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THE PREVENTION OF DISCRIMINATION AND THE PROTECTION OF MINORITIES

Note by the Secretary-General. The Secretary-General has received the following memorandum from the United Nations Educational, Scientific and Cultural Organization on their participation in the implementation of Resolution 116/B (VI) of the Economic and Social Council:

The spirit of the Economic and Social Council's resolution 116/B (VI) has been recognized by UNESCO since the beginning of its activities, and is inherent in the UNESCO programme. The very constitution of UNESCO sets among the aims of the Organization, "collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion...." (Article I, paragraph 1)

In UNESCO's current programme in the field of education, a number of resolutions are included, the intent of which is "to combat any spirit of intolerance or hostility as between nations and groups." These resolutions are, for example:

1. Resolution 2.41. It is recommended to Member States that they provide Fundamental Education for all their people, in conformity with Article I, paragraph 2 (b) of the Constitution of UNESCO:

"the Organization will give fresh impulse to popular education and to the spread of culture....by instituting collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social;"

2. Resolution 2.42. UNESCO will help Member States which desire aid in campaigns for Fundamental Education, giving priority to less developed regions and to underprivileged groups within industrialized countries.

3. Resolution 2.522. The Director-General is instructed to *promote an international study of the successful methods employed in different countries to overcome barriers to education for all looking toward an international Charter for Youth. This Charter should specify that distinctions of colour, race, sex or religion should not operate against any group of young people.*

The UNESCO programme in the Social Sciences, particularly in connection with the project on Tensions Affecting International Understanding, is also directed toward the same goal. The resolutions of the 'Tensions' project include the following:

- 4.31. The Director-General is instructed to promote enquiries into:
- 4.311. the distinctive character of the various national cultures, ideals, and legal systems;
- 4.312. the ideas which the people of one nation hold concerning their own and other nations;
- 4.313. modern methods developed in education, political science, philosophy and psychology for changing mental attitudes, and into the social and political circumstances that favour the employment of particular techniques;
- 4.314. the influences which make for international understanding or for aggressive nationalism;
- 4.315. population problems affecting international understanding, including the cultural assimilation of immigrants;
- 4.316. the influence of modern technology upon the attitudes and mutual relationships of peoples.

All these represent activities pertinent to resolution 116/B of the Economic and Social Council and indicate UNESCO's continuing concern with the problem.

A. Resolution 116/B (B) (i) of the Economic and Social Council requests UNESCO to make available to the Sub-Commission on the Prevention of Discrimination and the Protection of Minorities any relevant material or analyses that might result from that Organization's proposed study of social tensions or from any other UNESCO programme
UNESCO action in this respect includes:

- 1. In connection with the 'Tensions' project:
 - (a) A survey of national conceptions and stereotypes, made according to the methods of public opinion analysis. This survey has been completed, and the data are now being analysed and prepared for publication.

(b) The preparation of a volume on Population Problems and Tensions, in collaboration with the Carnegie Endowment for International Peace. This volume will include one chapter on the relation between the ethnic structure of national groups and the status of minorities on the one hand, and international relations on the other. Publication is not expected before 1950.

(c) The preparation of a volume on Aggressive Nationalism under the editorship of Professor Hadley Cantril, containing contributions by social scientists from five different countries. Several of the contributors make reference to the problem of minorities. This volume should soon be ready for publication.

(d) The preparation by French historians of a sample history of France which will show the interdependence of French culture and civilization with the culture and civilization of the rest of the world. Completion of the text is not expected before 1950.

(e) The preparation of a survey of research pertinent to international tensions by Dr. Otto Klineberg. This is expected to be completed within the next two months.

2. In connection with projects of the Education Department:

(a) The improvement of textbooks.

Principles of criteria regarding improvement of textbooks and teaching materials have been drawn up, together with a Model Plan to assist Member States to analyze their own textbooks. A Handbook is also being prepared for publication. It will include information on national and international efforts to improve textbooks as aids to international understanding. A Seminar on the Improvement of Textbooks, particularly of History Textbooks, will be organized by UNESCO in 1950. In all UNESCO's work on the improvement of textbooks and teaching materials, due consideration is being given to the prevention of discrimination and a fair and just treatment of minority groups.

(b) The publication of handbooks of suggestions for teachers - UNESCO is concerned that every teacher of every subject should make some contribution towards the development in his own pupils of an appreciation of the ties which unite peoples of the world, and should prepare them to accept the obligations which an inter-dependent world imposes. During 1949, UNESCO will issue suggestions on teaching about the United Nations and its Specialized

Agencies, which together form the greatest contemporary effort, on the inter-governmental level, to move towards a world society. It will also publish suggestions on teaching geography and world history so as most effectively to develop international understanding.

(c) International Educational Seminars^{1/}

These Seminars, which are focussed on scientific aspects of education for international understanding, have yielded and will yield in the future a wealth of valuable material including practical recommendations, comprehensive studies and sample teaching materials. Moreover, the Seminars constitute in themselves a convenient testing ground for psychological experiments related to the study of social tensions (tests, evaluation of changes in attitudes, etc.)

The Director-General of UNESCO will place before the Sub-Commission on the Prevention of Discrimination and the Protection of Minorities, before 1 June, all completed documentary material as requested.

B. With respect to Resolution 116/5 (B) (ii) UNESCO will continue to collaborate with the United Nations and will welcome any specific suggestions for further collaboration.

In this connection it may be pointed out that UNESCO is organizing an Exhibition on Human Rights in Paris in September 1949. The exhibition is to be descriptive and historical in character, emphasizing that the Declaration of Human Rights applies to all human beings without discrimination.

C. Resolution 116/B (B) (iii) invites UNESCO to consider the desirability of initiating and recommending the general adoption of a programme of disseminating scientific facts designed to remove what is commonly known as racial prejudice.

To comply with this request, the Director-General submits the following plan of action:

1. A number of statements have already been made regarding race by recognized scientific organizations in various parts of the world. Issued during the war in connection with Nazi racial theories, they still have real pertinence and importance today. Available statements include those by the Royal Anthropological Society of Great Britain and Ireland, the American Anthropological Association, the Society for the Psychological Study of Social Issues (USA), the Brazilian Society of Anthropologists. The collection and publication, with a suitable

^{1/} Seminars on: Education for International Understanding (1947)
The Education and Training of Teachers (1948)
Childhood Education from 3 to 13 (1948)
Teaching about the UN and its Specialized Agencies (1948)
The Improvement of the textbooks, as aids to
International Understanding (1950)
The Teaching of Geography in its relation to
International Understanding (1950) /introduction,

introduction, of these statements would represent a significant first step in acquainting people everywhere with the scientific position on this important question. This could be done immediately.

2. Individual scientists in various parts of the world have gathered together materials of the greatest importance which have not as yet received adequate dissemination. Among others might be mentioned the publications by the Swedish economist Gunnar Myrdal, the American anthropologists Boas and Benedict, the British anthropologists Huxley and Haddon, the Cuban sociologist Fernando Ortiz, the Brazilian anthropologist Arthur Ramos, the Polish sociologists Professors Myslakowski and Ossowski. These materials, excellent though they are, usually appeal only to a limited reading public. It is proposed to prepare from these and similar volumes, popular summaries which lend themselves to wide diffusion. The list of individual topics would include, among others, the following:

(a) Race from the standpoint of biology and anthropology

This would lay stress on the essential biological unity of mankind, on the artificiality of racial subdivisions, and on the mythological character of "racial purity" in all existing populations.

(b) Race from the standpoint of psychology

This would show the unimportance of race in the determination of inborn psychological characteristics, the changes in behaviour which can be produced by changes in environment, the occurrence of persons of superior and inferior ability in all races.

(c) The cultural contributions of the races of mankind

Historical and ethnological data would be included to show that no one race has a monopoly on civilization and that what we are today is the result of contributions from many different sources. Stress would also be laid on the importance of retaining the values of many different cultures rather than striving for uniformity.

(d) The irrational nature of race prejudice

This would include material on the causes and origins of prejudice, on its contradictory character, on its lack of objective justification. Special stress would be laid on the demonstration that prejudice is not inborn, but is acquired through our social environment.

/(c) The cost

(c) The cost of race prejudice

Stress would be laid on the way in which prejudice has disrupted communities, led to economic waste, maladjustment, conflicts and wars, prevented both intranational and international co-operation.

(f) Successful experiments in race relations

Historical and contemporary examples of the way in which various racial groups can live, and have lived together successfully within the same community.

(g) Methods of combating race prejudices

A review of the techniques in social psychology, sociology, education, etc., which have been found useful in this respect, with suggestions as to how they might be more widely applied.

This list is not to be regarded as complete, but it is believed to be representative of what can be done.

3. UNESCO will call together, in July 1949, a group of experts from different nations and from different scientific disciplines. They will be asked to issue a statement regarding racial problems and racial prejudice which will be given the widest possible publicity.

4. All these materials will be given the widest possible diffusion to the public through the preparation of pamphlets, newspapers and magazine articles, transcription for radio, and possibly also films in close collaboration with suitable organs of the UN and specialized agencies.

5. UNESCO's plans - this respect can, therefore, be outlined in the following three steps:

- (a) Collection of relevant scientific materials
- (b) Dissemination of relevant scientific facts
- (c) Application of these materials to the field of education

D. Resolution 116/B (B) (iv) "invites UNESCO to consider the creation of a committee of world leaders in educational theory and practice, which should make it its business to study and select the most common principles of a democratic and universal education in order to combat any spirit of intolerance or hostility as between nations and groups".

UNESCO is favourable to the creation of such a committee. However, due to the very importance of this project and the difficulties involved, UNESCO proposes to undertake a preliminary exploration in 1949 with a view to planning the creation of such a committee for 1950.