning available study materials, including booklets, films and other teaching aids can be obtained from the nearest United Nations Information Centre or from local or national UN Day Committees.



## INTERNATIONAL CO-OPERATION YEAR 1965



On November 21, 1963, the General Assembly designated 1965 as International Co-operation Year (ICY). Its aims are to draw special attention to the remarkable co-operation in many fields which has developed among countries working together through the United Nations and its related agencies, as well as through other channels, and to increase and expand such activities. It is suggested that during ICY a particular effort be made to deepen understanding among students and the general public of the value for all countries of international co-operation and the part each individual can play in supporting this vital work.

The notes in this section indicate some of the current activities of the United Nations family in international co-operation for economic and social development. Considerable information material is available, including booklets, articles in magazines (especially the *United Nations Monthly Chronicle* and the *UNESCO Courier*), films and filmstrips. For information, consult your local library or write to the nearest United Nations Information Centre.

1. The United Nations Decade of Development was launched in 1961 as a call to all Member States to unite in an intensive effort during the 1960's to break through the cycle of poverty, hunger, ignorance and disease which still afflicts two thirds of mankind. The Development Decade would provide an effective frame of reference for reviewing the many-sided work of the UN and its related agencies aimed at reaching new world levels of abundance for all.

2. In the spring of 1964, a particularly important international meeting was held in Geneva: The United Nations Conference on Trade and Development. The Conference concluded that economic and social progress throughout the world depends in large measure on the expansion of international trade, and on the increasing participation of the developing countries in it. In December 1964, the Conference was established as an organ of the General Assembly, to meet every three years, with a 55-member Trade and Development Board as a permanent subsidiary body. The setting up of the permanent Conference and its Board represents a new chapter in UN efforts to take continuing action to expand world trade and its benefits. A useful study document *Toward a New Trade Policy for Development* (UN Sales No. 64.II.B.4) is available in English and Spanish.

3. An extensive continuing form of international co-operation for economic and social advancement through the United Nations family is provided to Governments, at their request, through the Expanded Programme of Technical Assistance, which began work in July 1950. The United Nations itself and ten of its related agencies execute this programme. Its summary "Fifteen Year Review" indicates that during this period more than 14,000 experts have been assigned to some 150 countries and territories, and more than 30,000 fellowships awarded for training in needed skills. Since 1959 technical assistance has been carried an important step further through the United Nations Special Fund which co-operates with Governments on large-scale high-priority projects aimed at helping countries to develop their human and physical resources at the pre-investment stage. Over the past six years, the Special Fund has assisted 485 projects which, upon completion, are expected to cost the equivalent of \$1,086 million. Of this amount, \$645 million is being provided by the recipient Governments and \$441 million by the Special Fund.

4. In 1960 the Food and Agriculture Organization (FAO) set in motion the Freedom from Hunger Campaign (FFHC), to create world-wide awareness of the problems of hunger and malnutrition and stimulate remedial action. National campaign committees are now at work in more than 60 countries. To obtain study material and information about action projects which individuals and groups can support, write to your national FFHC Committee or to the nearest FAO Office.

5. Bold new measures are needed to increase the world's supply of water and extend its use. Thus, early in 1965, a vast international venture in scientific co-operation and research known as the International Hydrological Decade began work under the auspices of the United Nations Educational, Scientific and Cultural Organization (UNESCO). What problems of water supply and use exist in your community and what can you do to help?

6. In 1963 the General Assembly adopted the United Nations Declaration on the Elimination of all Forms of Racial Discrimination. Schools and communities might wish to focus special attention on this important subject in connexion with Human Rights Day, which is observed each year on December 10.

## The Secretary-General's Message for Youth

ON THE OCCASION OF THE 20TH ANNIVERSARY OF THE FOUNDING OF THE UNITED NATIONS, I welcome this opportunity to call upon young people in all countries to deepen their understanding of the achievements and potentialities of the World Organization and to dedicate themselves anew to work for the high goals set forth in its Charter—peace, human rights, the self-determination of peoples, the rule of law, and the economic and social advancement of all mankind.

In this great task there is no easy way to success. The Governments of the world and their peoples will need both wisdom and patience to evolve and use effectively the requisite machinery and procedures for peaceful settlement and peaceful change through concerted action in support of the purposes of the Charter.

As we look back upon the events of the past 20 years, it is useful to consider what might have happened if the United Nations had not existed. Where, for example, would we have been in the Middle East, in the Congo, in Cyprus, and even in some of the major controversies between the Great Powers, if the possibilities for negotiation, mediation and peace-keeping which the United Nations provides had not been available? And would the transition from colonialism to independence and interdependence really have been less difficult or more peaceful without the United Nations? Certainly the record of the United Nations includes failures, missed opportunities and shortcomings. But there have also been notable successes and it seems likely that, without it, things would have been very much worse. That is the point from which we must start in trying to strengthen the Organization to face the future.

In the political sphere, it is essential that agreement be reached concerning the whole question of peace-keeping operations, including ways of overcoming the financial difficulties of the United Nations. Meanwhile, the problems of disarmament and related issues continue to be among the major preoccupations of mankind. There is evidence that we may be approaching yet another crucial point in the nuclear arms race. We are undoubtedly at a moment in history when political wisdom and restraint can make possible a decisive turn towards a safer world, and a lack of them a turn in a most dangerous direction.

It is important also to realize that some 85 per cent of the work of the United Nations and its related agencies lies in long-term activities, in such fields as health, agriculture, education and other subjects related to economic and social development, which get very little attention in school study programmes, in the newspapers, or on radio and television. Yet this world-wide work is the foundation upon which new concepts of human welfare and solidarity are being developed. This is why the year 1965 has been designated by the General Assembly as International Co-operation Year, to call special attention to the vast amount of co-operation which is already taking place and to stimulate further such activities.

As the United Nations enters its third decade of service, students and teachers in all countries can contribute directly to its strength and authority through informed understanding of its purposes and enlightened support for its work.

Let us go forward together to meet the great challenge of our times—to make peace, security, human dignity and welfare a bright reality for all peoples.

U THANT,  
Secretary-General