

# UNITED NATIONS ECONOMIC AND SOCIAL COUNCIL OFFICIAL RECORDS



ELEVENTH SESSION, **397th**  
MEETING  
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PALAIS DES NATIONS, GENEVA

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*President:* M. Hernán SANTA CRUZ (Chile).

*Present:* Representatives of the following countries:  
Australia, Belgium, Brazil, Canada, Chile, China, Denmark, France, India, Iran, Mexico, Pakistan, Peru, United Kingdom of Great Britain and Northern Ireland, United States of America.

Representatives of the following specialized agencies:

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

### **Request from the Argentine Government for a hearing on item 14 of the agenda**

1. The PRESIDENT stated that he had received a communication from the Government of Argentina requesting the Council to allow the Argentine representative to make a statement on item 14 of the agenda. The reason for that request was that the survey of policies affecting private foreign investments, prepared by the Secretariat (E/1614/Rev.1), contained certain references to the economic policy of Argentina, which called for comment. Furthermore, the Argentine Government requested the Council to take a rapid decision in order to allow its representative time to prepare a statement.

2. He drew the Council's attention to the fact that that request was made in accordance with Article 69 of the Charter, whereby the Economic and Social Council was empowered to invite any Member of the United Nations to participate, without vote, in its deliberations on any matter of particular concern to that member. Hitherto, requests for hearings made under that article had always been granted by the Council, and he had no doubt that the members would wish to follow precedent in that particular case.

3. Mr. ENTEZAM (Iran), Mr. BERNSTEIN (Chile), Mr. CABADA (Peru), Mr. CALDERÓN PUIG (Mexico), Mr. PENTEADO (Brazil), Mr. KOTSCHNIG (United

States of America), Mr. KAYSER (France), Mr. YU (China), Mr. FRIIS (Denmark) and Mr. BROHI (Pakistan) were all in favour of granting a hearing to the representative of the Government of Argentina on item 14 of the agenda.

*It was so agreed.*

### **Social problems of the aboriginal populations and other under-developed social groups of the American continent (E/1691)**

4. The PRESIDENT recalled that the question of the social problems of the aboriginal populations and other under-developed social groups of the American continent had been placed on the Council's agenda in accordance with General Assembly resolution 275 (III). At its ninth session, the Council had, in its resolution 245 (IX), requested the Secretary-General to submit a report to the eleventh session on the progress made in that field. The Secretary-General had consequently submitted a note (E/1691), in which he drew attention to the resolutions adopted at its plenary session in March/April 1950 by the Economic and Social Council of the Organization of American States, which called for close co-operation between the social department of the latter and that of the United Nations and for the early negotiation of an agreement among the American states with large aboriginal populations with a view to requesting assistance from the United Nations and the specialized agencies for the improvement of the living conditions of those populations.

5. Furthermore, the Council had before it a Peruvian draft resolution (E/L.62), an amendment thereto submitted by Chile and the United States of America (E/L.74), and a joint draft resolution submitted by Chile, Peru and the United States of America (E/L.76).

6. Mr. CABADA (Peru) said that the joint draft resolution submitted by Chile, Peru and the United States of America covered all aspects of the problem

as defined by the delegations concerned. He therefore had no specific comments to add.

7. Mr. DAVIDSON (Canada) asked what precisely was the meaning of the term "American continent". Was it intended to cover both North and South America as those terms were commonly understood?

8. The PRESIDENT stated that he was not competent to give an interpretation of the term, but believed that, if the Canadian representative were to study the discussions held on the problem in the General Assembly and in the Economic and Social Council, he would find the current definition of that term.

9. Mr. FRIIS (Denmark) held that the text of the joint draft resolution (E/L.76) did not cover the whole problem as defined in the title, as no reference was made in the text to "other under-developed social groups".

10. The PRESIDENT replied that the title of the joint draft resolution was the same as that used in Council resolution 245 (IX).

11. Mr. CALDERÓN PUIG (Mexico) expressed his whole-hearted support for the joint draft resolution. His delegation had at the outset considered that the Peruvian draft resolution (E/L.62) was to be commended, in that it was both far-reaching in scope and generous in spirit, but, since the Peruvian delegation had joined Chile and the United States of America in submitting an agreed text, he would be prepared to support the latter.

12. Mr. CORLEY SMITH (United Kingdom) asked for clarification of sub-paragraph (a) of the joint draft resolution, whereby the Secretary-General was requested to render his expert assistance to any governmental body, whether national or international, that might request such assistance. Was it implied that the Secretary-General should acquiesce in any request that might be made to him without exercising his power of decision or his discretion as to whether an application was worthwhile? If that were so, he wondered what would be the role of the Technical Assistance Committee.

13. Mr. DURAN (Secretariat) said that no allocations had been made within the regular budget for rendering assistance in that field. Therefore, if a request were received from a country in the American continent, the Secretary-General would have to draw the necessary funds from the technical assistance budget. In that case, the Technical Assistance Board would be consulted.

14. Mr. KOTSCHNIG (United States of America), referring to the question raised by the Canadian representative, said that, originally, the joint draft resolution had been intended to refer to the southern part of the American hemisphere. Since, however, other parts of that hemisphere were also concerned with the problem, his delegation would prefer the use of the term "hemisphere" to that of "continent", if it were acceptable to the co-sponsors of the draft resolution.

15. The PRESIDENT said that, though he had no right to interpret the text of a resolution, it would seem to him that the term "American continent"

referred to the whole continent and not to one or other part thereof.

16. Mr. CABADA (Peru) said that the term "hemisphere" referred to the whole of one half of the globe, but that the term "American continent" was generally applied to the territory which stretched from Hudson Bay to Cape Horn. It included the whole of Canada as well as the islands adjacent to the Pacific and Atlantic coasts. That was the correct geographical interpretation of the term.

17. Mr. KAYSER (France) pointed out that the word *conseils* used in sub-paragraph (a) of the French text of the joint draft resolution (E/L.76) was not a proper rendering of the English word "advice", and asked that the French text be brought into line with the English.

18. The PRESIDENT ruled that the general discussion was now closed and stated that he would put the joint draft resolution submitted by Chili, Peru and the United States of America (E/L.76) to the vote.

*The joint draft resolution was adopted unanimously.*

#### **Teaching of the purposes and principles, the structure and activities of the United Nations and the specialized agencies in schools and other educational institutions of Member States (E/1667)**

19. The PRESIDENT recalled that, at its seventh session, the Council had adopted resolution 170 (VII), recommending Member States to make full use of the information and advice which the United Nations and the United Nations Educational, Scientific and Cultural Organization could provide with regard to the teaching of the purposes, principles, structure and activities of the United Nations and its specialized agencies and to intensify their efforts in promoting such teaching. At its eighth session, the Council had, by its resolution 203 (VIII), requested the Secretary-General of the United Nations and the Director-General of UNESCO to submit a joint report on the subject. That report (E/1667), and the joint draft resolution submitted by the United States and France (E/L.75), were now before the Council.

20. When that item of the agenda had been discussed by the Council at its previous sessions, a representative of the World Federation of United Nations Associations (WFUNA) had been granted the right to make a statement. In accordance with established precedent, he would call upon him again in the course of the general discussion.

21. Mr. LUBIN (United States of America) said that he would first wish to commend, on his Government's behalf, the secretariats of the United Nations and UNESCO for their admirable report entitled, *Teaching about the United Nations and the Specialized Agencies* (E/1667).<sup>1</sup> It was superfluous within such a body as the Council to emphasize the importance of developing a world outlook among peoples, for it was on the success of that undertaking that the success of the work of the

<sup>1</sup> See *Official Records of the Economic and Social Council*, eleventh session, *Special Supplement No. 1*.

main United Nations organs ultimately depended. As had been clearly indicated in the introduction to the report, teaching about the United Nations should not be regarded as an end in itself, but "as one important means, not only of developing a world outlook and a willingness to accept the obligations which an interdependent world imposes, but also of creating the public support for the work of the United Nations and the specialized agencies which is essential to their success".

22. The problem of gaining public support had a two-fold aspect—namely, the education of young people and the development of a spirit of acceptance of United Nations activities by the general population. In order that that goal might be attained, the United Nations must become part and parcel of the way of life and the way of thought of every person. Much had already been done for the young, and much was planned for them in the future: special courses in elementary schools, special material published by the educational authorities of various countries, compulsory teaching on the United Nations, etc. Considerable progress had also been made in secondary schools; in some countries, the United Nations was included in the curricula for history and geography. Equally important were the out-of-school activities, such as the observance of United Nations and Human Rights days, formal and informal student conferences, competitions and prizes, and, in the United States of America, visits to Lake Success, where students could see the United Nations at work.

23. He would be grateful if the Secretariat could give him some information as to whether that same policy was applied in Geneva. Were meetings held at the European Office as easily accessible to visitors as at Lake Success? He had noted the empty spaces in the public galleries at Geneva, and wondered whether attendance at meetings was encouraged for the many foreign visitors who came to that city. Not only had all those activities an important influence on the children, but they must inevitably affect the attitude of parents who learned about the United Nations by sharing in their children's experience.

24. Evidence was available of the valuable work which was also being done in institutions of higher learning by means of United Nations discussion clubs, debates, etc. All that work had a bearing on the future, since it helped to teach the child and the student to look upon the United Nations as part of his life and to develop the same kind of attitude towards it as he had towards national and local government institutions, with which he was familiar. But the results of that educational process would not yield fruit for another decade.

25. The crux of the problem at the present time did not lie with the young, but with the adult.

26. The report now before the Council contained valuable information which had prompted his delegation, together with that of France, to submit the joint draft resolution (E/L.75). The argument, summed up very briefly, was that the effectiveness of the United Nations organs depended on the extent to which governments were prepared to accept their responsibilities. The degree of that acceptance by Member States in turn

depended on the support of their people—in other words, on public opinion. The nature of that public opinion would be determined not only by a knowledge of the world situation and of the purposes and principles of the United Nations, but also by a knowledge of United Nations machinery. He had personal experience of the ignorance which prevailed about United Nations work among very highly educated people in the business, university and civil service worlds. Explanations of policies and aims tended to be somewhat abstract unless set within the framework of the machinery created to implement those aims. It was thus, and thus only, that a sense of reality could be given to the principle of the Charter of the United Nations.

27. But the persons responsible for creating a favourable attitude of mind towards the United Nations did not have a virgin soil to till. They had to overcome certain obstacles of which the most important were the general feeling of disillusion created by the failure of the League of Nations and the disappointment caused by disagreements within the United Nations. That was why "adult education"—and he would use the term in quotation marks—was so urgently needed to create a lively interest in the daily workings of the Organization. All modern instruments of mass communication should be applied; they should be used not only for the benefit of literate populations, but should also be adapted for the illiterate. He had been particularly pleased to note that the Co-ordination Committee had, at its 67th meeting approved, by the adoption of the United States draft resolution (E/AC.24/15), the proposals of UNESCO for the development of international understanding in the under-developed territories.

28. His Government took the view that much greater emphasis should be placed on the wide use of the Press, the radio, the cinema and television in spreading information. It was essential to find a way of stimulating the interest of people, too many of whom were not interested in, nor able to understand, elaborate diagrams and charts.

29. He earnestly hoped that the Secretary-General of the United Nations, the Director-General of UNESCO and the directors-general of the specialized agencies would shortly find the appropriate solution to that problem, which consisted in making people feel that they were identified with, and participating in, the workings of an international organization.

30. On the occasion of references made to him (Mr. Lubin) in the United States Press as the head of his Government's delegation to the Economic and Social Council, several leading businessmen had said to him that they had not known that he was interested in UNESCO, and a leading British newspaper, referring to the statement made by Mr. Gaitskell at the 390th meeting of the Council, had described it as a statement on full employment made by Mr. Gaitskell at UNESCO. That was surely proof enough of the urgency of the task, and of the pertinence of the joint draft resolution (E/L.75) which was an amplification of General Assembly resolution 137 (II) wherein reference was made to the teaching of United Nations matters in schools. The joint draft resolution explicitly referred to problems of

adult education and the possible ways and means of increasing public awareness and understanding of United Nations problems and activities. It was not enough to provide material, not enough to secure the attention of teachers; it was essential to find a method of capturing the interest and the sympathy of all kinds of persons at all levels of intellectual development.

31. In view of the importance of the issues at stake he was particularly pleased that the French delegation should have acted as co-sponsor of the draft resolution.

32. Mr. KAYSER (France) said that the French delegation had accepted with pleasure the suggestion of submitting the draft resolution (E/L.75) jointly with the delegation of the United States of America. He regretted, however, that, owing to technical difficulties, the Secretariat had not been able to distribute a printed French text of the joint report of the Secretary-General of the United Nations and the Director-General of the United Nations Educational, Scientific and Cultural Organization in the same manner as the English one. The English document was much handier than the French, which was difficult to work upon.

33. His delegation had studied the report with great attention and in that connexion he emphasized that the United States representative had had good reason to speak of the confusion which existed in the public mind concerning the United Nations and the specialized agencies. But that confusion was mainly caused by the practice of using initials instead of full titles of organizations. It would make things much clearer for the layman if full titles were used.

34. His delegation associated itself with the tributes paid to the report of the Secretary-General of the United Nations and the Director-General of the United Nations Educational, Scientific and Cultural Organization. He would have liked to see a subject index at the end of the report to facilitate reference.

35. The text of the report contained examples which would be of the greatest use to all who were interested in the United Nations and, consequently, in world peace. He referred, among other examples, to the interesting experiment made in the United Kingdom, when school children set up a court to judge the United Nations. Another experiment, which his country had followed attentively, was the organization of discussion groups on the subject of international life. Such activities had no place in the French school system, but his country had followed that example, and last year had organized forty-five groups for that purpose. Steps had also been taken to develop international school correspondence and holiday exchanges of children between families of Member States of the United Nations. His country had, moreover, decided to include in school textbooks for the more advanced classes a description of the economic role of the United Nations showing that, however well organized the economic life of a country might be, it was dependent upon world economy and that international organization in that field benefited all.

36. His delegation considered, however, that in order to attain the desired results it was not sufficient for such teaching to reach school-children and young persons only,

and it had accordingly been gratified to observe in the report that Mexico was concerning itself with pre-school education. It had also noted with interest the information given by the United Nations Educational, Scientific and Cultural Organization, on page 33 of the report, with regard to adult education, in which a special effort was required. His delegation was pleased to see that the draft resolution also made mention of adult education programmes.

37. The two questions that the general public was constantly asking were: "What has the United Nations done and what is it doing?" and, once an explanation had been given, "What is the use of all this work for peace?" To reply to those two questions, a balance-sheet had to be drawn up, and it had to be shown that the achievements on the credit side of that balance-sheet were bound up either directly or indirectly with the cause of peace. That meant that the United Nations must devote itself more and more to concrete achievements and to the living reality. The United Nations, like the peace of the world, was at the present time being put to the test. Hence it seemed inconceivable that discussions in schools or elsewhere on the United Nations could be held without any allusion to events in the Far East. It would be not only undesirable but even unwise to try to avoid questions, even if not formally raised, relating to the role of the United Nations in the Far East in maintaining peace.

38. He therefore asked that explanatory documentation which was not only completely up to date but could be easily added to every time a new development occurred should be made available to all interested parties. He would be grateful if the representative of the Secretary-General would give some indication of what had been done in that direction so that the current activities of the United Nations could be defended when attacked. The arguments of the opponents of the United Nations, whether on factual or legal grounds, were already known. It was therefore desirable that the competent services of the United Nations should prepare without delay some very detailed documentation to enable those arguments to be countered. That was the task of the moment. As for the future, it was certain that the teaching of the purposes and principles of the United Nations would be greatly facilitated by a solution of the crisis in accordance with the wishes of all nations.

39. Mr. PENTEADO (Brazil) supported the joint draft resolution which had been so eloquently introduced by the representatives of the United States of America and France. He would limit his comments to stating that a great deal was done in his country to further understanding of the United Nations, whose achievements were regularly explained in the Press, on the radio, etc.

40. Mr. DELHAYE (Belgium) thanked the Council, which had asked for the report on the teaching of the purposes and principles, the structure and activities of the United Nations and the specialized agencies to be prepared, and the authors of that report. Before dealing with the substance of the report, he wished to point out that its title did not correspond exactly with its contents. Chapter II (page 15) showed that the non-governmental

organizations had organized broadcasts, contests, lectures, discussion groups, meetings, etc., which had, at any rate in part, taken place outside educational institutions and which had affected people outside the teaching profession.

41. With regard to the substance of the report, he observed that only thirty-seven countries had reported to the Secretary-General and that some of those countries had transmitted only sketchy information, while twenty-two States had given no data on teaching about the United Nations since resolution 137 (II) had been adopted by the General Assembly in 1947. That fact limited considerably the geographical area covered by the report. For some parts of the world (page 34) there was a complete absence of information. But, in spite of those lacunæ, the report was excellent and provided information which was sufficiently general to be of use.

42. He went on to mention the difficulties facing those who had the task of teaching the purposes and activities of the United Nations. Not the least of those difficulties was the failure of the League of Nations, which had produced a sad disillusion, at any rate in Europe. Nevertheless, and in spite of recent events, they must persevere, beginning with children, and using booklets and folders, which should be made as attractive as possible. Some good work had already been done in that direction, but the diffusion of literature on the United Nations was difficult and burdensome in countries whose national language was not one in which such documentation was normally published, and where large sections of the population could not be effectively reached except through translations. He would like to hear from the Secretariat what steps were being taken or would be taken in the near future with a view to the more efficient distribution of such literature in those countries.

43. The conclusions and suggestions on pages 32 to 34 of the report struck him as an admirable goal to aim at. He hoped that one day that type of teaching about the United Nations would materialize, and that communications from Members on the subject would be on those lines. While Belgium made no claim to be putting all the recommendations into practice immediately, it had already made considerable progress in that direction. School programmes were at present under revision generally, and in intermediate education, as well as in teachers' training colleges and in the primary school syllabus, great importance would be attached to the United Nations and the specialized agencies. The University Advisory Committee on Teaching was carrying out a scientific inquiry to ascertain how much space in the various history text-books used in the Belgian primary schools was devoted to international understanding and relations as promoted by various institutions, whether or not connected with the United Nations. The findings of that inquiry would be widely distributed and might be used to advantage by authors and editors of school text-books.

44. Among the more immediate measures for developing an interest in the United Nations and its activities in Belgian educational institutions was the distribution of the UNESCO booklets on international education and understanding to school inspectors and teachers' train-

ing-colleges, and the publication by the Ministry of Education of a pamphlet on "The United Nations and UNESCO". In the Belgian schools, United Nations Day was regularly observed every year on 24 October. Broadcasts to schools devoted special programmes to international understanding. A booklet giving the text of the Universal Declaration of Human Rights had been distributed in all schools on 10 December 1949, the first anniversary of the Declaration. With the collaboration of the Department of Education, the Belgian Youth Red Cross, and a Belgian business-house, a series of sixteen school exercise books with covers illustrating the chief provisions of the Universal Declaration of Human Rights would shortly be published; while several text-books for the use of primary and secondary schools referred to the United Nations and its specialized agencies, describing their purpose, structure and functions.

45. The Belgian delegation, though it did not pretend that what had been done in Belgium was by any means perfect, felt that it constituted a sincere effort. Perseverance was called for in that direction, in the hope that before further problems arose, an objective difficult to attain in the present stage of world history might be reached.

46. Mr. BROHI (Pakistan) wished to express his Government's appreciation of the excellent report before the Council as well as of the lucid, eloquent and comprehensive statement made by the United States representative.

47. So far as his own country was concerned, he recalled that it had only very recently come into existence, and that everything there was still of necessity in the formative stage. It was therefore with considerable satisfaction that he was able to inform the Council of the action taken by his Government in pursuance of Council resolution 203 (VIII). The Pakistan Board of Education had issued instructions both to the central and the provincial educational authorities recommending that emphasis be laid on the teaching of the purposes, principles and activities of the United Nations. The new text-books which were now being prepared would include several lessons on the United Nations. Thus the latter would not be treated in isolation, but would become part of the general programme of education. The Press and the radio constantly gave information on United Nations activities, and the editor of the leading Pakistan newspaper welcomed articles on United Nations affairs.

48. He wished, however, to make a general comment on the attitude of mind which should govern United Nations publicity. The United Nations should not be advertised on those commercial lines which frequently led to false emotional associations. That was a dangerous process, the consequences of which might be far-reaching, since the use of the wrong method by the United Nations might be turned to its disadvantage by its enemies. The publicity should not be sugar-coated, but should be couched in sober and restrained terms. He would advocate the compilation of good and serious books rather than the use of advertisements and slogans which might induce a dangerous and inadvisable atmosphere of optimism. The possibilities and the achievements of



the United Nations should not be exaggerated, and attention should be drawn to the difficulties and the realities of the problems involved. He believed that it was only by the application of such a method of work that sound foundations would be laid for the future. He would ask the Council to take note of that point, and to interpret his comments in the spirit in which they were meant. The United Nations was based on a code of moral principles and it was in the light of those principles that it should be evaluated.

49. Mr. BALLARD (Australia) said that the report as a whole was an important document, and chapter III in particular would be very helpful to those engaged in spreading information about the purposes, principles, structure and activities of the United Nations and the specialized agencies.

50. The Australian Government had, as stated in the report, taken a lively interest in spreading information about the United Nations, not only in Australia, but also in Papua and New Guinea.

51. He agreed with all other members of the Council that it was necessary to spread information about the United Nations and, in particular, with the representatives of France and the United States of America that it was specially important to disseminate positive information about the United Nations among adult groups.

52. Mr. DESAI (India) said that he would have been satisfied with the joint draft resolution (E/L.75) submitted by the United States and French delegations had the Council been concerned only with teaching about the United Nations in schools and other educational institutions. But the representative of Belgium had spoken on the subject of spreading information about the United Nations to the world at large. The most effective way of spreading such information was by talking about the United Nations and getting listeners to ask questions about the Organization, but that was a slow process and there was an urgent need to make people realize by rapid means such as the radio the relationship of the United Nations to themselves. An excellent method of arousing people's interest in the United Nations was to point out first what the United Nations had done to help their part of the world.

53. He proposed that the final paragraph of the joint draft resolution be amended by replacing the words "*Requests the Member States to encourage . . .*" by the words "*Requests the Member States actively to encourage, by arranging periodically, amongst other things, suitable topical local radio broadcasts in consultation with local United Nations information centres for . . .*".

54. Mr. NORIEGA (Mexico) welcomed the joint draft resolution. He was grateful to the Member States which had supplied the information on pages 13 and 14 of the report teaching about the United Nations in trust territories. He regretted that corresponding information had not been submitted by other administering authorities of trust territories. In all trusteeship agreements between the United Nations and the administering authorities of trust territories there was a clause to the effect that the policies applied in the trust territory

concerned must be in accordance with United Nations principles. It was regrettable that the administering authorities of some trust territories treated them in almost the same way as they treated their colonies. Since he believed that there should be wider application of United Nations principles in trust territories, he would propose the addition to the draft resolution of the following paragraph

"*Invites the Trusteeship Council to consider this resolution in order to ensure its implementation in the trust territories.*"

55. Mr. FRIIS (Denmark) said he had little to add to the statements made by the representatives of Belgium, France and the United States of America. The report submitted by the Secretary-General of the United Nations and the Director-General of UNESCO was a valuable document containing much useful material. It was regrettable that information had not been transmitted by a number of countries. However, the report contained quite enough to provide valuable lessons and to show that adequate dissemination of information about the United Nations and the specialized agencies was to a large extent dependent on personal and local initiative. Evidence of that was the fact that excellent results had been achieved in countries such as Canada, where the federal government had no authority over education.

56. The report was essentially a working document; the question was how to ensure that the best possible use would be made of it. The Secretariat could not be expected to translate the report into all languages, but he hoped that it would at least undertake or support the translation into several languages of certain important parts, such as the whole of chapter IV.

57. He would vote in favour of the joint draft resolution. He welcomed in particular the inclusion in that draft resolution of sub-paragraph (d) because he was convinced of the great value of fellowships, which enabled educators to study, at the headquarters of the United Nations and the specialized agencies and in educational institutions, the practical problems of teaching about the United Nations. The two Danes who had been granted such fellowships had by their personal initiative repaid many times over the cost of the fellowships; they had taken the lead in Denmark in teaching about the United Nations and the specialized agencies.

58. Mr. YU (China) said that he would vote in favour of the joint draft resolution, as it dealt with a matter of the greatest importance; the United Nations could not survive unless the Organization was backed by world opinion in a genuine, unbiased and courageous manner. The United Nations at the present grave moment in history was still weak, because the Member States had not wholeheartedly supported the principles it stood for. Too often Member States did not regard problems from an international standpoint but from a national or regional angle. When problems of primary importance were being discussed by United Nations bodies, representatives of his Government always endeavoured to draw attention to the relevant moral principles of the United Nations Charter and the Universal

Declaration of Human Rights. One reason why they perhaps paid more attention to such principles than other representatives was that they were taught from childhood to place greater value on the spiritual side of problems than on their material aspect. He himself had been taught Confucius' doctrine that what people learned they should practise.

59. The authors of the joint draft resolution clearly considered the activities of the United Nations and the specialized agencies to be constructive. Certainly the action taken in Korea had been constructive, and the United Nations had solved the Iranian problem and had practically solved the Greek problem. But Member Governments should ask themselves how often they had failed to act in accordance with United Nations principles, and had tried, on the basis of preconceived political ideas, to solve problems by unnecessarily complicated procedure. He believed that the constitution of each Member State should be in accordance with the Charter of the United Nations, but in many cases the national legislation of those States conflicted with United Nations principles. How far were Member States willing to implement the principles embodied in the United Nations Charter? United Nations bodies could talk for hours and pass resolutions; but, if Member States did not implement their resolutions, the United Nations would meet the same fate as the League of Nations, which had come to an end because the Member States had failed to implement its principles.

60. The United Nations had a good chance of survival, but its existence was dependent on the willingness of its Member States to support it by carrying out its resolutions. Had the preacher who did not himself practise what he preached the right to preach? He would appeal to all representatives present to tell their Governments that, if they genuinely wished to support the United Nations, they should follow the principles laid down in the Charter. Honesty was not only the best policy, it was also the best politics. If the Members of the United Nations did not follow the principles in the Charter it would be impossible to predict what would happen. Despite the evidence produced at the fourth session of the General Assembly of the iniquities of the Government in Peking, the matter was still being discussed; the Peking Government should be ostracized forthwith.

61. The PRESIDENT, intervening, said that the remarks of the representative of China were not relevant to the subject under discussion and drew attention to rule 47 of the Council's rules of procedure.

62. Mr. YU (China) said that he had never made a remark at a meeting of the Council which was not relevant to the subject under discussion at the time, he was merely citing an example to show that not all the activities of the United Nations were salutary. Inasmuch as the joint draft resolution touched on the dissemination of information about the activities of the United Nations, his comments were within the scope of the subject under discussion. He had been called to order by the President before at the 384th meeting because he had used the term "satellites" to describe certain countries, although the United States Secretary of State

had officially referred to those countries in the same terms. The President had repeatedly called him to order without proper justification.

63. The PRESIDENT asked the Chinese representative whether he challenged the ruling that his remarks were out of order.

64. Mr. YU (China) said that rather than challenge the President's ruling he would appeal to the conscience of all present to consider without prejudice what he had already said.

65. Mr. CORLEY SMITH (United Kingdom) said that it was apparent that the Council agreed that teaching about the United Nations and the specialized agencies was necessary. Members disagreed on the question only as to the methods of such teaching. He had been very impressed by the Pakistan representative's remarks concerning the danger of spreading information about the United Nations and the specialized agencies in association with false ideas. Mass propaganda was a powerful weapon which could do a lot of harm as well as good. As in the case of high explosives, it should be handled carefully.

66. He himself had, as a boy, been deeply influenced by some of the greatest figures of the League of Nations who had come to his school to speak about the League. Whatever they believed or had actually said, the effect of their words on his young mind had been to make him accept, almost as dogma, that the creation of the League of Nations had made the world safe for democracy and removed for ever the possibility of war. Inevitably, there had been a rude awakening and in consequence he himself had never had the courage to speak to young people about the United Nations, since he feared that he would do to them what far greater people had done to himself as a boy. The inculcation of a world outlook in children was a very difficult and delicate task. It should be approached in a spirit of deepest humility.

67. In the United Kingdom and its dependent territories, teaching about the United Nations and the specialized agencies was conditioned by the fact that the central Government did not have the power to determine what should be taught in schools. The teachers themselves decided what to teach their pupils. Nor had the United Kingdom Government the power to decide what the British Broadcasting Corporation should broadcast. The United Kingdom National Commission for UNESCO had studied the question under discussion by the Council, and had come to the conclusion that at primary schools children were not sufficiently advanced to be taught about the United Nations. The Commission was still studying the problem in relation to secondary schools; it appeared that it would probably conclude that no teaching about the structure of the United Nations as such was desirable in such schools and that the best course was to inculcate during lessons on other subjects a background of international thinking, which would lead them to realize the need for the United Nations and specialized agencies. Thus, both for pedagogical reasons and because of the tradition of "political libe-

ralism" in the United Kingdom, its Government would be chary of giving formal advice on the subject of teaching about the United Nations in schools. Nevertheless, active steps were being taken to spread teaching about the United Nations both in the United Kingdom and in its dependent territories. The way in which the problem was being tackled in schools, universities, workers' organizations, and the armed forces, etc., was described in the report submitted by the Secretary-General of the United Nations and the Director-General of UNESCO.

68. Every effort must be made to avoid loose thinking on the subject of teaching about the United Nations and the specialized agencies, particularly in the case of children and of primitive communities which had long remained outside the main stream of human thought. Mere boosting was dangerous. The Council should approach the work of teaching about the United Nations and the specialized agencies in a spirit of enthusiasm tempered with great humility.

69. Mr. ENTEZAM (Iran) said he would not reiterate what his country had done in the field under review, since it was described in the report on page 11, and on pages 56 and 57 (appendix III). He merely wished to say that the National Commission for UNESCO and the United Nations Association were collaborating closely with his Government in that direction, and that the seminar planned for the beginning of 1950 and referred to in the report had now been held and had been highly successful.

70. The Iranian delegation warmly supported the joint draft resolution.

71. Mr. BERNSTEIN (Chile) said that he agreed wholeheartedly with the joint draft resolution. His delegation considered it to be the duty of all Member States of the United Nations to encourage the teaching of United Nations principles, particularly to children. He would greatly appreciate more information on the subject, especially in respect of the methods employed, from governments, such as those which had in the past year merely stated that in their countries United Nations principles were taught in secondary schools and higher educational establishments, and from those governments, such as that of Czechoslovakia, which had provided in September 1947 information which was probably out of date. The Council should not ignore the fact that there was a battle in progress and that the United Nations was no longer neutral. He agreed with the French representative that, at the present time, a great propaganda effort should be made to explain the aims and principles of the Organization. The United Nations was no longer in a position of neutrality between two political and diplomatic camps. It was itself implicated. The present conflict, which should and could not be ignored, was one between the United Nations and the forces of aggression. It was the duty of the Organization to declare to the world, using every media of propaganda at its disposal to their fullest extent, that it intended to see that the purposes and principles of the Charter were respected even if that entailed the necessity for sacrificing human lives.

72. Mr. DAVIDSON (Canada) commended the report submitted by the Secretary-General of the United Nations and the Director-General of UNESCO. It revealed that in the previous years there had been greater willingness on the part of Member Governments to supply information on the subject of teaching about the United Nations and the specialized agencies in their countries; the great variety of replies provided much valuable information.

73. In Canada, despite constitutional difficulties relating to education, several arrangements had been made to promote teaching about the United Nations and the specialized agencies. The information about Canada reproduced in the report had been supplied, not by the Canadian Government, but by a correspondent who was a prominent member of the Canadian Teachers' Association and who had been appointed by the Government to supply the information. The statement in the passage concerning Canada, in chapter I, page 10, of the report, that "no great progress in the field of teaching about the United Nations can be expected 'until . . . [a] voluntary national body is established which will have the furthering of the United Nations as its sole objective'", represented that correspondent's opinion but not necessarily the opinion of the Canadian Government.

74. He was somewhat doubtful about the statement concerning Canada in chapter II, section A, fifth paragraph, but would endeavour to elucidate the point privately with the representative of the Secretary-General.

75. The joint draft resolution was far wider in scope than the original General Assembly resolution 137 (II), which was on the subject of the teaching of the purposes and principles, the structure and activities of the United Nations in the schools of Member States. The joint draft resolution concerned not only that subject, but also the use of mass information media to spread information about the United Nations and the specialized agencies. Partly for the same reasons as those adduced by the representative of the United Kingdom, and partly because he thought it would be difficult for governments to submit adequate reports on the implementation of the recommendations of the joint draft resolution, he had doubts about the advisability of adopting it; however, he would vote in favour of its adoption. Not only should the difference in scope between the two resolutions be realized, but it should also be made clear that the Council did not wish to recommend propaganda which would make it appear that the United Nations could solve every problem or which would shed false glamour on the Organization, but that the object of the Council was to promote understanding of the purposes, principles and structure of the United Nations and the activities which it carried on, some effectively, some not so effectively, with its united strength.

76. Mr. CABADA (Peru) said that he would vote in favour of the joint draft resolution, because adequate information about the United Nations and the specialized agencies—to which Latin-American countries belonged because they believed in the pacific settlement of disputes—often failed to reach the masses.



77. Mr. DESAI (India) withdrew the proposal he had made earlier concerning the last paragraph of the joint draft resolution and, instead, proposed the insertion in that paragraph of the word "actively" after the words "Member States", and the insertion of the phrase "through all appropriate media" after the words "United Nations".

78. The PRESIDENT inquired whether the French and United States representatives would agree to the amendments proposed by the representative of Mexico and India to the joint draft resolution.

79. Mr. KAYSER (France) and Mr. LUBIN (United States of America) agreed.

80. The PRESIDENT put to the vote the joint draft resolution (E/L.75) with the amendments proposed by the representative of Mexico and the revised amendment proposed by the representative of India.

*The joint draft resolution as amended was adopted unanimously.*

The meeting rose at 1.5 p.m.