

UNITED NATIONS
**ECONOMIC AND
 SOCIAL COUNCIL**
OFFICIAL RECORDS



**THIRTEENTH SESSION, 517th
 MEETING**

FRIDAY, 24 AUGUST 1951, at 10 a.m.

PALAIS DES NATIONS, GENEVA

C O N T E N T S

	<i>Page</i>
Report of the United Nations Educational, Scientific and Cultural Organization (E/2048 and Add.1)	343
United Nations research laboratories: plan for an international computation centre (E/2004 and Add.1)	}

President: Mr. Hernán SANTA CRUZ (Chile).

Present: Representatives of the following countries:
 Belgium, Canada, Chile, China, Czechoslovakia, France, India, Iran, Mexico, Pakistan, Peru, Philippines, Poland, Sweden, Union of Soviet Socialist Republics, United Kingdom of Great Britain and Northern Ireland, United States of America, Uruguay.

Representatives of the following specialized agencies:

International Labour Organisation, International Telecommunication Union, United Nations Educational, Scientific and Cultural Organization, World Health Organization, International Refugee Organization.

Report of the United Nations Educational, Scientific and Cultural Organization (E/2048 and Add.1)

United Nations research laboratories: plan for an international computation centre (E/2004 and Add.1)

1. The PRESIDENT said that, in view of the presence at that meeting of the Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO), he would request the Council to consider in conjunction with the report of UNESCO (E/2048 and Add.1) and the relevant draft resolution submitted by the French delegation (E/L.212) the proposal relating to the establishment of an international computation centre (E/2004 and Add.1).
2. He wished, on behalf of the Economic and Social Council, to welcome the Director-General of UNESCO.
3. Mr. TORRÈS BODET (United Nations Educational, Scientific and Cultural Organization) said that, during its last two sessions, the General Conference of UNESCO had been particularly influenced by the recommendations formulated by the Economic and Social Council and subsequently confirmed by the General Assembly, concerning co-ordination of the activities of specialized agencies. In that connexion, the year 1950 had marked a turning-point in the history of UNESCO, whose work

had since been characterized by three major considerations; concentration, co-ordination and efficacy.

4. The concentration of activities was clearly apparent in the programme adopted by the General Conference for 1952. The distinction made in 1950 between the basic programme and the annual programme had made it possible to spread the projected activities of UNESCO over a longer period. As a result of the sifting which had taken place, it might be said that the projects adopted satisfied the criteria for the establishment of priorities formulated by the Economic and Social Council. Moreover, the projects had been regrouped according to the following principles, which underlay the whole programme of UNESCO: (a) organization and stimulation of international co-operation within each field and among all fields; (b) use of the ability of the international community of specialists, so as to promote among the people an awareness and the steady application of human rights; and (c) development of reciprocal understanding and appreciation among the peoples of the world.

5. The concentration worked out along those lines had led to a reduction, by half, in the number of programme resolutions. The fact that the General Conference had adopted the draft programme for 1952 almost without modification showed that it was a minimum programme.

6. The co-ordination of means, which was the necessary condition of concentrating objectives, implied tackling a major problem from all sides simultaneously. For instance, application of the right of all men to have access, on the basis of merit, to all grades of education was naturally an objective of the Department of Education, which sponsored the collaboration of specialists and organized international and regional conferences in order to help Member States improve educational legislation, personnel and materials. But a part was also played in that work by the Department of Natural Sciences, through its efforts to stimulate the dissemination among the public at large of the knowledge necessary for an understanding of the discoveries of science; by the Department of Social Sciences, which denounced racial or sex prejudices debarring entire categories of mankind

from the sources of knowledge, and was carrying out an inquiry into the teaching of social science at universities; by the Department of Cultural Activities, which was engaged in developing powerful auxiliary means of education, such as museums, public libraries and travelling exhibitions; by the Exchange of Persons Service, which administered scholarships for study abroad; and, finally, by the Department of Mass Communication, which stimulated the production of Press articles, broadcasts and educational films.

7. The increased effectiveness of UNESCO's activity, the essential conditions for which were the concentration of objectives and the co-ordination of means, also required the participation of Member States and international non-governmental organizations and the co-operation of the United Nations and the specialized agencies.

8. The increased participation of Member States raised problems of organization and programme problems. In order to develop the activities of the national commissions, the General Conference had decided to strengthen the regional services of the Secretariat. The secretaries of the national commissions were invited to spend, in turn, a few weeks at UNESCO's Headquarters to familiarize themselves with the work of the organization. Apart from the meetings of representatives of national commissions which were held before every session of the General Conference, regional conferences were organized periodically. The success of the first of such regional conferences, held at Havana in December 1950 and attended by the representatives of seventeen American states, had encouraged UNESCO to repeat the experiment; and a similar conference for South and South-East Asia was to be held at Bangkok in December 1951.

9. However, the work of the national commissions depended essentially on the initiative of each particular Member State, and it was unfortunate that the resources placed at the disposal of the national commissions were in most cases insufficient to enable them to fulfil their role effectively.

10. Furthermore, it was quite clear that, apart from certain general functions, UNESCO's programme should be modelled on the varying needs and resources of its sixty-four Member States. In that respect, the programme and work of UNESCO had constantly become more practical in character and more closely related to the real needs of the peoples of the world. Nevertheless, there could be no question of forswearing the world outlook which was the very core of the Organization. The ideal of UNESCO was that the horizon of every man, wherever he might be, should be that of humanity as a whole. Hence decentralization should not in any way upset the general balance of the programme.

11. UNESCO also derived great benefit from its collaboration with an increasing number of international non-governmental organizations. In that connexion, the policy laid down by the General Conference tended to maintain at a reasonable minimum the subventions granted to those organizations, wide recourse being had to work contracts drawn up between appropriate organizations and the Secretariat, with a view to the fulfilment by them of given tasks specifically related to the UNESCO

programme. The object of that policy was to relieve the Secretariat of tasks requiring highly skilled specialists, and to stimulate the organizations to redouble their efforts to reach a state of independence.

12. Co-operation with the United Nations and the other specialized agencies was considered by UNESCO to be of particular importance. The Organization collaborated with a whole series of commissions set up within the United Nations. Reciprocally, the United Nations and the agencies concerned played an active part in the work of the Advisory Committee on Arid Zone Research, in the studies undertaken with a view to creating an international computation centre, and in many other activities sponsored by UNESCO.

13. UNESCO was striving to develop teaching about the work for peace, justice and progress conducted by the United Nations and specialized agencies, so that all men might be imbued with an international civic spirit. In that task of education, UNESCO, in deference to an explicit recommendation of the Economic and Social Council, had laid particular emphasis on the principles of collective security, which were at the root of the United Nations' activities. It also contributed actively to the work of the Trusteeship Council and the Special Committee on Information transmitted under Article 73 e of the Charter. In co-operation with the United Nations Relief and Works Agency for the Middle East, it was engaged in educating child refugees from Palestine and was preparing a similar scheme on behalf of the civilian population of Korea, in collaboration with the United Nations Korean Reconstruction Agency.

14. UNESCO had taken the initiative of setting up a consultative committee where its representatives met with those of the United Nations, the International Labour Office, the Food and Agriculture Organization (FAO) and the World Health Organization (WHO) in order to define the aims of fundamental education. It was also co-operating in other fields with the competent specialized agencies in a harmonious spirit under the efficient direction of the Administrative Committee on Co-ordination.

15. The need for such co-operation amongst the four specialized agencies on problems of labour, agriculture, health and education was especially apparent in the implementation of the scheme for technical assistance. To date, UNESCO had settled the terms of fifty-two technical assistance agreements with twenty-seven countries, the fulfilment of which entailed not only the expenditure of considerable funds but the mobilization of numerous experts. The number of specialists in all fields was far below that of the world's needs and he would therefore suggest that out of the general technical assistance budget, credits should be earmarked to stimulate the training of specialists.

16. It was a similar concern that had led UNESCO to launch a large-scale project aimed at developing the training of fundamental education experts through the creation of a world network of international centres. That project, unanimously approved by the General Conference, envisaged the creation of a number of centres in various parts of the world. Those centres would

operate for five years under UNESCO's authority, and at the end of that period would be taken over by the countries in which they were located. The operation of this twelve-year project, calling for a total budget of 20 million dollars, part of which, it was hoped, would be provided by private foundations, would provide training for some 5,000 specialists who, in turn, would devote themselves to improving standards among teaching staffs. The first of those centres—to serve Latin America—had been opened that year at Patzcuaro, in Mexico, and the establishment of a second centre was planned for 1952.

17. That sweeping venture in international co-operation was designed to help to release more than one-half of mankind from the darkness of ignorance, and would provide fresh opportunities for collaboration with the specialized agencies; for the three problems of illiteracy, disease and destitution were closely linked. Economic and social progress was synonymous with the population's progress towards better living conditions, and could not take place without the conscious and willing co-operation of the mass of the people. The fostering of fundamental education was therefore one of the noblest tasks of any government within its own frontiers and of all governments within the framework of the United Nations.

18. But the development of fundamental education, which was an emergency measure, went hand-in-hand with that of free compulsory education, which was a permanent obligation. In that regard, he wished to draw attention to the fourteenth International Conference on Public Education, which had been held during the previous month in Geneva and in which forty-nine States had taken part. That conference had recommended governments to draw up national plans for general compulsory schooling. Such a recommendation appeared to him to be indispensable for the implementation of article 26 of the Universal Declaration of Human Rights. But education, in the same way as the supply of information to adults, required not only the services of qualified staffs; it also required materials, particularly printed materials. Hence, UNESCO could not remain indifferent to the difficulties which many countries were encountering in obtaining supplies of newsprint and printing paper. Those difficulties affected not only the Press, but also schools and universities, which were short of books and paper.

19. The General Conference had given very active consideration to that very serious situation, and UNESCO thought that the Economic and Social Council would be anxious to remedy it by mobilizing all the resources of the United Nations and the competent specialized agencies in a joint co-operative effort.

20. In conclusion, he felt obliged to mention the financial obstacle which UNESCO encountered at every step in its development. Although the budget for 1952 was some 500,000 dollars more than that for 1951, the increase would be almost entirely absorbed by the rise in the cost of raw materials and by salary increments payable in respect of length of service. Since experience had shown that decreased revenues had to be expected as a result of the failure of several States to pay their dues, it would be necessary to resort to exceptional

measures to cover total expenditure. Thus, despite the concentration and co-ordination of its activities, it was to be feared that, for want of resources, UNESCO would not be able to justify completely the hopes which the peoples had placed in it.

21. In order to preserve the peace which, in a joint effort, they had bought so dearly, the democracies should once more unite their resources in the economic and social fields.

22. According to Montesquieu, victories were easy to obtain because they were won with all one's strength, but were difficult to maintain because they were defended with only part of one's strength. The dignity of mankind and the prosperity of peoples had to be won afresh every day, and they were objects which warranted the devotion of all the strength of mankind towards their accomplishment. It was to that magnificent task that the Economic and Social Council was dedicated and it could, in carrying out that task, rely on the full co-operation of UNESCO.

23. The PRESIDENT thanked the Director-General of UNESCO for his constructive statement. He felt that he was interpreting the general sentiments of the Council in saying that the Director-General had shown that the work of UNESCO was being directed, under his guidance, towards the achievement of the aims assigned to that Organization by the United Nations and that UNESCO's activities were being undertaken within the framework of the Council's recommendations and in full collaboration with the other specialized agencies. The Director-General's closing words had been a valuable reminder of the Council's role and of its aims, which were at times lost sight of in debate.

24. Mr. HADI HUSAIN (Pakistan) deplored the fact that all too often the frontiers of the realm of the intellect were not open to all men and that boundaries established by artificial regulations due to the ignorance and selfishness of man denied to a large section of the population of the world the spiritual heritage which was the right of every human being. In the sphere of science, too, man had refused fully to share the knowledge he had acquired through the ages. In the cultural world, watertight compartments which perpetuated frontiers caused by accidents of history had been created, and, even today, universal culture, which was one of UNESCO's aims, still remained a remote prospect.

25. The existence of a body such as UNESCO was therefore of the utmost value, since it constituted an essential aspect of the United Nations' activities in assisting man towards the achievement of his intellectual aspirations. The report submitted by UNESCO was worthy of that Organization, and the Director-General's statement supplementing that report showed that UNESCO was tackling problems in a practical manner. A feature which his Government wished particularly to commend was the realistic distinction drawn between a continuing basic programme and annual detailed, specific schemes established within the framework of that programme. Such a division enabled the ultimate goal of the Organization to be borne in mind.

26. The proposal to extend the regional organizations of UNESCO was, in his delegation's view, most sound. Such regional organizations should be further multiplied and should be given a form of field organization which would be supplementary to the central organization and responsible for working out technical methods. Regional organizations were particularly necessary in more backward countries where UNESCO's activities were not so well known to the general public as was the work of other specialized agencies such as the International Labour Organisation, WHO and FAO.

27. His delegation was also in favour of the expansion of the activities of the national commissions, since it believed that much valuable work had been done by them and by their regional conferences.

28. He further commended the steps taken by UNESCO to concentrate its efforts and to utilize its resources to the full. As the Director-General had acknowledged, UNESCO had successfully followed the example set by the International Labour Organisation in that matter. It was significant that the majority of the projects proposed by the Director-General had been approved by the Member States of UNESCO at its last General Conference.

29. Pakistan was particularly interested in UNESCO's work on fundamental education, his country having not yet found it possible to introduce compulsory basic education.

30. Referring to the proposal in connexion with United Nations research laboratories, he said that his Government was in full sympathy with that proposal and he expressed the hope that the claims of Pakistan would be borne in mind when the international drugs research laboratories came to be set up. He was sure that WHO would support such a request. His Government would also support the proposal for an international computation centre and for a conference of scientific experts and would make all possible contributions to those three projects.

31. Mr. LOPÉZ MATEOS (Mexico) said that this delegation had carefully studied the report of UNESCO, which was concerned with the realization of the fundamental aspirations of mankind as laid down in the Universal Declaration of Human Rights. UNESCO's activities were a valuable contribution towards the achievement of mutual understanding between nations and the promotion of peace.

32. In view of the wide field over which action was needed, his delegation fully agreed with the methods proposed by the Director-General for ensuring, by the concentration and co-ordination of efforts, the maximum effective implementation of the Organization's programmes.

33. His delegation wished to lay special stress on the importance it attached to the centre set up in Mexico for the furtherance of fundamental education, and, in particular, on the opportunities afforded by such activities for co-operation between UNESCO and the other specialized agencies, since it was impossible to separate the question of education from economic and social con-

siderations. His Government wholeheartedly supported that project, which would, it believed, bring considerable benefits to Mexico.

34. Referring to the budgetary limitations on UNESCO's work, he pointed out that UNESCO could carry out its activities only if it was provided with the necessary means. Member States should therefore give that matter their most careful consideration.

35. The Director-General had referred to the problem of the shortage of paper. His delegation would support any decision aimed at meeting that situation, since adequate supplies of newsprint and printing paper were obviously essential to the effort to raise the general standard of culture throughout the world.

36. His delegation was wholeheartedly convinced of the value of UNESCO's work and had taken note of its report with great satisfaction.

37. Mr. MEYKADEH (Iran) said that no one doubted that UNESCO, under the enlightened guidance of its Director-General, was rendering signal service in raising the intellectual and moral level of the entire world. His delegation trusted that, thanks to the burning faith which inspired that Organization, solid progress would be achieved in the fight against ignorance which, as Mr. Torrès Bodet had just said, went hand-in-hand with disease and poverty.

38. Iran had availed itself of the advice and guidance of UNESCO, which was to send it specialists for the purpose of reorganizing its agricultural and trade schools and installing laboratory plant. UNESCO had been consulted in connexion with the educational and cultural aspects of Iran's seven-year plan. Book coupons to a value of about 20,000 dollars had been supplied, and auxiliary agreements for technical assistance had been concluded.

39. He would like to express his gratitude to UNESCO, and hoped that the Council would show its support for that Organization by unanimously approving the report submitted by its eminent Director-General.

40. In conclusion, he announced his delegation's agreement to the proposal for establishing an international computation centre.

41. Mr. STEPHENS (Canada) associated himself with the appreciation expressed of the report of UNESCO and of the Director-General's statement.

42. His delegation particularly wished to commend UNESCO's recognition of the need for estimating its programme in budgetary terms, its efforts to adhere to priorities, its endeavours to maintain the administrative and general expenses of the Organization as a whole at as low a level as possible, and the attention given to the co-ordination of UNESCO projects with those of the other specialized agencies. Those considerations were particularly gratifying when existing political, financial and administrative conditions were taken into account.

43. The existing need for intensifying national defence programmes necessarily affected the interest in and resources available for cultural activities. Moreover, owing to the delay in the payment of contributions by

certain Member States, the revenue which UNESCO expected to collect for 1950 was 10 per cent below the amount of the approved budget. Again, in many cases, national commissions were still only in process of formation, and therefore could not shoulder their part of the responsibilities and thus relieve in some measure the pressure on UNESCO's Secretariat. Nevertheless, substantial progress had been achieved during the past year, particularly in the administrative and financial fields, and the Organization had clearly shown its comprehension of the necessity for keeping its activities within the bounds of its terms of reference.

44. His delegation believed that UNESCO's programme for 1952 was consistent with the sound general principles of compliance with priorities, concentration of efforts and resources, and the adequate appraisal of regional needs. It therefore supported the French delegation's draft resolution.

45. Mr. BEITH (United Kingdom) said that his delegation had carefully studied the report of UNESCO and had listened to the Director-General's statement with great interest.

46. He wished to commend the steady progress to which the report testified, and believed that its note of qualified optimism was fully justified. He would therefore support the French delegation's draft resolution.

47. He reminded the Council that representatives of the United Kingdom had given considerable help in the formulation of the methods to which the report referred, and he thought that that statement of methods should prove a valuable corrective to the false hopes so frequently aroused by the establishment of organizations like UNESCO. It was essential to realise that results could only be obtained on a long-term basis, and that made it all the more imperative for the aims of the Organization to be formulated with the utmost clarity.

48. Relations with the non-governmental organizations seemed to be developing as satisfactorily as could be expected. The fact that there were so few active national commissions was, however, a matter for regret. His Government would be pleased to see such commissions grow both in number and in vitality.

49. He welcomed the proposal for an international computation centre, which would be the first of the United Nations international research laboratories to be set up. He recalled that the United Kingdom had been prominently associated with the formulation of that proposal, since its representatives had served on the committee of experts and on the working party which had elaborated it. He noted that, although the centre would have the status of a United Nations international institute, it would in practice tend to function as a regional centre, since its operation and its financing would be mainly controlled by those countries which felt the need for active participation in its work. He welcomed the constitutional basis of such a project, since he felt sure that regional co-operation of that type would develop along practical lines, depending as it did on the willing contributions and co-operation of the interested countries in matters of finance and personnel. Although closely associated with the proposal in its early stages, the

United Kingdom did not expect that it would, in any case for some time to come, derive much direct benefit from such a centre, which would, however, probably prove to be of considerable use to other countries and organizations.

50. His Government consequently regarded the proposals of the working party as acceptable in principle, and considered that, once the project had been approved in principle by the Council, the responsibility for giving effect to it could be delegated to UNESCO acting in collaboration with other organizations.

51. Mr. CABADA (Peru) wished to pay tribute to UNESCO's report to the United Nations and to the Director-General's statement.

52. He particularly appreciated the work done by UNESCO in furtherance of its humanitarian aim of fulfilling man's cultural aspirations, and he supported the programmes proposed in the report. The Organization was most fortunate in its Director-General, who was inspired by the highest humanitarian motives. It was, however, to be deplored that the resources at its disposal were so small in comparison with the magnitude of its task.

53. His Government was particularly interested in the preparation, under the auspices of UNESCO, of a scientific and cultural history of mankind. He believed that such a history would be of the utmost value, and had studied with great interest the first results obtained in that connexion. He wished to lay particular emphasis on the cultural aspect of history, which, in his view, was more suitable for teaching in schools than the political and military aspects, besides being more in accordance with the principles of UNESCO.

54. Mr. YU (China), after expressing his delegation's appreciation both of the report of UNESCO and of the Director-General's statement, said that the Council carried the heaviest responsibility of all the organs of the United Nations for the maintenance of peace in the world by furthering economic and social progress. UNESCO had shown itself capable of assuming tremendous responsibilities and had already made considerable progress, but it should never be forgotten that its primary aim should be the education of the world in the principles of right and wrong, on the basis of past educational experience. From early times, men had continually sought to solve their problems through understanding. As the great teachers, Confucius, Christ and others, had shown, human beings were more alike than different, and it was on the basis of that truth that UNESCO should carry out its work. His delegation was convinced that the fundamental duty of UNESCO was to emphasize the basic values of life.

55. The Director-General had described the effort to combat illiteracy, and though it was universally agreed that the situation in that respect was calamitous, it should be remembered that literacy could be calamitous too, if it were misapplied in the form of lying propaganda. Forty centuries of history had shown that it was impossible to conquer man by force, and one of the primary roles of UNESCO was to educate people in that fundamental truth. Just as scientists had taught that the

drinking of polluted water was detrimental to health, so UNESCO should teach the peoples of the world that wars and injustice were disasters which could destroy man's spiritual health. In that way a sound and sane international atmosphere could be created, and he would suggest that UNESCO might publish a treatise based on the accumulated lessons of the past, showing that no lasting good could be gained by violent means. If the world did not learn that lesson and if it sought to indulge in propaganda based on mistaken ideas of self-preservation, then the clock of civilization would be turned back twenty centuries.

56. His delegation therefore appealed to the Director-General to bear in mind the moral and spiritual side of education in an effort to spread true peace and understanding, without which there would be no hope for mankind.

57. Mr. BLONDEEL (Belgium) recalled that his country had followed UNESCO's career from its earliest days with sympathetic interest and had set up a national commission composed of persons of the very highest standing. Belgium was pleased to observe that UNESCO, under the ægis of its eminent director, was now firmly on its feet.

58. Belgium had for many years now been a home for and an active supporter of international scientific organizations and its delegation accordingly viewed with great interest the co-ordination of the activities of such bodies undertaken by UNESCO and the support it gave to scientific work.

59. UNESCO's efforts should, however, be pursued in all fields of education alike, and particularly in pre-school, primary, intermediate and higher education, in the education of the masses, and in what was customarily known by the, perhaps somewhat ambiguous, term of "fundamental education".

60. It was difficult not to be appalled by the fact that, at a time when it was proposed to apply the principles of the Universal Declaration of Human Rights to all mankind, more than half the human race could not even read. That fact was a source of grave concern to those who conceived of progress in the broadest sense of the word. There were still far too many illiterates, even in the most advanced countries. They were, it was true, relatively more numerous in areas where the development of civilization had been retarded by climatic conditions. But the illiterates of the areas regarded as the most advanced were no less important, as it must be galling for them to be below the general cultural level of the society in which they lived.

61. At the last General Conference of UNESCO, the Belgian delegation had stressed the danger of international cultural activity seeking to take the place of national activities of the same type. "Each continent, each body of political opinion, and every party," it had declared, "has its own particular form of cultural activity, as has also every youth movement, workers' organization, newspaper and every one of the hundreds of millions of families which go to make up mankind. It can never be sufficiently emphasized that it is on such pre-existing material that the international effort to spread the

benefit of culture must be based." He himself was certain that Mr. Torrès Bodet could be counted upon not to lose sight of such considerations.

62. As for the UNESCO budget, the Belgian delegation was pleased to note the efforts made in the direction of economy and hoped that the holding of general conferences every two years instead of annually would have no adverse effect on the rate of progress of the work actually undertaken.

63. In the field of education, science and culture, Belgium inclined to look towards the summit rather than the base. For that reason, while not failing to be interested in fundamental education, the Belgian delegation was anxious that other activities should not be neglected.

64. Mr. KRISHNAMACHARI (India) associated his delegation with the tributes paid by previous speakers to the work of UNESCO and said that its results, though in many ways intangible, had been given body both by its report and by the Director-General's statement.

65. While unwilling to criticize UNESCO's work, his delegation considered that a shift of emphasis was required. So far, UNESCO's aims, as reflected in the composition of delegations attending its conferences, seemed to have been mainly concerned with the development of the cultural aspects of education, an important preoccupation it was true, but one, nevertheless, which only touched upon the veneer of civilization. He considered that such a policy, laudable though it was, would prove unsatisfying if it ignored the fundamental aspects of education. His delegation was particularly well qualified to speak on that subject since, while other countries perhaps had excelled India in economic progress, it stood head and shoulders above the rest in its cultural achievements. The bulk of his people might be illiterate, but, paradoxical as it might seem, they were none the less cultured and enjoyed a cultural tradition which had been handed down through the centuries.

66. Consideration of UNESCO's basic aims would make it apparent that, with the help of the Council and the General Assembly, it could do much more towards furthering the fundamental aims of education. In that respect, he considered that it would perhaps be better to look at the foot of the mountain rather than the crest, at the basic problem of education rather than at its cultural summit.

67. UNESCO could become a powerful agent for the spreading of international understanding if it helped people to understand themselves and their own country. But, however large the funds placed at its disposal, UNESCO alone could not solve the problem of education in under-developed countries. Three requirements were necessary for that: determination on the part of the government, and the means and methods for fulfilling its plans. Assistance in formulating methods by which governments could discharge their primary duty of educating their peoples was one of UNESCO's main concerns. That task was not, of course, limited to under-developed areas, since there was much room for improvement even in the most advanced countries. The real dissatisfaction that found vent in such countries was proof that progress in education was always possible.

The problem, in other words, was universal in scope and should remain one of UNESCO's chief preoccupations.

68. It might be argued that much was already being done to that end, but, without attempting to scoff at the "culture bugs" often to be found at UNESCO conferences, he would observe that no solution to the real problems of education could be found by confining oneself to the superficial stratum of the intelligentsia. He would suggest that UNESCO might rather invite to conferences people in the lower ranks of education, who could acquaint it with the concrete problems with which they had to deal in discharging their tasks as teachers. If more money was required, then the General Assembly would surely help.

69. His delegation realized that the problem of evolving methods for dealing with the fundamental problems of education, and in particular of helping to improve governments' educational systems, was hampered by the fact that political considerations often obscured a country's real educational needs. Ministers of education themselves were frequently uneducated and unaware of the real requirements of their office. However, by careful liaison work, UNESCO could point out the defects in any government's educational system.

70. He was pleased to see that a number of national commissions had been set up, but it seemed that they too still emphasized the cultural rather than the fundamental aspects of education. Next year his delegation would like to hear less of the spectacular side of UNESCO's work and more about the dissemination of information and knowledge connected with basic methods of education. To that end, the establishment of regional bodies, on the lines followed by the International Labour Organisation, might help to meet educational needs and promote international understanding among the younger generation.

71. The Director-General had laid stress upon the problem of racial prejudices. That was an acute problem in India, but it arose in every country where racial hatred or hatred of some sect or group existed, partly as a result of the vicious Fascist propaganda spread during the 1930's. UNESCO could accomplish much towards the elimination of racial and other hatreds which were encouraged by certain governments in order to blind their peoples to more important realities. It was vital that UNESCO should pursue that aim, not only in its conventions, but by eliminating from all books and publications any suggestion of hatred directed against a particular group. Thus it could promote understanding on the basis of the truth that all men were equal.

72. In that connexion, the emphasis laid by the Director-General on the shortage of printing materials, particularly newsprint, was most significant. It was useless to voice high-sounding views in the Council when so many countries had not the economic resources to publish information. The problem of the shortage of newsprint could not be solved by the Council, but only by co-operation between the various nations. For example, countries which had newspapers of more than a hundred pages could very well spare newsprint for export to those countries which had to be content with

papers of three or four pages. An appeal to that effect might well be framed in one of the Council's resolutions. UNESCO, too, could contribute largely to the solution of that problem.

73. As representative of a country with low educational but high cultural standards, he appreciated UNESCO's work, but hoped that its report for next year would cover a wider and more substantial range.

74. Mr. KAYSER (France) thought that the striking statement made by the Director-General of UNESCO must have left the members of the Council with the impression of an excellent brief by an excellent counsel. No praise was high enough for UNESCO, whose activities represented one of the few reasons for believing in a better future. In the midst of difficulties of all kinds, from which no State was immune, UNESCO had survived and was resolved to remain faithful to its ideal.

75. The French delegation's only regret was that the Director-General had modestly glossed over the obstacles which it had encountered in its work, and it hoped that less space would be devoted in future reports of the specialized agencies to apprising the Council of every detail of their activities than to informing it of the actual problems met with in fulfilling their programmes. The discussion of those reports in the Council sometimes ranged over too wide a field and sometimes, on the contrary, was restricted to minor points. A more circumscribed discussion would assist UNESCO in solving any difficulties to which it had drawn attention and might, in the French delegation's view, enable the Council to fulfil its functions under the Charter more effectively.

76. According to Article 62 of the Charter, the Economic and Social Council might "make or initiate studies and reports with respect to international economic, social, cultural, educational, health, and related matters". Yet it was to be noted that only one in ten of the fifty-eight items on the Council's agenda concerned education and culture while, approximately one in two concerned economic and one in four social matters. That was due, first, to the fact that the difficulties of the times diverted too many governments from the eternal problems and, secondly and particularly, to the fact that, by means of a methodical and scrupulous division of functions, the Council could entrust to UNESCO the fulfilment of some of the tasks for which the Council itself was responsible.

77. Notwithstanding its modest resources, UNESCO had helped to expedite international co-operation in the sphere of science and culture, a sphere into which self-interest did not enter. The International Council of Scientific Unions, which was mentioned on page 57 of the report, comprised ten large international unions whose intellectual independence was guaranteed by their dispersal throughout the world, their material independence being likewise guaranteed by their own individual resources and through the objective assistance afforded by UNESCO. The examples given by the Director-General in the reports which he had submitted to the General Conference of UNESCO and to the United Nations demonstrated the correlation of science, technique and practice in the field of the natural sciences.

78. Activities in the domain of the social sciences, on the other hand, were less rewarding and their subject-matter newer. However, UNESCO had recently set on foot the International Political Science Association, which had been joined by nationals of twenty-three countries and had done valuable work at its first congress in Zurich. At the sixth session of its General Conference, UNESCO had included in its programme the creation of an international council for social science research and an international social research centre for the study of the effects of technical developments on man.

79. The impetus given by UNESCO to the various associations participating in its work was of direct advantage to humanity in all countries. The proof of that could be had by merely questioning, at the end of the congresses of the various associations, the experts who had taken part in them. Famous or obscure, they all believed that such contacts developed their personal experience and increased their knowledge.

80. Thus UNESCO was extending the field of activity of the *élite*, while at the same time offering the masses the means of conquering ignorance. Starting from the fundamental education centres distributed throughout the world, such as that at Patzcuaro, and widening the range of that masterly plan for fundamental education, it would be possible by a process of chain reaction to carry on an effective campaign everywhere against the scourge of ignorance. In the opinion of the French delegation, no expenditure was more justified than that devoted to such work. A French statesman had been right in saying, "The mind of a child, if uncultivated, is treasure thrown into the sea."

81. The French delegation considered that, in the UNESCO budget, a balance must be maintained between those two great enterprises: the encouragement of the *élite* and the liberation of the masses through knowledge. It was essential that the existing proportion should be maintained, in the budget, between the credits assigned to fundamental education and those devoted to the so-called international organizational activities. Any loss of balance might prejudice either the planned advance of knowledge or the mass campaign against illiteracy.

82. But the fruitful labour of UNESCO did not stop there; it was also manifested in the fields of technical assistance, international civic education and laboratory work. The French delegation hoped that progress would be made in connexion with an international computation centre, a European nuclear physics centre and the Advisory Committee on Arid Zone Research.

83. The report also showed how UNESCO's activities were directly or indirectly aimed at implementing the provisions of the Universal Declaration of Human Rights. The French Government attached particular importance to the drafting, now nearing completion, of a universal copyright convention which would proclaim the right set forth in article 27 of the Declaration.

84. Mention should also be made of UNESCO's opportune intervention in the acute crisis of newsprint and printing paper; but that was a question which the French delegation would discuss in connexion with item 58 of the agenda.

85. UNESCO's was a priority programme, based upon experience and allowing for the diverse needs and aspirations of the Member States. All the items had priority and, if there were too many of them, it was because UNESCO's sphere of action was practically unlimited. The extent of UNESCO's results corresponded to the scope of its mandate. States had been obliged by force of circumstances to renew activities which they hoped they had given up for ever when the Second World War ended. The material resources available to UNESCO were consequently still inadequate, but recent experience had shown that, even with those resources, the Organization could still accomplish, carry on, and even undertake, major tasks.

86. The French delegation felt a certain amount of pride in having submitted to the Council the draft resolution taking note of the report of UNESCO with appreciation, in the full sense of that word.

87. Two months previously, the General Conference of UNESCO had expressed renewed confidence in its Director-General; to-day, the United Nations was again expressing its own confidence in him. But it might be said that the Director-General of UNESCO was, above all, responsible to humanity. In the midst of an era that might be likened to a return of the Middle Ages, one that had not yet been able to assimilate or master the prodigious discoveries of science, he was responsible, despite the existence of steel-rolling mills and pre-fabrication, for safeguarding and developing freedom of thought and the dignity of life for each individual. The Director-General had an acute sense of that responsibility and, consequently, the French delegation, in spite of all the alarming portents which might induce an attitude of resignation, would continue to feel confidence in the future.

The meeting rose at 1 p.m.