

United Nations  
**GENERAL  
ASSEMBLY**

EIGHTEENTH SESSION

Official Records



**THIRD COMMITTEE, 1282nd  
MEETING**

Friday, 6 December 1963,  
at 10.50 a.m.

**NEW YORK**

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*Chairman:* Mr. Humberto DIAZ CASANUEVA  
(Chile).

AGENDA ITEM 47

Measures designed to promote among youth the ideals of peace, mutual respect and understanding between peoples (A/5364, A/5445, E/3638 and Add.1, A/C.3/L.1183 and Corr.1) (continued)

1. Mrs. DEMBINSKA (Poland) said that the draft declaration contained in the draft resolution before the Committee (A/C.3/L.1183 and Corr.1) followed in the spirit of many important United Nations documents and primarily the Charter itself. The terms of the draft declaration were a logical corollary of the obligations assumed by States in joining the United Nations. The attitude which the Charter demanded of States towards peace, co-operation and respect for the rights of others was the same attitude which the draft declaration hoped to see fostered in the young of the world. Failure to adopt the declaration would not only seem strange in the eyes of the world, but would give rise to serious concern about the ability of the international community to act in a matter of such importance for the future of mankind. There was, indeed, no reason why the Committee should not take action. Other Main Committees had been successfully tackling the different problems which impeded the peaceful development of the world, and the Third Committee should not lag behind. It should follow up its adoption of the United Nations Declaration on the Elimination of All Forms of Racial Discrimination (General Assembly resolution 1904 (XVIII)) with yet another decisive act on behalf of world peace.

2. The establishment of world friendship and co-operation was an important prerequisite for the full implementation of the Universal Declaration of Human Rights and of the future International Covenants on Human Rights. The promotion among youth of the ideals of mutual respect and understanding was part of that endeavour. In view of the Committee's functions, it was also the appropriate body to promote the observance and enjoyment of human rights among the young. While UNESCO might work out the technical details, it was for the Committee to lay down the general political and humanitarian guidelines. There

were many precedents of directives from the Committee to the specialized agencies.

3. The claim that all the declarations adopted by the General Assembly had first been prepared by one or another of the functional commissions was not accurate. The Declaration on the granting of independence to colonial countries and peoples (General Assembly resolution 1514 (XV)) for example, had been elaborated directly by delegations in the General Assembly. Some questions grew to maturity without having been studied by the commissions; that was no reason for delaying them.

4. The world was rapidly shrinking, and people from different regions were finding increasing opportunity to meet and learn about each other. The United Nations itself had provided exceptional opportunities for greater contacts among peoples. It was not surprising that a keen desire for such contacts should be felt by the young. In fact there was today an unprecedented number of international youth conferences, youth festivals and similar meetings, nearly all of which resulted in an increase in mutual respect and understanding. More such contacts were possible and should be encouraged.

5. A marked feature of many such international meetings was the common desire of the young people to build a peaceful world. They squarely faced the great problems of the day—disarmament, poverty, ignorance, disease—and wanted to help in their solution. In fact, their awareness of contemporary issues had prompted at least one member of the Committee to ask whether the present draft declaration was necessary at all. She herself believed that it was. First, young people needed a certain amount of guidance, as their natural inclination was to reject all that had gone before—the good with the bad. Second, they were subject to powerful influences, some of them pernicious; they could be taught animosity and prejudice, as well as friendliness and tolerance. The world had recently witnessed the results of the special education of youth in the ways of violence and inhumanity. Thus the draft declaration did well to address itself to the adult population—the parents, the institutions and the States—setting broad standards for them in the rearing of the young.

6. The approval of the draft declaration should be unanimous. By its nature it required universal acceptance. Her delegation would support it and hoped that all others would do likewise.

7. Mrs. REFSLUND THOMSEN (Denmark) acknowledged the vital importance of bringing up youth in a spirit of tolerance and international understanding. The promotion among youth of the ideals of peace presented no problem in Denmark, where for generations young people had been reared in an atmosphere dominated by a desire for the preservation of peace. Endeavours to promote international understanding among youth were

carried out over a very broad front. Instruction in the schools included teaching about the United Nations and the principles of the Charter and the Universal Declaration of Human Rights, and about other peoples, their way of life, and the need for international co-operation. Textbooks were being revised with a view to imparting a better understanding of those questions, and teachers were recommended to use UNESCO material and to encourage their pupils to read about young people in foreign countries. Outside the schools, young people could obtain instruction on international questions through the adult education system. Non-governmental youth organizations were increasingly concerned with international problems, and their activities included participation in international courses and conferences, and visits abroad for study purposes. Steps had been taken to establish a Danish Peace Corps, which might become an important force for the promotion of peace and understanding among peoples. The Press, radio and television had contributed greatly to the promotion of international understanding—a point to be emphasized, in view of the frequency with which the influence of such mass information media was criticized. It was the widespread feeling of international solidarity that had enabled the Danish Government to make large voluntary contributions to various United Nations programmes and to collect almost \$2 million in 1962, through a nation-wide campaign, for aid to developing countries, over and above its multilateral assistance through United Nations channels. All those facts attested to her Government's sincere desire to promote feelings of tolerance and international understanding.

8. Her delegation had some doubts, however, about the desirability of adopting a declaration on the question under discussion. UNESCO had concerned itself from the outset with the promotion of international understanding through education, and had given its members much valuable advice and assistance in that respect. The UNESCO report (see E/3638, paras. 49-62) listed some examples of what that agency was already doing and UNESCO itself, being fully aware of the need to intensify its efforts, had placed the question of measures to promote among youth the ideals of peace, mutual respect and understanding on the agenda of the forthcoming International Conference on Youth.

9. The draft declaration before the Committee represented a more theoretical approach to the problem. She agreed with previous speakers who had questioned the appropriateness of discussing a new draft declaration so late in the session. The Committee should abandon the bad habit of constantly taking up new declarations for consideration when it was unable to cope with its current work programme. The matter could well be deferred without detriment to a subject to which all delegations attached great importance, since the work of UNESCO and of national organizations would continue; indeed, those engaged in such activities would no doubt appreciate such a decision as an expression of confidence in their work. Besides, young people themselves were doing much, both individually and through their organizations, to promote international understanding, and were taking a keen interest in international problems; thus their elders need not feel unduly concerned about any lack of international understanding on their part.

10. Mr. NEJJARI (Morocco) remarked that nothing of lasting value could be achieved in the quest for

world peace through disarmament, through the granting of independence to colonial peoples, and through the elimination of all forms of racial discrimination and religious intolerance, unless young people were prepared for the weighty responsibilities they would have to shoulder. Youth must therefore be brought up in a healthy atmosphere, in which notions of racial superiority would not prevail and respect, mutual understanding, tolerance and the love of one's neighbour would be taught. Lifelong habits and attitudes were formed in early childhood, and the primary responsibility for raising future generations in the right spirit therefore devolved on the family, rather than on teachers; consequently, if the ideals of peace were to be truly promoted among youth, thought must be given to the education of parents as well. Unfortunately, habits and attitudes were more deeply rooted in adults and were less susceptible to change; but in a country like Morocco, where Islam was firmly entrenched, even the less educated were imbued with ideas of peace, tolerance and understanding of other peoples and religions. Moslem humanism was in every way compatible with the precepts and spirit of the United Nations Charter, for it regarded man as the purpose of creation and placed the highest estimate on his faculties of intelligence, tolerance and love.

11. Quite apart from that background, common to all Moslem peoples, Morocco was conscious of the important role of young people in the future, and it spared no effort to promote among them the ideals of peace, mutual respect and understanding between peoples. Many exchanges with other countries took place, and an international youth seminar was held annually in Morocco. His delegation therefore felt obliged to support any measures designed to promote those ideals, and it was grateful to UNESCO for its educational activities in that connexion. Without entering into the controversy concerning the desirability of a solemn declaration, he felt that the most important task was to take practical measures for greater understanding and mutual respect between peoples and cultures. His delegation therefore supported the draft declaration in principle but believed that, as the sponsors themselves had acknowledged, the text required some revision.

12. Mr. ACOSTA (Colombia) said that, if succeeding generations were to be saved from the scourge of war, it was essential to inculcate in youth the high ideals of peace, mutual respect and understanding between peoples. That was a tremendous task, involving every sphere of education and information.

13. His Government, which appreciated the important part played by education in social development, had recently embarked on an ambitious plan for the construction of 20,000 class-rooms. The "National Apprenticeship Service", established with technical assistance from the ILO, was a model vocational training project which attracted young people from all parts of Latin America. The Government supported the work of the Colombian institute of technical training abroad, which had enabled thousands of Colombians to study in other countries. Teaching about the United Nations and its specialized agencies had been included in public secondary-school curricula for some time past, and there were many non-governmental organizations which sought to promote among youth the ideals of peace, mutual respect and understanding between peoples, through conferences, courses, films, travel scholarships, and holiday youth exchanges.

14. Many of the measures recommended in the draft declaration were already being taken by Governments, specialized agencies—particularly UNESCO—non-governmental organizations and the information services of the United Nations, and that fact should be acknowledged in the text. His delegation, which had been consulting with other Latin American delegations on that point, agreed with the spirit of the draft declaration, but believed that the wording must be improved, so as to reflect the views of the majority of members more accurately. He agreed with the representative of Argentina that the text should be free of any expressions smacking of political propaganda of any kind; and while appreciating the intentions of the sponsors, he wondered whether it would not be better, as suggested by a number of delegations, for UNESCO to undertake a more practical programme, bearing in mind the diversity of views and the great variety of possible priorities. UNESCO was the agency best suited to devise and carry out measures relating to youth of the kind proposed in the draft declaration.

15. If, despite the objections raised, the Committee decided to adopt a declaration of principles, sufficient time must be allowed for a thorough study of the revised text which he understood would be circulated shortly. In the meantime, the Committee might begin its consideration of agenda item 79 (Designation of 1968 as International Year for Human Rights).

16. Mrs. HEROMA (Netherlands) recalled that her delegation had co-sponsored General Assembly resolution 1511 (XV) in the conviction that it was essential to foster among young peoples the ideas of peace and international co-operation and that the United Nations and its specialized agencies, in particular UNESCO, had a vital role to play in that respect. The Netherlands whole-heartedly concurred with the sentiment expressed in article 26 (2) of the Universal Declaration of Human Rights, that education should promote understanding, tolerance and friendship among all nations, racial or religious groups and should further the activities of the United Nations for the maintenance of peace.

17. The proposal now before the Committee raised a different, more formal issue: that of the meaning and purpose of declarations. To some, a declaration was merely a set of principles which might give guidance for the attainment of certain goals, while for others it had more far-reaching significance. According to a memorandum (E/CN.4/L.610) submitted by the Secretariat's Office of Legal Affairs, at the request of the Commission on Human Rights, it was the latter view which accorded with international practice. Owing to its greater solemnity and significance, the memorandum said, a declaration might be considered to impart, on behalf of the organ adopting it, a strong expectation that members of the international community would abide by it. Consequently, in so far as the expectation was gradually justified by State practice, a declaration might by custom become recognized as laying down rules binding upon States. It might be said that in United Nations practice, a declaration was a solemn instrument resorted to only in very rare cases relating to matters of major and lasting importance, where maximum compliance was expected.

18. United Nations practice provided abundant proof that the drafting of a declaration was a very different matter from the drafting of a resolution. The text of the Universal Declaration of Human Rights had been

prepared with painstaking care. Experts had been consulted, Governments had been asked for their comments, and the Commission on Human Rights and the General Assembly had set aside a large number of meetings for the discussion of the draft. The result had been most gratifying, the Universal Declaration having become an international instrument of lasting importance. Similarly, much careful thought had been given, in the Commission on Human Rights, to the preparation of the draft of the United Nations Declaration on the Elimination of All Forms of Racial Discrimination. Although the sponsors of the present declaration had indubitably prepared their text with great care, such a document, which was intended to be of lasting importance, could not be adopted in a matter of days. It would be unreasonable to expect Governments to abide by an international instrument which they had had little or no opportunity to consider and, if the instrument was ineffective, it would detract from the value of future declarations.

19. The Netherlands attached great importance to the practical measures referred to in the most instructive report by UNESCO (E/3638 and Add.1). It favoured the promotion of exchanges and personal contacts among youth, education in the ideals of peace, teaching about the United Nations and action outside the school by youth organizations and communication media. Her Government had recently launched a programme for young volunteers on the lines of the United States Peace Corps. The purpose was to promote mutual respect and understanding among the youth of different countries. For many years, the Netherlands had awarded scholarships to foreign students on a wide variety of subjects. In that connexion, it should be remembered that international youth exchanges were impossible if, as was still happening far too often, the right of everyone to leave his country and return to it was denied.

20. With regard to the contents of the draft declaration, she thought it essential to include a clause stating that knowledge and understanding of the aims and the activities of the United Nations should be promoted.

21. Lastly, she believed in the full development of the human personality. No one who had not been brought into contact with a variety of opinions and beliefs could achieve intellectual maturity. The Netherlands abhorred the indoctrination of youth and the inculcation of uniform ways of thinking. Young people were capable of discerning false propaganda and, if left to decide for themselves, were certain to adhere to ideas of tolerance and mutual respect.

22. Mr. LYMAR (Ukrainian Soviet Socialist Republic) thought it was generally recognized that the education of youth was a matter of international concern, since all peoples desired to save future generations from the scourge of war, and looked to the young to play their part in that endeavour. In the Ukraine, as indeed in most countries of East and West, youth was making its contribution to the strengthening of peace. Young people created their own world on the basis of what they had been taught. They reflected the social reality in which they lived. If blemishes were found in them, the fault lay with the environment in which they had been brought up, and with the economic, philosophical and political theories which they had been taught. In some countries, chauvinism, militarism and racism were unfortunately still poisoning the minds of the

young. The energies of youth, which should serve the aims of peace, progress and social justice, were still often directed to purposes creating a threat to peace and security. The Committee could be assured that his Government and his country's social and youth organizations had, since the foundation of the Republic, been educating youth in the spirit of peaceful, creative work and of friendship between nations. Feelings of hatred or contempt for other peoples did not exist among young Ukrainians. The entire social system was based on the principle of the dignity and equality of all nations, great and small. Having been brought up in the Soviet Union, a country of many nationalities, Ukrainians extended the feeling of brotherhood and solidarity to all nations. Under the Ukrainian Constitution, the advocacy of racial or national exclusiveness or hatred was a punishable offence. Similarly, war propaganda in any form was punished as a crime against humanity.

23. The problem of promoting among youth the ideals of peace, mutual respect and understanding between peoples might be considered under three heads: specific measures, the role of the United Nations and the specialized agencies, and an international declaration of principles. Specific measures should provide for exchanges and personal contacts and for education in schools, teacher-training institutions and universities and for action outside schools. Such measures were already being applied, but as the discussion on the present item showed, it was essential to draw the attention of those concerned with the education of young people to the important principles on which alone a happier future without war could be built.

24. During the discussion, the view had been advanced that there was no need for the adoption of a declaration such as that proposed in the draft resolution before the Committee, because the aims of education were set forth with sufficient clarity in other instruments. He could not accept that argument. The fact that the basic principles of the new document could be found in the United Nations Charter and in the Universal Declaration of Human Rights did not mean that a declaration for the promotion of the ideals of peace among youth was superfluous. The new document would not weaken the older instruments or detract attention from them. On the contrary, it would be a logical sequel to them, dealing with a particular subject more exhaustively, just as the Declaration of the Rights of the Child (General Assembly resolution 1386 (XIV)) had done. Any country, party or Government seeking popular support addressed itself specifically to the young and expounded its aims and programmes to them. It was only natural that the United Nations, too, should appeal directly to young people throughout the world, reminding them of the ideals proclaimed in the Charter and in the Universal Declaration of Human Rights.

25. Some delegations had argued that the provisions of the declaration were an insult to young people. If that argument were valid, the Universal Declaration might be regarded as insulting to all men and women. He did not think that such a view could be seriously entertained. The speedy adoption of the draft declaration had also been opposed on the ground that the principles set forth had not been sufficiently studied; but a glance at the report by UNESCO would show those who had advanced that argument that their own Government experts had considered the matter very thoroughly. References had been made in debate to the

work of UNESCO in promoting international co-operation in cultural and educational matters. He fully appreciated that work but pointed out that, in the pursuit of the purposes of the draft declaration, the United Nations and UNESCO would not compete but rather supplement each other. The fact that the FAO was the main international body concerned with questions of food had not prevented the Committee from including an article on freedom from hunger in the draft International Covenants on Human Rights. Moreover, the proposed draft declaration related to an issue which was not merely educational, but concerned the whole social, economic, political and intellectual life of society.

26. It was the duty of the United Nations, as the most influential and authoritative of all international organizations, to draw the attention of all countries and of all international and national bodies concerned, to the importance of the question under discussion. The draft declaration had been carefully prepared; the subject had been before the Assembly for several years, and the report submitted by UNESCO to the Economic and Social Council showed that all Governments were interested in it. For all those reasons, his delegation strongly supported the draft declaration.

27. Miss ADDISON (Ghana) noted that some delegations had expressed doubts whether the Third Committee was competent to draft a declaration and had argued that the work should be left to UNESCO or some other competent body. Others had urged that their Governments should be given time to comment on the proposed text. The Committee had, however, drafted such instruments in the past; and if the declaration were to be referred to some other body or to Governments, consideration of the item would be delayed indefinitely. The promotion among youth of the ideals of peace and mutual respect had first been debated in 1960. The Romanian delegation had submitted its proposal (A/C.3/L.1051) at the seventeenth session but, owing to lack of time, the item had been deferred to the current session. The objections now raised should properly have been made at the beginning of the session, when the Committee had discussed its order of work. UNESCO, as would be remembered, had not reached any generally accepted conclusion on the preparation of a declaration, and its report on the item had been submitted to the General Assembly for action. It was now undoubtedly the duty of the Committee to take such action, although the time allocated to it was clearly inadequate.

28. Her delegation shared the view that the draft declaration as it stood was imperfect, and it had submitted suggestions for its improvement. The third preambular paragraph of the introductory resolution should be simplified in the interests of conciseness. In the sixth preambular paragraph she had suggested that the words "community activity", which had a rather peculiar connotation, should be replaced by the words "human endeavour", which had a broader meaning. In the seventh preambular paragraph, she had added the word "cultural" to the word "scientific" and "technological", since cultural achievements, too, played an important part in the advancement of peoples. In the ninth preambular paragraph, she had objected to the use of the words "by means of legislative and other measures", on the ground that it should be left to the competent authorities of each country to select appropriate measures.

29. In principle I, the term "peaceful coexistence" had caused difficulty because it could not readily be translated into the various Ghanaian languages, and she had therefore suggested its replacement by the expression "friendly relations and co-operation between States", which she thought conveyed the intended meaning clearly. The language of principle II was somewhat vague, and she had suggested changes. For principle III she had suggested a revised text, which took the ideas of the original text into account. There was no need to refer to colonialism or racism; the rejection of such concepts was clearly expressed by the requirement that young people should be brought up in the spirit of dignity and equality of all men without distinction as to race, colour or ethnic origin, and in respect for the right of the peoples to self-determination. In principle IV, a new paragraph had been inserted, in accordance with the suggestion advanced by the Senegalese representative. The second and third paragraphs of principle V had been simplified. Lastly, in principle VI, it should be made clear that young people ought to be trained either to acquire or to develop high moral qualities. The sponsors had accepted many of her suggestions, and her delegation had found it possible to co-sponsor the revised draft resolution.<sup>1/</sup>

30. She had consistently advocated that the draft declaration should do no more than enunciate basic principles and leave Governments and voluntary organizations to work out details. Each country had its own educational policy and programmes for youth activities designed to meet the needs of its own society. Her delegation understood the term "youth organizations", as used in the text, to cover both State and non-governmental bodies. In Ghana, the "Young Pioneer Movement", which had been instituted by the State in 1960, existed side by side with a number of non-governmental organizations, all of which received State grants. Ghanaian youth participated in the youth exchange programme, and in international conferences in all parts of the world.

31. Another sphere in which Ghana was fostering the ideals set forth in the draft declaration was the establishment of private international schools. At the fifteenth session, she had given the Committee very full details of her country's youth programmes (1053rd meeting). She would merely reiterate that there was a great need to promote the ideals of peace, mutual respect and understanding among adults also, since example was better than precept.

32. Mr. SALSAMENDI (United Nations Educational, Scientific and Cultural Organization) thanked the members of the Committee who had expressed satisfaction at the work done by UNESCO on the subject under discussion. He would limit his remarks to his organization's current and proposed activities in that area.

33. The Twelfth General Conference of UNESCO, held in 1962, had adopted resolution 1.143, which, *inter alia* appealed to member nations and the organizations concerned to promote the upbringing of the younger generation in the spirit of the ideals of peace, friendship and respect for other peoples, with measures taken to counter any propaganda harmful to international peace and friendship; urged member nations to expand their programmes of activities for young people, based on the pursuit of truth, under-

standing and objectivity, as a means of promoting the ideals of peace and of fostering exchanges between young people of different countries; drew attention to possible practical measures which might assist in that expansion; and recommended the inclusion, in the agenda of the International Conference on Youth, of the question of measures designed to promote among youth the ideals of peace, mutual respect and understanding between peoples.

34. Resolution 1.252 of the Twelfth General Conference authorized the Director-General to further the development of youth activities by making studies of the objectives and content of out-of-school education for young people and convening an international conference on that subject for leaders of youth organizations and services.

35. An international committee of experts had met in March 1963 to consider the organization of the aforementioned studies and the preparation of the International Conference on Youth. At the opening meeting the Director-General had pointed out the usefulness of studying how out-of-school education could give to youth a sense of international responsibility which might contribute to the solution of the major problems besetting the world. He had also indicated that the International Conference on Youth would not be a vast meeting of youth, but a meeting of qualified leaders in out-of-school education for youth. The committee of experts had agreed on four fields of out-of-school education which should be discussed in the commissions of the International Conference: preparation for working life, preparation for leisure activities, preparation for social and civic life, and preparation for international life and understanding.

36. The International Conference was to be convened at the end of August 1964 at Grenoble, France, in order to formulate conclusions on the studies of out-of-school education for young people, to publicize those conclusions as widely as possible, and to put forward recommendations concerning UNESCO's future programme for young people. It was estimated that some 250 delegates and observers would attend the Conference.

37. The UNESCO secretariat was preparing a publication on measures designed to promote among youth the ideals of peace, mutual respect and understanding between peoples, putting forward suggestions for practical action; the publication was expected to appear in 1964 in English and French and possibly in one other language.

38. Under its 1963-1964 programmes, UNESCO would invite member nations to promote education for international understanding and co-operation, with special attention to teaching about the organizations of the United Nations system, and to stimulate experimental activities within the framework of UNESCO's school project. The Director-General had also been authorized to co-operate with other United Nations bodies and with non-governmental organizations in activities designed to promote education for international understanding and co-operation. UNESCO's advisory and documentation services for such education had been further developed and additional steps had been taken to improve the texts of books for the promotion of international understanding. The UNESCO Youth Institute at Gauting, Federal Republic of Germany, had continued its work and had also provided technical services to national and international youth organizations.

<sup>1/</sup> Subsequently circulated as document A/C.3/L.1183/Rev.1.

39. The programme for 1965-1966 would depend to a considerable extent on the conclusions reached by the International Conference on Youth. It was already proposed, however, to incorporate the UNESCO Youth Institute in the UNESCO secretariat so that it might contribute to the execution of the agency's programme. The 1965-1966 activities were also to include a programme designed to arouse the interest of the young in international co-operation, by promoting the pooling of experience and the exchange of persons among youth organizations and by suggesting possible activities in the field of mutual aid and voluntary service. Two meetings of leaders of youth organizations would take place in 1965-1966; the subjects would emerge from the recommendations of the International Conference on Youth. UNESCO would continue its assistance to the International Council of Sport and Physical Education and the International Council on Health, Physical Education and Recreation, with the object of studying and promoting measures to have sports serve the education and social integration of young people. At the request of member nations, UNESCO would help to carry out certain projects arising out of the recommendations of the International Conference on Youth, for instance, regional conferences, seminars and documentation centres.

40. In conclusion, he whole-heartedly endorsed the statement in the draft declaration that "in our time war can and must be eliminated from the world", and the remark of the Costa Rican representative (1281st meeting) that the peace to be built should be a dynamic one.

41. Mr. YAPOU (Israel) asked the representative of UNESCO whether his organization felt that it should be more closely associated with the draft declaration, which in its present form did not mention UNESCO, and whether it would need special authorization to assist in the implementation of the declaration's terms.

42. Mr. SALSAMENDI (United Nations Educational, Scientific and Cultural Organization) replied that UNESCO, as an inter-governmental body, required the authorization of its member States for any new undertaking. The Director-General did not at present have the authority to go beyond the activities currently in progress. If the Director-General were to be authorized to assume functions under the declaration, he would be happy so to inform the Committee.

43. Mr. ATAULLAH (Pakistan) said that his delegation had studied the draft declaration in the light of UNESCO's very useful report on the subject. It strongly supported the aims which the draft declaration sought to promote and believed that it should be

a matter of great concern to all interested in international peace and understanding that the young generation should be brought up in a spirit of peace and friendship. In fact, as the UNESCO report pointed out, there was already widespread concern with that problem, and also a broad movement to promote international understanding among young people. The report and the statements made in the Committee also showed that there was a general awareness and a large measure of agreement concerning the measures required to achieve the purposes stated in the draft declaration.

44. The basic principles of the draft declaration had already been expressed in such basic instruments as the United Nations Charter, the Universal Declaration of Human Rights and other documents of the United Nations. What was really hampering efforts to implement those principles was not the absence of a declaration on the subject, but practical difficulties, such as the lack of financial support, of foreign exchange, of teachers and youth leaders trained for the work, and of suitable educational materials. There was consequently no urgent need to produce a declaration. That did not mean he attached no value to declarations, which were valuable in many ways. However, for a declaration to be effective it must set forth principles which were of major and lasting importance and were universally acceptable.

45. The UNESCO report and the current debate showed that there were honest differences about the context, form and wording of the present draft declaration; some even doubted its value. In view of those differences, and considering the significance which must attach to such an important document, his delegation would caution against the hasty adoption of the proposed declaration. Ample time should be given to Governments to consider the draft carefully and to offer their suggestions. It would also be useful to refer the draft and comments on it to UNESCO, which had gained valuable experience in the field of education and other problems relating to youth, and to request it to submit detailed comments and an annotated draft of its own, for the consideration of the Committee at the nineteenth session.

#### Organization of work

46. Miss TABBARA (Lebanon) proposed that, to expedite its work, the Committee should meet on Monday evening, 9 December 1963.

*The proposal was adopted by 35 votes to 9, with 21 abstentions.*

The meeting rose at 1.10 p.m.