

### 3. The U.N.'s "Hidden" 85%

By JOHN TEBBEL

**T**HE lean glass slab of the Secretariat Building lifts sheer and high above its three interconnected parts—General Assembly, Conference, and Library—to mark the permanent headquarters of the United Nations. Architecturally these buildings are the glory of Manhattan's East River skyline. What goes on inside them is the hope of the world.

Few Americans really know what does go on inside. They see the dramatic meetings of the General Assembly or the Security Council on their television sets, but they do not understand that they are looking only at the part of the iceberg that appears above water. The vast part lying below does not have the immediacy of crisis news; the fate of men and nations does not immediately depend upon it.

Yet the dedicated men and women who work in the U.N.'s hundreds of offices in the glass box are at the center of a complex world network of U.N. organizations whose impact on the life of mankind has already been enormous, and which is capable, by collective action, of shaping man's destiny on our trouble-beset globe.

Fifteen specialized agencies comprise the organization. Much of the work they do is unknown to the public in this country, but not to the people of the world who benefit from it. No one can measure what these agencies have meant to the health and welfare of the world's peoples, but perhaps a brief summary of the projects that flow in and out of U.N. headquarters will suggest their vital importance.

**THE WORLD HEALTH ORGANIZATION.** This is one of the U.N.'s specialized agencies. WHO, as it is familiarly known, is an intergovernmental health agency, whose work is carried out by the World Health Assembly, to which all member states send delegates; an Executive Board of eighteen people designated by the members; and a Secretariat under the Director-General.

WHO devotes its personnel to the terrible, crippling public health problems which enslave so much of the world in utter misery. The agency deals in the laboratory and on the front line with tuberculosis, venereal disease, and

other communicable diseases. It is concerned with maternal and child health, mental health, social and occupational health, nutrition, nursing, environmental sanitation, public health administration, professional education and training, and health education of the public. It is involved with compiling an international pharmacopoeia, with setting up biological standards, and standards for insecticides and insect-spraying equipment; with control of addict-producing drugs, the exchange of scientific information, drawing up international sanitary regulations, revising the international lists of diseases and causes of death, collecting and disseminating epidemiological information, and statistical studies on morbidity and mortality.

An imposing list. Behind the cold words, however, is a human story of devotion to the almost impossible task of fighting disease and death in countries where they are the constant companions of every human being. The results of this work seldom appear in the headlines.

Everyone, for instance, is aware of the events in the Congo that did make headlines for months. But how many know that even at the height of the Congo crisis WHO had initiated a long-range program of technical assistance by providing advisory services, and by initiating a plan for education and training, both locally and abroad?

When the International Red Cross ended its assistance to the Congo in June, 1961, WHO undertook the responsibility of maintaining the medical care services of the country by placing doctors in areas where Red Cross teams had worked before. These doctors, nurses, and technicians fought an outbreak of smallpox, brought under control an epidemic of a deadly tropical disease, kwashiorkor, and performed a prodigious amount of field work. All this, of course, continues today, as do the education and training programs instituted and maintained in the Congo's Lovanium University, as well as the training of Congolese abroad. The long-range aim is to train enough native doctors and technicians so that the Congo can eventually take care of its own people.

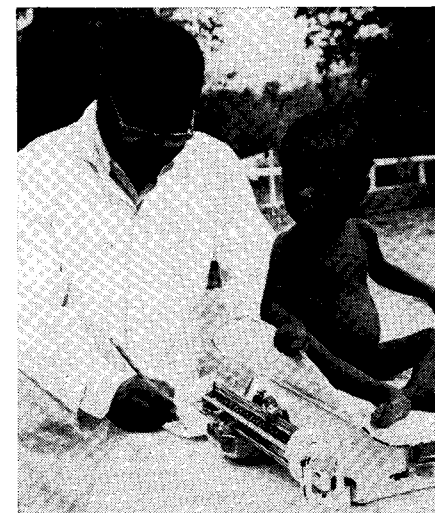
WHO is at work all over the world—studying tuberculosis control methods in Madras; fighting the debilitating,



—UNICEF/Photo by Winter  
UNICEF in Iran—A doctor takes a blood smear to check for malaria.



UNICEF in Peru—The U.N. seeks to aid underage, underprivileged workers.



—WHO/Photo by Paul Atmasy.  
WHO in the Congo—Medical checkup for an undernourished two-year-old.

killing malaria that affects 530 million of the 560 million people living in Southeast Asia; helping rid Indonesia's 92 million of yaws, a disease that may be virtually extinct there by 1965; battling cholera in India. The list of WHO's good works is nearly endless, and millions of people owe their lives to it.

UNITED NATIONS CHILDREN'S FUND, more familiarly known as UNICEF. Those Americans who carried on a campaign against UNICEF's Christmas cards last year—they are sold to help carry on the work of this voluntary organization—could not have known what the agency is, or what it has accomplished. In the words of Robert Heilbroner, it is the direct expression of "a crusade in which scores of governments,



—UNICEF/Photo by Jack Ling.

Varied projects — Above, a UNICEF aide in India distributes milk to children; below, a deaf child in Denmark receives speech instruction from a WHO teacher.



—WHO/Photo by Eric Schout.

**WHERE DOES UNICEF AID GO?** UNICEF is assisting 421 projects in 105 countries and territories and seven regional or inter-regional projects.

	Totals	Africa	Asia	East. Med.	Europe	Americas
	105	35	20	12	5	33
<b>Country Projects</b>						
Health Services	118	27	27	13	9	42
Welfare Services	21	11	4	3	—	3
Disease Control	165	51	48	27	4	35
Nutrition	105	16	22	18	7	42
Primary Education	4	1	1	—	1	1
Emergency	8	5	1	1	—	1
<b>Total Country Projects</b>	<b>421</b>	<b>111</b>	<b>103</b>	<b>62</b>	<b>21</b>	<b>124</b>

hundreds of organizations, thousands of individuals are fighting for the cause of all the children of mankind. It is a crusade which depends on the efforts of overworked and underpaid staffs of doctors and government administrators in a hundred countries. . . ."

What exactly does UNICEF do? First of all, it conducts a global battle against hunger, the hunger of children. In countries like Chile, Nigeria, and Indonesia, where there will be milk shortages for many years to come, UNICEF is helping to develop milk substitutes. Where there is, or can be, milk, UNICEF helps to make safe milk production possible and economical. Milk is only one aspect of the fight against hunger, the great enemy; there are many others.

After hunger, UNICEF contends with disease, aiding WHO in stemming and minimizing the diseases that prevent children from growing to adulthood. This is a fight which is making real progress, tangible progress.

UNICEF has learned that helping the world's children to be healthier and sturdier requires the overcoming of community superstitions and traditions, fostered by an ignorance derived from the total lack of opportunity to learn. As wholesale death from hunger and disease begins to recede, UNICEF can begin to teach the idea of health through training nurses and establishing health centers.

This agency has more than 325 programs going on in some 100 countries. But who does the work? No more than 400 people throughout the world, spending less than \$25,000,000—or less than half what New York City spends on its health and welfare services. All the money UNICEF spends must be voluntarily contributed; no government is obligated to support its work. The U.N. itself has no other commitment than to supply free office space.

In one year, operating on this meager budget, UNICEF (among many other things) vaccinated 15,400,000 children against TB, protected 32,000,000 against malaria, treated 3,500,000 and their parents for yaws, treated a million others for trachoma, and gave milk rations to 5,300,000 children or mothers. Large figures? UNICEF estimates that there are 650,000,000 children in the world who are not well enough fed, looked after, or brought up in an atmosphere in which the basic essentials of child welfare are as much as known.

**PROGRAMS OF TECHNICAL ASSISTANCE.** To help the developing countries get on their feet and cast off centuries of poverty, the U.N. brings to bear the cooperative efforts of its agencies in various organizational and financial arrangements. These agencies include the Expanded Program of Technical Assistance, the Special Fund, the World Bank and its affiliates, the International Finance Corporation and the International Development Association, the International Monetary Fund, the technical aid programs financed from the

regular budgets of the United Nations and related agencies, and the cooperative efforts of the Regional Economic Commissions and voluntary organizations like UNICEF.

The results of such cooperation are everywhere. While the OAS ministers deliberated at Punta del Este, and the Alliance for Progress moved toward a Congressional struggle for its life, the U.N. already had behind it in Latin America a significant record of technical assistance accomplishment in the entire region, and in each one of its twenty republics.

In Jordan, U.N. technicians have cooperated with the government in constructing the small, modern port of Aqaba, Jordan's only access to the sea, increasing the port's tonnage from 70,000 tons in 1953 to 680,000 in 1960.

In Peru, where communication between the coast and the interior is vital, the first civil aviation school for general training of air technicians and aircrew has been established with U.N. help.

In Mexico, a fellowship program has been instituted to provide opportunities for high-level training for industry, to hand-picked people of Mexican nationality. These programs will supply engineers, chemists, and biologists to staff Mexican industrial enterprises.

In Nigeria, the U.N. is helping the government to find a proper place for a dam to generate power, aid navigation, institute flood control, and provide irrigation.

In India, U.N. agencies have set up a Central Training Institute in Calcutta, designed to train a student body of 400 instructor-trainees in fifteen trades, turning out approximately 2,400 craft instructors over the four-year period of assistance.

In Africa, now the largest concentration of U.N. assistance, about forty countries and territories are benefiting from U.N. technical aid. This aid is directed toward assisting relatively large projects designed to develop the human potentials and disclose the wealth-producing potentials of the countries' natural resources, and to train and assist the people to make the most effective use of these resources.

Many of the U.N.'s special agencies have headquarters in other countries, but all of them have offices in the big glass box. Besides the major agencies mentioned—WHO, UNICEF—there are numerous others, all doing important work which would take many more columns to describe.

That is how the United Nations budget of nearly \$73,000,000 was spent last year. This is what goes on in the glass box on the East River. It may be the biggest bargain of all time.

## LITERARY HORIZONS

# Conquest by Classical Bias

By GRANVILLE HICKS

ONE OF the surprising revolutions of our time, as Richard Foster points out in "The New Romantics" (University of Indiana, \$5.75), has been the triumph of the New Criticism in the universities. "Nearly every major college English department," he writes, "has its share of New Critics or Younger Critics, and there is hardly a professor any more, this side of the linguist and bibliographer, who does not encourage skills of 'analysis' in his students and cherish notions of critical prowess in himself."

The New Criticism, of course, is no longer new, though we go on using the term. It took shape in the late Twenties and early Thirties, under the leadership of John Crowe Ransom, Allen Tate, and other members of the Southern agrarian group. Behind them lay I. A. Richards and T. S. Eliot, and behind Eliot was T. E. Hulme. Because of the conservative inclinations of its Southern spokesmen, the New Criticism at the outset had a reactionary flavor, but this was not of its essence. More significant was its classical bias, and most important of all was its emphasis on textual analysis. The New Critics are fond of saying that a poem is a world in itself, and, according to their theory, the critic should examine that world and nothing else.

To understand why the New Criticism has made such an easy conquest of the universities, one has to know how most courses in literature were taught twenty-five years ago. It is fair to say, I think, that the typical professor spent his time in talking around works of literature instead of talking about them: he talked about literary influences, the life of the writer, and the social background, but he rarely came to grips with the work of art as a work of art. Of course there were many and brilliant exceptions, but this was the kind of teaching that was common-ly done.

All that has been remedied, and a good thing, too; but new dangers have developed. In the first place, more and more attention is being given to certain writers canonized by the New Critics, and many first-rate poets and novelists are ignored in contemporary curricula. In the second place, textual analysis, in

the hands of a dull teacher, can be the most trivial sort of occupation. Foster quotes Ihab Hassan as saying that formalistic criticism has degenerated into "an irrelevant and intricate pastime, one that an IBM could probably simulate with equal interest," and Foster himself describes the majority of academic critics as mechanical.

On the other hand, he insists that the best of the New Critics are anything but mechanical. Indeed, he argues—and this gentle paradox is the central thesis of his book—that they are Romantics at heart. To give weight to his argument at the outset, he sets down a series of quotations, some from New Critics, some from major figures of the Romantic movement, and the reader is supposed to tell them apart. It isn't easy to do. Here, for instance, is R. P. Blackmur saying, "The notion of the poetic goes along with our notion of intuition, the seized perception in depth"; and here is Edward Young saying, in 1759, "There is something in



poetry beyond mere prose-reason." Here is I. A. Richards: "Poetry is the supreme use of language, man's chief coordinating instrument, in the service of the most integral purposes of life." And here is Wordsworth: "Poetry is the breath and finer spirit of all knowledge. . . . Poetry is the first and last of all knowledge."

Foster manages his argument in an interesting fashion. He discusses in detail four men associated with the New Criticism—I. A. Richards, Eliseo Vivas, R. P. Blackmur, and Allen Tate—and shows how they have moved in the direction of Romanticism. He then examines the theories of poetry held by the principal New Critics, and proceeds, by means of textual analysis, to show the Romantic elements in their prose.

On the whole his argument is persuasive. As he knows and says, the distinction between Classical and Romantic is not perfectly clearcut, and one can find many passages in the New Critics that suggest at least a semi-classical tendency, but the Romantic strain is stronger than has been hitherto realized. In important ways these crit-