



CONTENTS

	Page
<i>Agenda item 47:</i>	
<i>Outflow of trained professional and technical personnel at all levels from the developing to the developed countries, its causes, its consequences and practical remedies for the problems resulting from it (continued)</i>	1
<i>Agenda item 92:</i>	
<i>One day of war for peace</i>	6
<i>Organization of the Committee's work.</i>	7.

Chairman: Mr. Richard M. AKWEI (Ghana).

AGENDA ITEM 47

Outflow of trained professional and technical personnel at all levels from the developing to the developed countries, its causes, its consequences and practical remedies for the problems resulting from it (continued) (A/7203, chap. X, sect. B; A/7294)

1. Mr. LAVALLE (Acting Secretary of the Committee) said that the figure "\$US 4,000 million" in paragraph 93 of the Secretary-General's report (A/7294) should be amended to read "\$US 1,000 million".

2. Mr. COX (Sierra Leone) said that the brain drain problem had been over-emphasized: the outflow of trained personnel was only part of over-all migration. The population of all the larger countries included people who had migrated at one time or another, yet they were not considered products of brain drain. If the countries of origin were unable to absorb those with the highest qualifications, the people concerned could not be blamed if they decided to go to countries offering better opportunities. With the modern means of communication available, such movements were to be expected. The highest qualified personnel in the developed countries worked in industry, and the developing countries should strive to create industrial opportunities if they wished to induce their experts to remain.

3. Mr. HILLEL (Israel) said that much of the alarm occasioned by the brain drain came from the assumption that such migration deprived a developing country of persons whose skills and professional training were in extremely short supply. The continuance of the present trend would adversely affect development and widen the technological gap between the developed and developing countries. A scientific and technical infrastructure was necessary to enable a developing country to utilize the direct and indirect products of science and technology. Trained personnel could help it to make an independent judgement of the most appropriate

development needs, since they were in a position to know of new developments in a variety of fields and where to find appropriate expertise. The educated people provided most of the national leadership and much of the initiative for social, economic and political progress.

4. The Secretary-General's report (A/7294) indicated that the higher the level of skill or training, the greater the tendency to migrate, and that the supply of scientists and technicians in the developed countries fell considerably short of needs, a situation that led to keen international competition for trained personnel.

5. The international community was not sufficiently aware of the difficulties faced by the developing countries through the loss of professional skills and leadership needed for their development. Those countries should be helped to establish their scientific and technical infra-structures and to provide incentives for the trained personnel required to maintain them. Universities and institutes in developed countries should co-operate with those in developing countries, and research and development programmes in the former countries, particularly in such sectors as tropical medicine and agriculture, should be extended to the latter. Scientists in a developing country often had no opportunity for contact with others in the same country. That drawback could only be overcome through co-operation with advanced institutions abroad.

6. Developing countries should study the suggestions made in the seminars of the Advisory Committee on the Application of Science and Technology to Development for promoting such co-operation. Associateships such as those offered by the United Nations International Centre for Theoretical Physics in Trieste should be developed in other spheres. Arrangements should be made for the continuous co-operative planning of research by groups of scientists from developed and developing countries, with constant analysis and common use of results. Other ideas for such co-operation should also be given careful study.

7. The studies undertaken under United Nations auspices had created a greater awareness of the problems encountered by the developing countries in their efforts to retain their trained personnel or to induce them to return on completion of their studies abroad. The brain drain was sometimes the result of a lack of efficient planning which led to over-production of some skills and under-production of others. The educational system of a developing country might not coincide with its development needs, and the knowledge acquired abroad was often unsuited to local conditions.

8. Co-ordination of manpower planning and education with development was one of the best means of pre-

venting qualified personnel from leaving. Studies should be carried out with a view to incorporating new professional skills in the development process, and the education and effective use of human resources should be a specified objective of national policy. Such integration was particularly important with regard to intermediate-level personnel. A considerable part of Israel's training programme for students from developing countries was devoted to training a body of intermediate-level technicians to take up responsible positions in their respective countries. Emphasis was placed on practical work and field observation, while the theoretical studies were related to conditions in the country of origin. The trainees were also taught to train others on their return. They could be integrated in projects already under way in their countries by taking over from Israel experts. Such integrated projects had the advantage of ensuring efficient implementation by trained local staff on completion of the foreign experts' assignments.

9. Referring to the suggestions in chapter IX of the Secretary-General's report (A/7294), he said that, before considering the steps to overcome specific difficulties, it was necessary to concentrate on some fundamental issues. The first was the necessity of incorporating well-prepared plans for education and training in over-all development plans. Secondly, it was not enough for developed countries to compensate the developing countries with material assistance for their brain drain losses. Only intensive co-operation and direct help in educating personnel could remedy the situation. Lastly, there must be concerted international action through the United Nations and other international organizations to draw up an inventory of trained personnel and promote science and technology in the developing countries. Agreement in principle should be sought on those fundamental issues, thus facilitating the solution of more specific problems such as the need for substantial assistance from developed countries to establish additional institutions for development that would provide the educational system with competent international staff (*ibid.*, para. 128); the need to extend, where possible, research and development programmes worked out in the major developed countries to appropriate centres in developing countries (*ibid.*, para. 129); and the need to reduce professional isolation in developing countries by providing, through international institutions, centres affording opportunities for scientists and trained personnel (*ibid.*, para. 132).

10. Mr. BATYUK (Ukrainian Soviet Socialist Republic) said that the countries of Africa, Asia and Latin America had a heavy task ahead of them to train the 400,000 engineers and scientific workers and the million technicians who would be needed by 1975. Although those countries bore the main responsibility for such training, they would need substantial assistance from the international community and assurances from the developed countries that they would not induce students to remain with them on completion of training. The Ukrainian SSR had always fulfilled that obligation in the assistance it had given. Of 250 trainees in metallurgical engineering in 1968 under the auspices of the United Nations Industrial Development Organization (UNIDO), 105, from seventeen developing countries, were attending courses in the Ukrainian SSR.

During the first United Nations Development Decade, approximately 10,000 students from developing countries had studied in the Ukraine and returned to contribute to their countries' progress. Training was given in factories and scientific and research institutes. But the outflow of specialists from the developing to the developed capitalist countries could nullify all those efforts. More than half of the scientists, engineers and doctors migrating to the United States in 1967 had come from the developing countries.

11. He recalled a proposal by a Cambridge scholar for an international agreement to control the brain drain problem. The former Minister of State of the United Kingdom's Department of Education and Science, Lord Bowden, had stated that, whereas the training of a scientist cost approximately £20,000, his value after training was £250,000. Many West European countries tried to make good their brain drain losses at the expense of the developing countries. Lord Bowden had gone on to say that the United Kingdom National Health Service would collapse if the services of immigrant doctors were withdrawn from the hospitals. Indian and African engineers also occupied important positions formerly held by United Kingdom personnel who had left for the United States of America. The services of foreign specialists were one of the mainstays of the United States economy and drained the already slender resources of the developing countries. According to figures published by the United States Congress, 7,900 scientists and other specialists had migrated to the United States during the past year, representing a financial benefit of \$4,000 million.

12. The contention that the brain drain was in the interests of humanity as a whole was open to doubt. Lord Bowden had remarked that 75 per cent of the United States research programme was concentrated on astronautics and armaments. Most engineers and scientists, instead of assisting their country's economic development, were recruited for the arms race. The United Nations should ensure that developing countries were able to retain the technical personnel they needed.

13. He recalled a proposal by the ILO General Conference at its fifty-first session that the social and economic consequences of the brain drain should be studied and steps taken to halt it, and the further measures proposed at the UNESCO General Conference.

14. His delegation could not agree with the conclusion, in paragraphs 116 and 117 of the Secretary-General's report (A/7294), that no single sweeping recommendation leading to a solution of the brain drain was possible or desirable. It was true that normal migration would continue, but the brain drain was an abnormal phenomenon which must end. The United States had made it clear that it welcomed the immigration of scientists and specialists, which had no connexion with general migration. The United Nations should uphold the developing countries' right to be compensated for the damage to their economies resulting from the loss of qualified personnel. The Governments of countries benefiting from the brain drain should be called upon to prevent the inflow and to recognize the obligation of students to return and assist in their countries' development.

15. His delegation agreed with the conclusions in paragraphs 118 to 134 of the report and would support all measures to end a phenomenon which nullified national and international efforts to train personnel for the developing countries.

16. Mr. GARCIA PINTOS (Uruguay) quoted some statistics on the number of students undergoing free private, secondary and higher education in Uruguay, which, like other countries, was suffering from the export of its cultural heritage and the consequent retardation of its development. The Secretary-General's report (A/7294) was therefore an important document and the appointment of a committee at the legislative level a commendable move.

17. In 1967 and 1968, there had been a large-scale exodus from Uruguay, particularly of chemists, architects and accountants, which was not mentioned in the report. Architects left because there was not enough new construction and engineers because of inadequate opportunities. There was a thriving overseas market for professional people and, although some left for political reasons, most emigrants were young professionals unable to find the right environment.

18. The outflow of trained personnel from the developing countries was a free, invisible export, equivalent to a subsidy in favour of the developed countries, and it could be argued that the latter should make a contribution to the cost of training their new immigrants.

19. The developing countries suffered in two ways: they obtained no return from their outlay on training and lost a potential contribution to their economic development. The indirect loss to development was likely to be enormous, and the gap between the rich nations, particularly the United States, which was the main beneficiary, and the poor was widening. The only compensation was the exchange of technical information and the acquisition of technical experience by emigrants, who might return at a later date.

20. Notwithstanding the losses caused by the brain drain, it would be a mistake to force people to remain in their country of origin while denying them prospects of advancement. Such action would be incompatible with the Universal Declaration of Human Rights.

21. A more positive approach was needed and, by promoting the industrialization and economic advancement of the developing countries, the international community would remove some of the causes of frustration and discourage qualified people from emigrating.

22. Mr. KHANACHET (Kuwait) said that one of the worse features of the brain drain was that the emigrants, mainly engineers, scientists and doctors, were the very people whom the developing countries could least afford to lose. Unfortunately, that fact was totally ignored by the developed countries, whose policies, motivated by self-interest, discriminated, by increasing selectivity, against the immigration of unskilled workers, whose departure would be beneficial to the developing countries.

23. Some of the blame, however, lay with the developing countries themselves: inadequate manpower planning often led to surplus talent being available in one

sector while shortages existed in another, so that trained personnel were denied attractive employment. That state of affairs would probably improve in the course of time. But even when developing countries organized adequate programmes of education and training, their facilities still compared unfavourably with those of the developed countries, and the latter would have to assist by contributing their know-how and experience.

24. One of the reasons for the brain drain was, of course, the lack of suitable employment opportunities for skilled personnel. Only economic development could create such opportunities, but without skilled personnel, development would inevitably lag behind. That vicious circle was aggravated by the fact that immigrants came from the highly educated classes, whose members were most likely to become the pace-setters of economic, social and political development and future leaders. A partial solution would be for the developed countries to encourage immigration from the pool of largely unemployed, unskilled workers in the developing countries.

25. Despite its careful analysis of the problem and its many commendable suggestions, such as that of co-ordinated manpower planning linked with educational and training programmes in the developing countries, the Secretary-General's report omitted to recommend that the developed countries should introduce immigration policies that would halt or slow down the outflow.

26. Mr. PINHEIRO (Brazil) recalled that his delegation had taken an active part in drafting General Assembly resolution 2320 (XXII) which had helped to increase awareness of the brain drain problem. The Secretary-General's report (A/7294) should be followed up by further statistical data when available. He agreed that the brain drain was related to the lack of opportunities in the developing countries for full utilization of talent and to the lack of research facilities.

27. There had always been a tendency in the developing countries to focus on education in law and the social sciences rather than in science and technology, so that training for development had been relatively neglected until recently. A large proportion of the few technicians and scientists available migrated to other countries in search of better opportunities, thus depriving the developing countries of their specific talents and potential leadership. Concerted action was required to mitigate the harmful effects of that migration. The ultimate responsibility lay with the developing countries themselves, which should provide better facilities for education in the development sector, better employment opportunities and more adequate remuneration. Meanwhile, however, the scientific and technological gap would continue to widen unless the developed countries co-operated in the transfer of technology and the establishment of regional or national institutions for the development of technology suited to local conditions and resources. The co-operation of the developed countries would also be needed to prevent personnel from remaining in those countries on completion of training.

28. The apparent conflict between individual freedom and national interest would be solved if the developing

countries provided appropriate incentives, the most effective of which would be the establishment of an expanding and diversified economy. Brazil was taking specific measures and was succeeding in reversing the trend. The universities were laying increased emphasis on development. Expanded economic activity and industrialization were providing employment opportunities, and the competition for trained personnel in private enterprise was gradually raising the level of salaries. The Government was taking steps to stimulate the return of engineers and scientists. All such measures were only preliminary, however; further action was required through international co-operation. The United Nations system should make further studies on that subject.

29. Mr. CARANICAS (Greece) said that the Secretary-General's report (A/7294) had shed light on the problem which was already familiar to Greece. The brain drain problem could be traced back to ancient Crete and, to judge from a Bolognese statute of 1432 imposing the death penalty on anyone convicted of enticing away university professors, it had been known in mediaeval Europe. Its present manifestations ranged from bans on immigration and foreign travel to the high-pressure salesmanship used by United States agencies recruiting staff in the United Kingdom.

30. In financial terms, the cost of the outflow was very heavy: the 100,000 highly qualified European emigrants must have cost their countries approximately \$2 million to train. In 1967, 42,000 professional and technical personnel had emigrated from the United Kingdom alone. Nevertheless, Greece was against the adoption of artificial measures for stopping the outflow, since freedom of movement was a fundamental human right which should not be restricted. Furthermore, there were certain compensatory advantages. Returning migrants brought home valuable skills and experience. Chinese nuclear physicists trained in the United States, for instance, had enabled China to become an atomic power, and many Greeks had acquired useful experience by working in German industries.

31. Although the brain drain problem varied from country to country, its basic causes were financial. United States salary scales were two to three times higher than those of Europe, which were in turn five to ten times higher than in Asia. Other important inducements included fringe benefits, better working conditions and interesting work. The Republic of Korea had built up its nuclear research programme by encouraging Koreans working in the United States to return. They had offered improved status and research facilities as well as higher remuneration. Thirty young Chilean economics graduates had recently been offered employment in the United States, where they had been trained, but had returned to take up posts offered by their own university.

32. Although it was true that 50 per cent of the doctors working in the United Kingdom National Health Service were Indians or Pakistanis, and fifty-eight of the seventy-six doctors who had graduated from Dahomey's medical school were working in France, it was wrong to consider that the brain drain was a problem for the developing countries alone. There was also a high level of emigration, particularly of scientists, from the United Kingdom and the white Common-

wealth countries to the United States, whose most recent immigration law encouraged the flow. The six countries of the European Economic Community were also aware that they were becoming importers of discoveries and exporters of brains.

33. Since the United States was the main beneficiary of the immigration of professional people, it could be argued that it should undertake to supply its own needs in the future and to encourage more of its students to take up the more difficult technical subjects rather than the liberal arts.

34. However, the ultimate responsibility for finding a solution lay with the developing countries themselves and they would need to take bold, imaginative steps and, in particular, improve the incentives for trained personnel. As the representative of Israel had said, they should also consider establishing training programmes to make good their losses through emigration.

35. His delegation had noted the conclusions and suggestions of the Secretary-General's report and considered that the proposal to establish national vocational guidance and career advice services (*ibid.*, para. 134) was probably more feasible than that of establishing an international pool of skilled manpower for development (*ibid.*, para. 131).

36. Mr. GOLDSCHMIDT (United States of America) said that his Government was very seriously concerned with the brain drain problem, and both it and various public and private agencies had done extensive research on the subject. Some of the results had been made available to the Secretary-General for his report (A/7294). That report showed that the United States had done more to obtain statistics on what was happening than most other countries.

37. The United States viewed the problem not only in terms of movements at the world level, but also in terms of movements within the United States. There was a natural flow of talent from one area to another in accordance with economic and social circumstances. As his Government wished to see an evenly distributed economy, it had launched programmes to help parts of the country where the outflow seemed too high. Nevertheless, it regarded the problem as a human one. The movements of men over the face of the globe during the past thousand years reflected a natural impulse of the human spirit, and the United Nations had been wise to recognize, in the Universal Declaration of Human Rights, that a human being had the right to move from one place to another.

38. The United States had undoubtedly benefited from those movements in the past. The representative of Greece had suggested that United States educational planners should arrange for United States citizens to be trained to undertake the work being done by foreigners. There were no disciplines for which foreigners were substituting for Americans on a systematic basis. The United States believed that those people came in on their own initiative. Under United States laws, those coming in as students were not able to return to the United States again until an interval of two years after their period of study.

39. The United States Immigration and Nationality Act of 1965, had not been designed to attract scientists and scholars to the United States, but to do away with the

racial and ethnic bias of the earlier legislation and to lay down rules closer to the real tradition of the United States, which was not to ask a man where he was from, but what he was and what he could do. The Act would make it easier for professionals from the developing countries to emigrate because they were able to compete on an equal footing with those from more developed countries. But the over-all effect would be to decrease the total number of professional immigrants to the United States, especially from Western Europe. At the time the Act had been adopted, it had affirmed the principle of freedom of movement and non-discrimination as the best way of ensuring self-fulfilment for the individual and for the true maturity of the United States itself. The Act had done away with the national origin quota system and officially recognized that the system was incompatible with United States traditions. It was no longer true that people of one nation were less welcome than those of any others, and there were no longer arbitrary quotas that had the effect of dividing families. The Act limited immigration to 170,000 from countries outside the western hemisphere and 120,000 from within the western hemisphere. One effect was to permit the entry of relatives of those who were already United States citizens and 180,000 had applied for entry under that rule. Each year 100,000 petitions were approved and hence it would take some time to deal with the backlog of applications.

40. The Secretary-General's report did not include adequate statistics on movements and eventually more detailed statistics would be needed from many other parts of the world. However, there was no doubt that a serious problem existed of educated people emigrating from countries where they were badly needed to countries where they were less needed. The United Nations system of development aid was an effort to counter the problem and the statistics in the report on the reverse flow showed that it had some effect. The essential requirement was to develop an institutional base, for people with education, in their own country.

41. United States bilateral programmes were focused not only on education but also on the building of schools, laboratories and government institutions that provided the environment that educated citizens could work in. Research on the matter in the United States had shown that the brain drain was not only a question of money; it was also important for trained workers to have a place of work with the facilities they had been trained to use. Only when large research laboratories had been developed in universities in the south and west of the United States, had the brain drain to the eastern regions been halted, and even reversed. Now scientific scholars were working in those laboratories as happily as in those of the north-east. Efforts to encourage personal initiative, stimulate the development of institutions and help generate incentives would enable countries to retain their trained personnel.

42. He knew from personal experience that ten years ago Iran had faced a most serious problem owing to the loss of its trained personnel. Those trained abroad had drifted back to find that they were not being given the job opportunities opening up in that rapidly developing country. But the Government had conducted a high-level manpower survey to determine requirements in the light of future development plans so that

it could advise students going abroad on what qualifications would be needed and thus ensure that they were given the opportunity to put what they had learned into practice when they returned. The results had been outstandingly successful.

43. Holders of United States fellowships were obliged to return home for two years but, if their training was not properly used during that period, they tended to go abroad again. No promises or indentures could avail if the institutional arrangements in the country of origin did not permit proper use of the training received. The ideal course was for training to be arranged on the lines of a known job possibility in the home country. Once the institutions of the developing countries became capable of absorbing their trained personnel, the brain drain would be reduced to the small number of people who moved from country to country in order to further their education.

44. In the preceding school year there had been 100,000 foreign students attending United States universities, of whom 44,000 had been at the graduate level. In addition, between 24,000 and 25,000 professional and technical people had immigrated to the United States. There had been 7,900 from the underdeveloped areas and hence the number of foreign students had been four times the total number of professional immigrants, and twelve times the number admitted from the developing countries. During the same period, total admissions had been over 300,000, of which less than 10 per cent had been in the professional and technical class.

45. It was also important to note that less than 5 per cent of the students trained in the United States stayed there. His Government had taken steps to keep that figure down, not only by imposing requirements that students should leave, but also by providing incentives for them to return by helping to create the right working environment for them in their own countries. Such steps were taken to ensure that the brain drain did not damage the countries that the United States was trying to help. Since 1949, about 100,000 people had been trained in the United States, through government action and aid programmes, in industry, education, health, engineering and atomic science, and all but five eighths of 1 per cent had returned to their own countries.

46. The brain drain was a fundamental part of the problem of development, because it was difficult to keep trained manpower in a country that was economically weak, politically unstable, or represented some form of closed society. There must be the right environment for the educated mind, sufficient intellectual freedom, and vigorous programmes and policies to improve higher education and research and the activities of society that educated men wanted. Otherwise the country would lose such men. The United States had gained some of its most distinguished citizens because they had left their own countries for such reasons.

47. The discussion on the item had been most useful because it had stressed the human factor. The aim of development was to build up an economy in which educated people could find their proper place; intellectuals were necessary to development, but the reverse was equally true.

48. Mr. VARELA (Panama) said that Panama's position with respect to the outflow of trained personnel remained as defined in the statements made in the Second Committee and in the Economic Committee of the Economic and Social Council in earlier years, to the effect that the brain drain was an integral part of the problem of under-development. As development progressed, the brain drain would be reduced because trained personnel would be able to find well-paid employment, additional professional experience and better levels of living in their own countries. The problem could not be dealt with by artificial measures, since any such action at the international level might well conflict with the constitutional principles of individual countries.

49. He disagreed with the idea put forward in paragraph 127 of the Secretary-General's report (A/7294) that the developed countries which had profited from the immigration of professionals from developing countries should feel a special obligation to help the latter countries to improve their education facilities, because such action might actually add to the brain drain. Paragraph 120 came closer to the heart of the problem with its reference to the formulation of educational policies in the developing countries. In Panama, as in many other developing countries, a large proportion of the development budget was devoted to training personnel who were subsequently either unable to find suitable openings or who were under-employed and decided to emigrate.

50. Referring to paragraphs 128 and 131, he said that it appeared that every new problem resulted in the establishment of a new international centre. There was a danger of setting up too many international offices and of trained personnel, sorely needed in their own countries, being swallowed up by the international bureaucracy. It might be very interesting to study whether the recruitment of trained personnel by international organizations was in fact affecting the pace of development in those countries.

51. One aspect neglected in the Secretary-General's report was the return of professionals to their own countries, on which no statistics were available. Between 1962 and 1967, some 11,000 people had emigrated to the United States from Panama, but only about 600 of those were trained personnel, and of those only twenty-five were doctors, the category of professionals Panama needed most. His personal knowledge of the case of many of those doctors indicated that they had no intention of remaining permanently in the United States; their aim was to stay there for not more than five years in order to extend their knowledge and then to return to Panama. That illustrated the fact that the problem was extremely complex and that additional statistical information was needed. But no new information could alter the fact that the brain drain was a development problem, and that it was for the developing countries to change conditions so that trained personnel had more incentive to remain at home.

AGENDA ITEM 92

One day of war for peace (A/7183 and Add.1.,
A/C.2/L.1029)

52. Mr. HUOT SAMBATH (Cambodia) introduced draft resolution A/C.2/L.1029. As indicated in the draft

resolution, the States Members of the United Nations had undertaken to encourage social progress and establish better living conditions in all countries and had reiterated that resolve in General Assembly resolutions 724 A (VIII) of 7 December 1953 and 1837 (XVII) of 18 December 1962. Unfortunately developments over the past few years indicated that it would be long before the world could expect the general and complete disarmament under effective international control that was to release funds for the betterment of mankind. The race of the great Powers to stockpile conventional and nuclear arms continued to swallow up vast sums.

53. While Cambodia continued to hope for general and complete disarmament, it considered that the great problems of disease, hunger, poverty and illiteracy could not await that outcome. Cambodia was in the enviable position of being free of those scourges, but as a member of the Third World, it had a duty to draw the attention of the United Nations to the agonizing problems of development, which were a threat to world peace and to the future of mankind. The prospect was that, by the end of the twentieth century, the world population would reach 6,000 million, of which 80 per cent would be undernourished or hungry, while 20 per cent lived in luxury. Clearly the two groups could not live side by side in peace.

54. Despite great strides in the harnessing of atomic power and the conquest of outer space, little had been done to vanquish the mediaeval afflictions from which whole nations were still suffering. The United Nations had done much to relieve human suffering, but its resources were never enough. The introduction to the annual report of the Secretary-General on the work of the Organization,^{1/} drew attention to that problem, particularly in paragraphs 62, 68 and 86. If the principles of charity and justice invoked by the great religions and ideologies of the world meant anything, Member States must be prepared to meet their obligations. As a Buddhist nation, Cambodia appealed to all countries to succour suffering humanity. It was therefore co-sponsoring the draft resolution, calling on all Member States to devote one day's military expenditure to relieve the sufferings of one sector of mankind. Until the day when the human race was finally released from the crushing burden of armaments, such a gesture would be a beacon of hope for millions. It could do much without in any way changing the existing balance of military power; it would restore confidence in the United Nations and do more than any words to demonstrate devotion to the ideals of international brotherhood.

55. It had been estimated that annual expenditure on armaments amounted to some \$180,000 million. One day's expenditure on that scale devoted to peaceful uses could immediately relieve the sufferings of millions of human beings and would be a real investment in human resources, the basis of all future progress. No new machinery would be needed, merely a special fund administered by the Secretary-General, in conjunction with the specialized agencies. At present the United Nations system had no specific means of dealing with the great scourges of disease, hunger, poverty

^{1/} Official Records of the General Assembly, Twenty-third Session, Supplement No. 1 A (A/7201/Add.1).

and illiteracy. The urgent need for large-scale and co-ordinated action to combat them would be well met by the simplified procedure proposed, which would avoid the delays of the traditional procedures and permit prompt and effective action.

Organization of the Committee's work

56. The CHAIRMAN outlined the proposed programme of work for the following week.

57. Mr. OLSEN (Denmark) said, in connexion with item 34 (the United Nations Conference on Trade and Development), that the Committee would be asked to consider a draft resolution (A/C.2/L.1022) concerning

the suspension of South Africa from UNCTAD. His delegation had the impression, also shared by other delegations, that legal and constitutional questions were involved, particularly in relation to Articles of the Charter of the United Nations regarding the rights of Member States. He therefore asked whether the Legal Counsel could make a statement on the matter, preferably in writing, so that the Committee would have all the relevant information needed for a decision when it took up the question.

58. The CHAIRMAN replied that the Legal Counsel would be asked to provide such a statement.

The meeting rose at 6.20 p.m.