



In

Your

Hands

**A GUIDE FOR
COMMUNITY
ACTION**

Tenth Anniversary of the Universal Declaration of Human Rights, 1958



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THIS GUIDEBOOK was authorized at a meeting held in May 1957, attended by national organizations concerned with the observance of the Tenth Anniversary of the Universal Declaration of Human Rights.

The Editorial Committee appointed at that time acknowledges with appreciation the valuable suggestions from non-governmental organizations which have been included in this text.

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The "Why" and "How" of This Book

THE UNITED STATES and the United Nations are calling on you to celebrate a great event: The Universal Declaration of Human Rights will be ten years old on December 10, 1958.

The UN's Economic and Social Council, in a resolution adopted April 5, 1957, "urges all States . . . and invites the specialized agencies to cooperate in this celebration," and "invites non-governmental organizations to promote the celebration of this anniversary in cooperation with their various local affiliates."

The UN, through a special committee, has planned the widest possible observance with a four-fold emphasis:

—To demonstrate to the world the great step forward which the adoption of the Declaration represented . . .

—To serve as a vivid illustration of the work accomplished by the United Nations in defining the rights proclaimed . . .

—To afford an opportunity for making better known the rights and freedoms set forth in the Universal Declaration . . .

—To awaken renewed interest in understanding these rights and freedoms, thus encouraging increased respect for them.

We, as citizens of a member nation of the UN, are called upon to:

—Assist in a new world-wide distribution of the text of the Declaration . . .

—Hold seminars as a prelude to the observance, to exchange knowledge and experiences, strengthen support for the Declaration and increase understanding of its objectives in every local community.

This activity is right in line with what our Government believes should be done. Secretary of State Dulles has said:

"Through education and publicity, we have developed a human rights conscience which is perhaps the strongest factor in the progress we have made . . . We intend that these advances shall continue."¹

America's advances depend on every citizen. From now until the Declaration's tenth anniversary on December 10, 1958, you will want to study and discuss the Declaration, examine the human rights situation in your town and plan an observance that will lead to action.

The purpose of this book is to help you.

¹Letter dated April 3, 1953, from Secretary of State Dulles to Mrs. Oswald B. Lord, United States Representative in the Human Rights Commission, released in Geneva on April 7, 1953.

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A Bill of Rights for Everyone

ON DECEMBER 10, 1948, the word went out to nations big and small, rich and poor. And men and women raised their heads a bit higher, looked at their children with new hope, felt a new dignity. The United Nations, in a Universal Declaration, had just dedicated itself to advancing the inherent and equal rights "of all members of the human family."

More than 150 years earlier, our American Declaration of Independence had proclaimed that men "are endowed by their Creator with certain unalienable rights," and that the purpose of government is "to secure these rights."

Now, for the first time, the UN claimed these rights for people everywhere.

Like our own Bill of Rights, the UN Declaration grew out of public demand. In 1945, people of many nations spoke up at the San Francisco Conference, to insist that human rights safeguards be written into the new UN charter. They pressed for the creation of a Commission on Human Rights. Let this be made clear, they said, once and for all: governments that uphold human rights are strengthening the foundations of peace; governments that allow human rights to be threatened or destroyed are threatening those foundations.

In the Making

The Commission on Human Rights held its first session in February 1947. Its members represented 15 nations. Its first chairman was Mrs. Eleanor Roosevelt, delegate from the United States. The vice chairmen were Dr. P. C. Chang of China and Professor René Cassin of France. Dr. Charles Malik of Lebanon was the rapporteur.

Two years and ten months of drafting

and debate finally brought the Declaration to a General Assembly vote: 48 countries in favor, none against. Eight abstained and two were absent.

None rejoiced more on that December night in Paris than the ten members of the United States delegation who had crusaded for the Declaration from the start.

What is the Declaration?

The Universal Declaration of Human Rights is not a law. It is not a treaty. In its own words, it is "a common standard of achievement for all peoples and nations, to the end that every individual and every organ of society, keeping the Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance . . ."

Like the American Bill of Rights, the Universal Declaration is short. It reads the way people speak and describes the way people have a right to live. It sets forth four kinds of rights:

First, personal rights—those that make it possible to live one's private life without capricious interference from other people or the government. These include liberty and security of person; freedom of conscience and religion; privacy of home, family life and personal correspondence; the right to marry and raise children, with a free choice of one's marriage partner; the right to travel without hindrance within a country and to leave a country.

Second, economic rights—freedom from slavery and servitude; the right to a job, with fair working conditions and pay; to

form and join a labor union; to own property; to enjoy a fair standard of living.

The third category is political and social. It includes the right to take part in government and vote for representatives who govern; to assemble peacefully with others and join—or refrain from joining—any legitimate organization or group; to receive equal protection under the law; to be granted a fair public trial, including the presumption that one is innocent until proved guilty; to enjoy a full cultural life in accordance with one's artistic, literary or scientific inclinations.

Finally, there are certain all-embracing rights:

—The right to equal opportunity in all areas of life, “without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status . . .”

—Freedom of opinion and expression, including the right “to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers . . .”

—The right to education “directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms . . .”

Ten Years at Work

In its brief ten years, the Declaration has been translated into 72 languages and dialects. It has influenced new constitutions in many countries—Costa Rica, El Salvador, India, Cambodia, Eritrea, Haiti, Indonesia, Libya, Syria, Jordan and Tunisia. It helped shape the basic law of the Federal Republic of Germany. The agreement which placed the former Italian colony of Somaliland under the International Trusteeship system specifically recognized the Declaration as “a standard of achievement for the territory.”

One of the stated objectives of the 1951 peace treaty with Japan was to enable Japan to “strive to realize the objectives of the Universal Declaration of Human Rights.”

The UN General Assembly, in its 1956 resolution condemning Russia for the suppression of human rights in Hungary, cited provisions in the 1947 peace treaty with Hungary which were similar to those later embodied in the Declaration.

Under the European Convention for the Protection of Human Rights, adopted in November 1950, 15 member governments of the Council of Europe—almost all the free countries of Europe—are bound in a





legal compact to enforce the most important civil and political rights in the Declaration.

Side by side with these new enactments, another part of the human rights drama has been unfolding—a decade of pioneering work by the Commission on Human Rights and its Sub-Commission on the Prevention of Discrimination and the Protection of Minorities.

For some years, the Commission has been drafting Covenants on Human Rights which, in contrast to the Declaration, would be legally binding on the ratifying states. This effort has encountered many obstacles; nevertheless, as the Commission's Tenth Anniversary statement points out, the Covenants remain one of the UN's ultimate goals.

The Commission is now making studies of specific rights listed in the Declaration. First to be investigated is the right not to be subjected to arbitrary arrest, detention or exile (Article 9). Millions in many lands would have escaped their present perilous plight had this right been respected.

The Human Rights Commission also has adopted a procedure whereby members will report to the Secretary-General every three years on human rights developments in their countries.

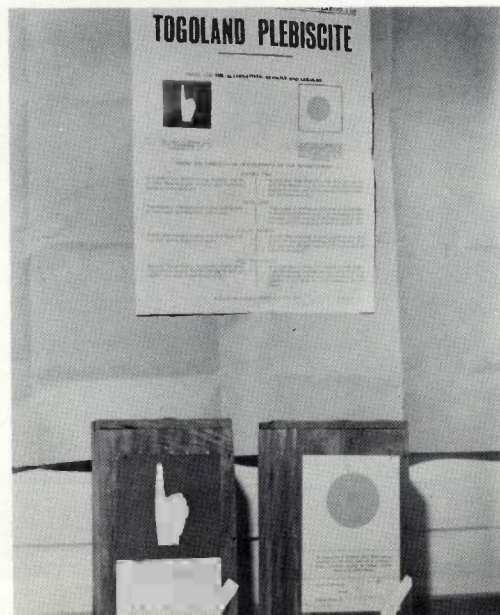
The Sub-Commission is conducting a series of studies to examine the extent of discrimination in education, in religious rights and in employment all over the world, and the degree to which discrimination interferes with political freedom.

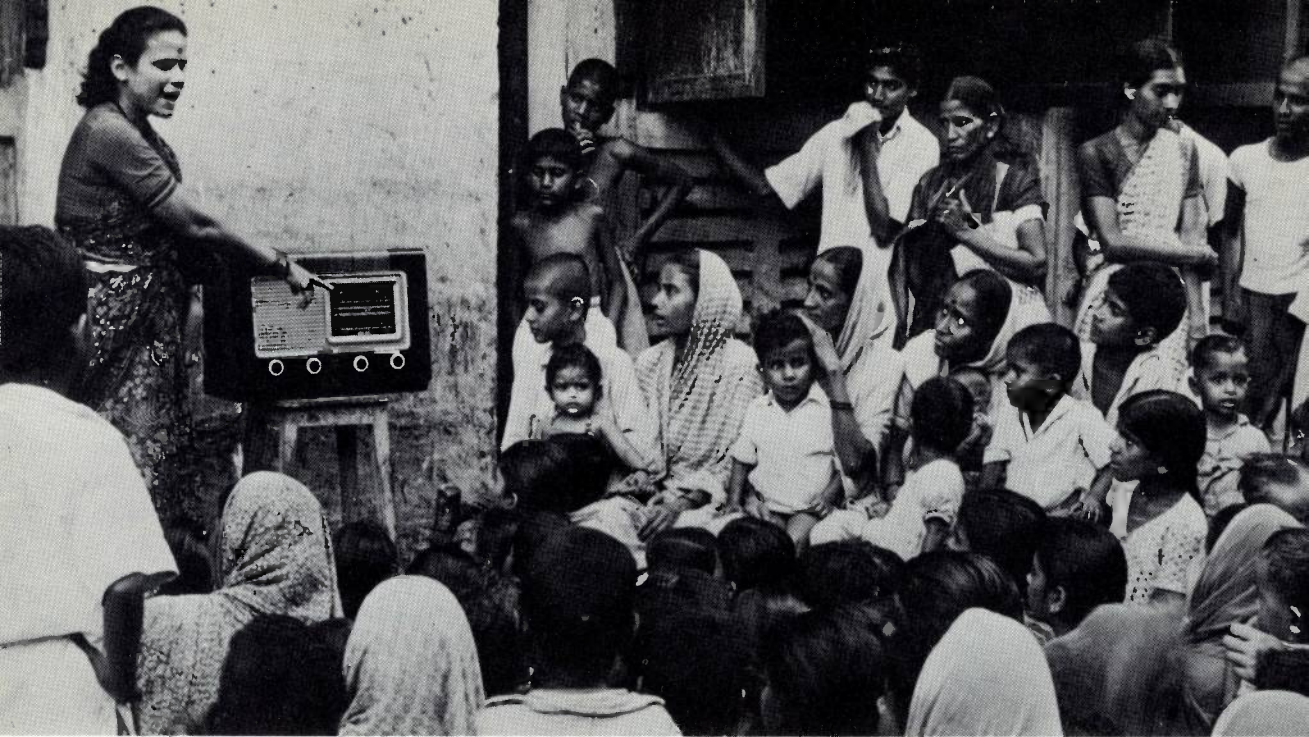
The UN, through its various units, has drafted several international instruments to protect the rights of specific groups. Conventions on the Rights of Refugees, the Political Rights of Women, and the Suppression of Traffic in Women and Children are now in force. A Convention on the Rights of Stateless Persons will become effective when it receives the required number of ratifications.

A new Convention on Slavery and Allied Practices supplements the outdated Convention of 1926.

The UN's new program of Technical or Advisory Services for Human Rights provides expert guidance and facilities for discussing situations and sharing experiences in seminars and conferences. In August 1957, the first seminar to promote the rights of women was held in Bangkok for the women of 21 Asian countries.

The UN's Trusteeship Council has done a remarkable job of advancing human rights in the non-self-governing territories.





The International Labor Organization has been striving for the human right of a better standard of living for all people. It also has sought to eliminate forced labor and penal sanctions for the depressed workers of Africa and those areas in which something close to slave labor persists. The ILO's June 1957 General Conference adopted a Convention outlawing forced labor. When ratified by the member states, this measure will become legally binding on them.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a specialized agency which devotes much energy to promoting understanding of the Declaration. UNESCO issues materials to popularize human rights and brings teachers together to study how respect for human rights can be fostered. UNESCO's scholarly and authoritative studies of various aspects of race have speeded the removal of misconceptions on this subject.

UNESCO also advances human rights by promoting the international exchange of persons, knowledge and ideas.

At the very same UN Session where the Declaration was adopted, the Genocide Convention, declaring it an international crime to destroy national, racial, religious

or ethnic groups, also was adopted. This convention has been ratified by most of the nations of the world. But to date, the U.S. Senate, despite the pleas of leading religious and civic groups, has failed to approve our country's ratification.

It's Only the Start

These first ten years have seen the raising of the curtain and the first act. The greatest moments of the human rights drama are yet to come. For, in certain parts of the world, every one of the Declaration's 30 articles presents a goal still to be reached.

It is hard for us to realize that there are places where slavery still exists and human beings are bought and sold.

We tend to forget—until a shocking headline reminds us—that forced labor and inhuman punishment are all too common.

Accustomed as we are to the emancipated status of American women, we find it hard to believe that polygamy is still widespread and, in many places, women have no rights other than those their fathers or husbands choose to grant them.

And unfortunately, to huge numbers of people, the idea that everyone is entitled to elementary education is still visionary.

Spotlight On Us



AMERICANS CAN READ the Declaration with a prayer of thanks for living in this country, as can all who live in countries where the worth of the individual is recognized.

Our Constitution—in the first ten amendments, known as the Bill of Rights, and in subsequent amendments as well—sets forth the basic guarantees of individual dignity: freedom of religion, speech, press and assembly; trial by jury; habeas corpus; protection against cruel and excessive punishment; equality before the law . . .

Our belief that the individual and his rights are more important than the state is the greatest distinguishing mark between democracy and totalitarianism.

To keep this mark bright and shining is more important today than ever before. For beneath almost every trouble spot the world over lies a denial of human rights.

Food and technical assistance, important as they are, cannot satisfy the hunger of restless millions in Asia, Africa, Europe and Latin America. They want to be recognized as equals in individual dignity, in national independence, in self-government. They look to us—to the Government and people of the United States—to understand these needs and to assist in satisfying them.

Look at Ourselves

Even while the UN's Declaration of Human Rights was still in the making, our country was absorbed in a vast soul-searching. A Committee on Civil Rights, appointed by President Truman in 1946, was surveying our democratic practices.

Were Americans being denied any of their basic rights—freedom of conscience

and expression; freedom from strong-arm tactics; freedom to vote, to enjoy equal treatment as citizens and equal justice under the law? Was racial and religious discrimination standing in the way of equal opportunity in employment, in housing, in education?

Of course anyone could think of a dozen different reasons why Americans should ask themselves these questions. The President's Committee pulled all the reasons together:

As *individuals*, we should live by the standards we set for ourselves or find our souls destroyed by "moral erosion"—hypocrisy, cynicism and despair.

As *a nation*, we should use the talents of all our citizens. And we must guard against the division and conflict that arise when groups of Americans underrate one another. Unity is essential if we are to deal wisely with the issues of these uncertain times.

As *a nation in a world of nations*, we should practice what we preach or lose the confidence of people in other lands.

During the past decade, much has been accomplished. Presidential orders have abolished racial segregation in the armed services. Many state and local laws have barred discrimination on the job, in public housing and in tax-supported colleges. Court rulings have outlawed racial segregation in public schools and in a variety of public accommodations, ranging from railroads to bowling alleys. In Washington, D.C., where Jim Crow had tarnished America's image in the eyes of the world, a series of reforms have gained for that city the leadership befitting the nation's capital. And spontaneous citizen action has demolished racial and religious bars in scores of private institutions, professional and business groups, labor organizations, college fraternities, and religious and fraternal societies.

Of course these advances still leave us far from perfect. Few Americans—indeed few literate people anywhere—have missed the glaring headlines of the recent past:

mobs threatening children on the way to school; hooded Klansmen burning crosses; white "citizens' councils" pressuring whole communities. Such headlines, often distorted and never reflecting the whole picture of the USA, make front-page news the world over and stand as indictments of our country.

When a Negro was refused admittance to the University of Alabama, newspaper stories which appeared in places far removed from Alabama were read into the record at UN sessions. More recently the world was shocked by reports of Negro children prevented from entering schools, in violation of the decision of our highest court. The vast majority of Americans view such events as shameful setbacks on the road to the goals of the Declaration of Human Rights.

If good news about us is to spread overseas, there can be no question that human rights in our home towns are much in need of strengthening.

There also can be no question that mountains can be moved when the people take a look at what needs to be done—and then take the lead in doing it.

Keep Looking

"Only a free people can continually question and appraise the adequacy of its own institutions."

Continually is the word.

Continually we must watch the statute books, the practices and policies of our nation and our state, using our own Bill of Rights and the UN's Declaration as yardsticks.

Continually we must join together, as we have done wholeheartedly in the past, to check up on human rights in our own home town.

Only by working *continually* in our nation, our state and our town, can we improve our world.

In these pages are some ways of doing it—on Human Rights Day and throughout the year.

You Hold The Key

THE UN, IN ANNOUNCING the Declaration's Tenth Anniversary, has called for discussions on human rights in every country.

Talking it over, airing problems that need to be solved, is a democratic tradition. Cracker barrel, soap box, town meeting, microphone—all typify the process that gave birth to the USA and has kept us moving forward ever since.

The very same process can help bring about universal recognition of human rights.

Your Human Rights Day celebration on December 10, 1958 (See p. 19) should be solidly grounded in this process. As a prelude to the Day, the UN's Social and Economic Council recommends that "as many societies and other local groups as possible should hold meetings and discussions on human rights during the year." The UN further suggests that the Universal Declaration of Human Rights be studied "against the background of the national history of the country concerned and of the country's own efforts in promoting the rights and freedoms which the Declaration proclaims."

There are many ways to carry out the UN's recommendations for making Human Rights Day meaningful, but most of them depend on six main steps. If you can't undertake all, pick out the ones that seem most appropriate to your local situation.

STEP 1: GET YOUR GROUP GOING

The very first step is to spread the word in your organization. Get everyone to read the Universal Declaration of Human Rights. You'll find it in the Appendix of this book. Talk it over with your fellow members. Get them to *think* about human rights with you. Then get them together to *do*.



Do we know how human rights stand in our community? It isn't enough to guess. The only way of knowing is to look.

There ought to be general agreement that this is a job for all the groups in town. Have your group name a Temporary Committee to contact other groups. Tell the Committee to explore the possibility of using existing inter-organizational committees or associations, or community-wide councils. Bring representatives together at a take-off meeting to discuss the whole idea and arrive at a cooperative plan.

STEP 2: FIND OTHERS TO HELP

If you find it advisable to form a new inter-organizational committee, make the rounds of the groups you're counting on for cooperation. If possible, the head of each group should be consulted personally. If members of your committee volunteer to make several such visits, you'll win many important allies and gain valuable advice on the way.

Since this handbook is being distributed by many organizations, you may find that some are developing plans of their own. So

much the better. They'll be enthusiastic collaborators.

You'll want to make a comprehensive list of all the organizations to be rounded up. Your list should be a full-length mirror of the whole community, faithfully reflecting the national and racial backgrounds, the religious affiliations, the occupational, cultural and social interests of the people in your town. The important thing is *not* to leave any of them out!

Get Set to Take Off

While making the rounds, your committee should consult other groups on the selection of a chairman for the take-off meeting. He should be a recognized leader in the community, preferably one whose hat is not currently in any political ring.

No matter who he is, the chairman will welcome a little briefing in advance. Let him know what you hope the outcome of the meeting will be—a partnership among all the groups in town for two kinds of activity:

First, a careful community survey, or "audit," to size up the condition of human rights.

Second, a series of group discussions to examine the facts in hand and decide what remedies are needed.

Before discussing the community audit with the chairman—or, for that matter, with anyone else—be sure you're thoroughly posted on how it works. Here is the rough idea:

1. A committee, made up of people from several community groups, is set up to take

a searching look at human rights in the community.

2. Funds are provided for expenses—either through individual contributions or by the cooperating groups on a share-and-share-alike basis.

3. The committee selects the areas to be explored—such as employment, education, housing, administration of justice, health and hospital services, recreational and other public facilities. (If your city is large, it may be better to start with neighborhood surveys.)

4. Subcommittees or teams are appointed to gather the facts. They go forth armed with plenty of tact, with questions and with strategies.

5. When all the facts are in, the committee prepares its balance sheet—or audit—showing the assets and liabilities, and turns it over to the community. It is then possible to decide what practices need correction first. Your final recommendation should be announced on Human Rights Day, December 10.

You'll find some successful community audits listed in the Appendix.

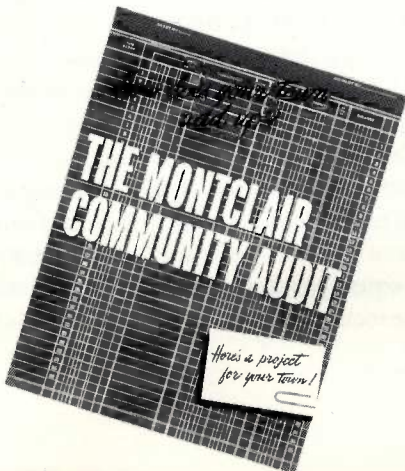
STEP 3: THE TAKE-OFF MEETING

The first question to bring up at the meeting is: Why are we concerned with human rights? The chairman should explain the Tenth Anniversary and relate it to your community.

All concerned should be on the alert not to let the meeting degenerate into a "tsk-tsk" session where no wheels are set in motion.

When it comes time to propose the survey, or audit, see that influential citizens speak up. It's human nature to follow the leaders in any community — whether they're society figures, industrial magnates, political luminaries, religious leaders, labor leaders, educators or whatever. One of them should suggest setting up a permanent Steering Committee, representative of all community interests, to carry on.

Get the most persuasive person to sug-



gest that each group in the community assume responsibility for surveying at least one category of human rights, using the Declaration as a guide. Remember—even though human rights are indivisible, certain rights are of special interest to special groups. For example:

—Youth organizations are “naturals” to discover whether recreation facilities are open to all (Article 24: “Everyone has the right to rest and leisure . . .”).

—Business groups, veterans organizations and labor unions can look into employment practices (Article 23).

—Real estate boards and social welfare groups might examine housing practices (Article 17).

—The League of Women Voters and other civil liberties organizations might study freedom of opinion and expression (Article 19) and the right to vote (Article 21).

—Men’s and women’s service organizations can examine the right to full and equal education (Article 26).

—Women’s clubs and PTA’s can look into protection of the family—“the natural and fundamental group unit of society” (Article 16).

—Legal and professional societies can study such matters as police practices (Article 5), treatment of offenders (Article 6) and judicial procedures (Articles 7, 9, 10, 11).

—Religious organizations can determine whether houses of worship are open to all, regardless of color (Articles 7 and 18).

—World Affairs Councils can examine freedom of participation in the community’s cultural life (Article 27), and inquire into the schools’ fulfillment of their duty to “promote understanding, tolerance and friendship among all nations, racial or religious groups,” and to “further the activities of the United Nations for the maintenance of peace” (Article 26).

Here again, give the gathering a very clear picture of what you have in mind. The following are brief rundowns of some typical areas that are important in every community.

Equal Opportunity in Employment

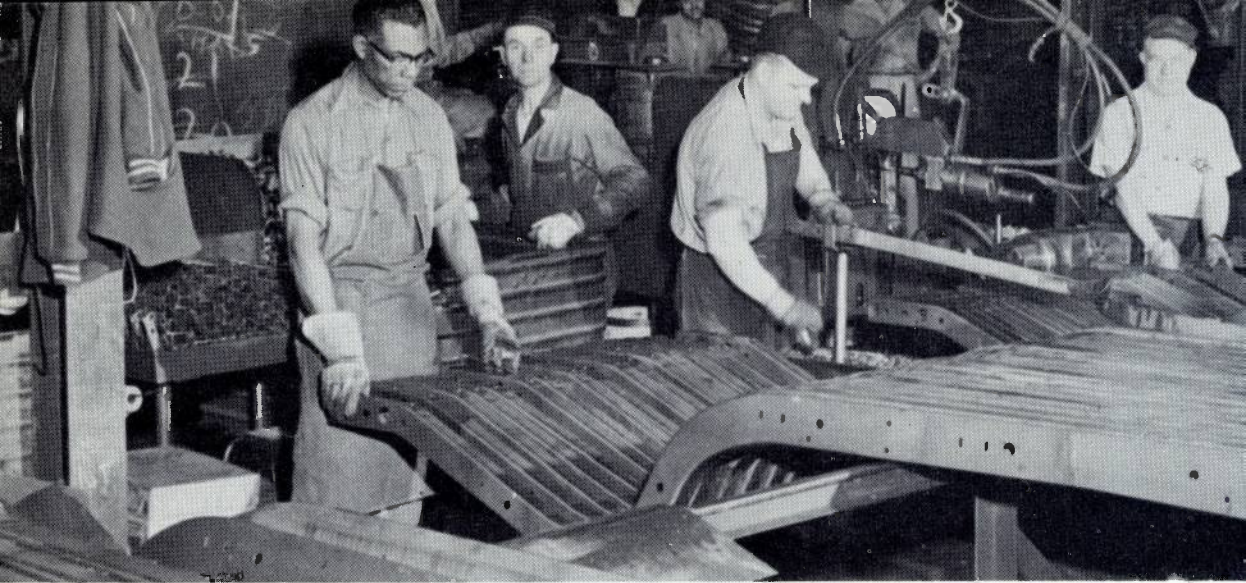
Article 23 of the Declaration of Human Rights says “everyone has the right to work . . . without any discrimination.”

During World War II, when there was a critical labor shortage in the USA, questions of one’s sex, race, religion or ancestry were scrapped for the duration. But once the war was over, skilled minority-group workers and others who had most recently entered the labor market were the first to be laid off or forced back into unskilled jobs.

That’s the negative side. But . . .

Fifteen states and 41 cities have passed laws to prevent discrimination on the job. Sixteen states and Alaska have laws requiring equal pay for women. Four Presidential executive orders forbid discrimination





in Government jobs and in work covered by Government contracts. And hundreds of individual communities have voluntarily cleaned house in their factories, stores, offices and unions.

Here are four key ideas you will want people to think about:

1. Discrimination bars many people with talent who would be an asset if given a chance.

2. It keeps many able workers at the bottom of the economic ladder, thus violating a cardinal principle of free enterprise—namely, that the best men rise to the top.

3. It is the most harmful of all human rights abuses, striking at a man's elementary right to earn a living and improve his lot.

4. Executives who have tried fair employment policies have had excellent results; their doubts about the reactions of employees, business associates, customers and the general public have usually been groundless.

To get the facts, look into these questions:

—Is racial and religious discrimination quite general or is it found mainly in certain kinds of business?

—If your community has fair employment laws, has there been an educational campaign to tell the public about them? Are they being enforced?

—Do newspapers run discriminatory want ads?

—What has been the experience of the U.S. Employment Service in dealing with discrimination in your town?

—If there is a Fair Employment Practice Commission or similar agency in your city or state, what has been its experience?

Full and Equal Education

Article 26 of the Universal Declaration of Human Rights, in asserting the right of every human being to an education, sets forth several standards:

—Elementary education should be free and compulsory.

—Technical and professional training should be generally available.

—Higher education should be equally accessible to all on the basis of merit.

—Education should be directed “to the full development of the human personality and to the strengthening of respect for human rights and universal freedoms.” It should “promote understanding, tolerance and friendship among all nations, racial or religious groups. . . .” In other words, it is no longer enough just to teach children the 3R's. Today they need 6R's—the traditional Readin', 'Ritin' and 'Rithmetic *plus* training in Rights, Responsibilities and Relationships with their neighbors of all backgrounds, races and creeds. They need it for their own happiness, indeed for human survival, in this rapidly shrinking world.



In this country, free public education has cherished these aims for more than a century.

It's Got to be Equal

The Universal Declaration of Human Rights stresses equal educational opportunities for all, which means that youngsters of all races and creeds should be given the same chance to enjoy the best school facilities in your community.

Racial segregation in the public schools has been outlawed by the U.S. Supreme Court. In its epoch-making 1954 decision, the Court stated:

"Separate educational facilities are inherently unequal. . . To separate (children in grade and high schools) from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. . . . We have now announced that such segregation is a denial of the equal protection of the laws. . ."

This decision provoked sharp contro-

versy in some localities and tragic outbreaks in others. Yet the record shows progress. Prior to May 1954, 17 states and the District of Columbia maintained separate schools. As of September 1957, 350,000 Negro children and two million white children in this area were enrolled in integrated schools.

In Higher Education Too . . .

Within the next ten years, applicants to our already-crowded colleges and universities are expected to double. And even now, many young people find the door to higher education closed by racial and religious discrimination.

The United States Supreme Court has dealt staggering blows to segregation in state-supported institutions. But some privately endowed colleges and professional schools refuse to admit students of certain races, religions or ancestries; others maintain rigid quotas.

Are there such institutions in or near your home town? If so, one important project may be to educate their regents or boards of trustees to a more democratic policy. It is in the handling of admissions that discrimination always begins.

To get the facts, look into these questions:

—Do all children in your community have access to schools which cover the first 12 grades?

—Does your state have adequate facilities for higher education? Are students admitted on the basis of individual merit and without racial or religious quotas?

Equal Use of Public Accommodations

Perhaps the most demoralizing of all denials of human rights in this country is found in the area called "public accommodations"—or simply "social discrimination."

"Social discrimination" is encountered in hotels, resorts, swimming pools, parks, restaurants, skating rinks, bowling alleys, moving picture theatres, buses, trolleys



and trains. It is a matter of national concern because it violates the principle embodied in our American tradition and the Declaration of Human Rights that all men are equally entitled to "life, liberty and the pursuit of happiness."

During the past ten years, eight states have reinforced laws barring discrimination in places of public accommodation. But people find ways of evading the law.

The white race—and this we too often forget—is only about one-sixth of the earth's population. Dark-skinned visitors to our shores are quite understandably affronted when, as often happens, they are barred from hotels, restaurants and other public places. Foreign students and delegates to the United Nations do not take such experiences lightly. The reports they carry home do not, we may be sure, reflect a pleasing picture of the USA.

To get the facts, look into these questions:

- What *places* practice discrimination?
- What laws are there in your community to insure equal access to public accommodations? Are the laws being enforced?

Equal Opportunity for Good Housing

The Universal Declaration (Article 25) says everyone should have a standard of living adequate for health and well-being, "including food, clothing, housing. . ." Article 17 states that everyone has a right to own property alone, as well as in association with others. Together, these two sections emphasize good housing as a part of human dignity—a basic right.

We know that many of our fellow citizens live in homes that are overcrowded and antiquated, often violating human dignity and endangering the neighborhood as well. Others are denied the right to buy or occupy comfortable, well-located housing for which they are able to pay.

In many communities, the sale or rental of homes to members of certain groups used to be forbidden by long-standing agreements, or "restrictive covenants," perpetuated from year to year by mutual consent among property owners, tenants, real estate agents and local real estate boards. In 1948 the U.S. Supreme Court ruled that restrictive covenants could not be enforced

by the courts. But various evasive devices, written and unwritten, have been developed in some communities.

Ten states and some 30 cities have outlawed discrimination in public and publicly-assisted housing. There are over 450 public housing projects in some 200 cities where people of different races are living peacefully side by side. Most heartening of all is the entrance of private capital into unrestricted, or "open occupancy" housing—a trend largely due to the rising income of non-white Americans who have moved from rural areas to industrial centers and now find it financially possible to seek adequate housing. To help them secure it, regional race relations officers of the FHA are available for advice in the following cities: New York, Philadelphia, Richmond, Atlanta, Cleveland, Chicago, Dallas, St. Louis, Los Angeles, San Francisco.

To get the facts, look into these questions:

—What laws or unwritten agreements make for segregated neighborhoods in your community?

—Does your community have a non-discriminatory housing code? If so, is it enforced?

STEP 4: WIN STRATEGIC ALLIES

In every community there are people in strategic posts who have a hand in shaping the prevailing practices. You need them at the outset to open doors and give you access to information. And you'll need them to help remove roadblocks when it comes time to follow through on your findings.

In setting out to win these allies, the first thing to have in mind is a Plan. It will insure you against fumbling. Here is what the Plan should include:

1. *Description of your target:* Are you aiming at discrimination in employment? Housing restrictions? Discrimination in health services?

2. *Location of the target:* List the institutions where discrimination might be

found. For example: Is there segregation in public health clinics? In public school health services?

3. *The chief personalities:* If you're planning to examine public hospitals, list the appropriate city officials, as well as the superintendent of each hospital and the doctors who head up major departments. For private hospitals, also note the trustees and, if possible, the most important financial contributors.

If you're looking into the public schools, list the members of your school board, the superintendent of schools, PTA officials and the heads of all other organizations that interest themselves in the schools.

If you're concerned with a college or professional school, you will want to see the president, dean or registrar—maybe all three; members of the board of trustees; large donors (if it's a private institution); editors of college publications and influential alumni.

Always reach first for the man at the top. In your interview be friendly and, above all, informed. If you're discussing fair employment practices, know the setup of the organization you are visiting, whether a manufacturing plant, a retail store or a labor union; the number of persons employed, and how they are hired—through ads, employment agencies or personal referrals. If you're dealing with social discrimination, be fortified with case histories of individuals who have experienced it, including details of time, place and persons involved.

While you intend to be asking questions, you also should be prepared to answer some in return. For instance, suppose the man you're seeing about college quotas asks why you're so keen to get rid of them. Be ready with some answers, which may incidentally help win a convert:

—We look to our educational system to develop our youth to their fullest capacity—to raise the ladder of opportunity for every young person. If our colleges compromise with this ideal, priceless skills and talents are lost to the nation.



—Moreover, as The Commission on Higher Education put it, discriminatory practices may make education “the means, not of eliminating race and class distinctions, but of deepening and solidifying them.”

STEP 5: BRING BACK THE FACTS TO A SEE-OURSELVES MEETING

Now you are ready for the See-Ourselves meeting, with all of the groups bringing in their findings.

During the discussion at this meeting, the permanent Steering Committee should be authorized to edit the findings into an overall Report and see that it is circulated to all the organizations. The Report will make it possible to see how your community has progressed toward the universal goals of the Declaration. From now until Human Rights Day, the Report should be studied and discussed by every group in town.

One way of getting it into print is to persuade the main newspaper to run a digest, if not the full text, as a bow to the Tenth Anniversary. If this can't be done, it will be important to bring up the need for a modest publishing fund. Perhaps each group will pay its share; or maybe a public-spirited printer will do the job as his contribution to the cause.

The Steering Committee also should announce initial plans for the big community observance on December 10 (See “Human Rights Day,” p. 19).

STEP 6: TALK IT OVER

Now is the time for some down-to-earth discussion—what the United Nations suggests as “seminars”; what some groups refer to as “hearings”; what your own crowd may have its own particular name for.

Naturally, there are many ways of talking things over. Some groups may want to start with small gatherings, each taking up a different facet of human rights. Others may want to plan over-all membership meetings. In some communities, several organizations may want to draw their members into joint meetings.

In any case, you're after an airing of the facts and of reactions to them. The ideal setting is a roundtable where people meet face to face and bring out their divergent views. This is harder to arrange than a formal meeting with guest speakers, but it is much more conducive to personal involvement and open discussion of differences.

Much skill is required to run discussion meetings successfully, but if you can find qualified leaders, the results will be well worth the effort. Check with your school superintendent for teachers who may be trained in workshop techniques. If there is a nearby university with an extension division or adult education department, there may be experts on the faculty who will volunteer to help. Another possibility is the County Extension Service of the U.S. Department of Agriculture which may have trained personnel in your locality.

Here are a few pointers you'll want to keep in mind:

1. *Choose your time and place carefully.* Be sure your dates won't conflict with other important events. Your meeting place ought to be pleasant, easily reached and open to all groups. Don't pick one too big! Empty seats put a damper on enthusiasm.

2. *Suit the topic to the group.* Be sure the theme is tied in with your group's main interests.

3. *Remember your goal.* Discussions should bear on *both* the local scene *and* the Universal Declaration of Human Rights, relating what happens in one American town to what is happening in communities all over the world. Posing a series of questions is one useful device: "What is our town's responsibility under the Declaration of Human Rights?" Or, "How do our human rights practices measure up to the Declaration?"

4. *Don't overdo it.* Three hours or so is as much as most people can take. Set up a definite time schedule and stick to it.

5. *Remember it's a group discussion*—which means participation. Essential as it is to get reports on the facts and hear from local leaders, don't let these features monopolize the meeting. You want to stimulate people to do things, and there's nothing more stimulating than a chance to test one's own ideas against those of others.

If you decide to invite outside speakers, choose them carefully. You'll find many organizations — labor unions, chambers of commerce, medical societies, colleges and universities—ready to make suggestions. Professional lecture bureaus also have good lists, but of course they will charge a fee. If possible, use guest speakers in conjunction with a panel of local leaders.

Here are a few details to remember when using speakers:

1. *Be a good host.* Meet speakers and take them to their trains, make overnight arrangements if necessary, give them advance information about others on the platform and points to be covered. If you need copies of their speeches, let them know ahead of time. If talks are to be broadcast,

be sure to get their permission in advance.

2. *Get a good turnout.* Make your notices appealing. Some may be printed and sent through the mail. Some may be posters, or ads in the newspapers, or radio announcements.

3. *Plan your publicity.* Before, during and after a big meeting, work closely with the newspapers. Try to get a radio station to broadcast the principal speeches.

4. *End on the right note.* If you want action—and you certainly will—see that the audience is primed for it. The last speaker generally "sounds the call," so be sure he's well briefed. It will be up to your chairman to see that definite recommendations for action are ultimately arrived at. These should be sent to the permanent Steering Committee for its final Report on Human Rights Day, December 10.

Keeping Up Interest

While the discussions are going on, be sure to keep community interest up. Make the Universal Declaration of Human Rights a household word.

—Try an *essay contest* on, let us say, "What Does 'Free and Equal' Mean to Me?" Get your biggest newspaper, or one of the large veterans posts, or a fraternal society to sponsor the contest and put up a prize. Let anyone over 16 years of age take part, and have the winning essay printed in the newspaper and read over the radio. Choose your judges with an eye to publicity, inviting people like the mayor, the superintendent of schools, the head of the town council or other newsworthy citizens to serve.

—Try *library displays* of recent books, magazine articles and pamphlets on human rights.

—Try *posters*—in the railroad station, in drugstore windows, in factories and schools.

—Try a *home-hospitality weekend* for foreign students who can join in human rights discussions with American students.

Human Rights Day

AT LAST the great day arrives. This is the time for special observances *everywhere*. Even if your community has not conducted a human rights survey, you can arrange an impressive town meeting to celebrate the Day.

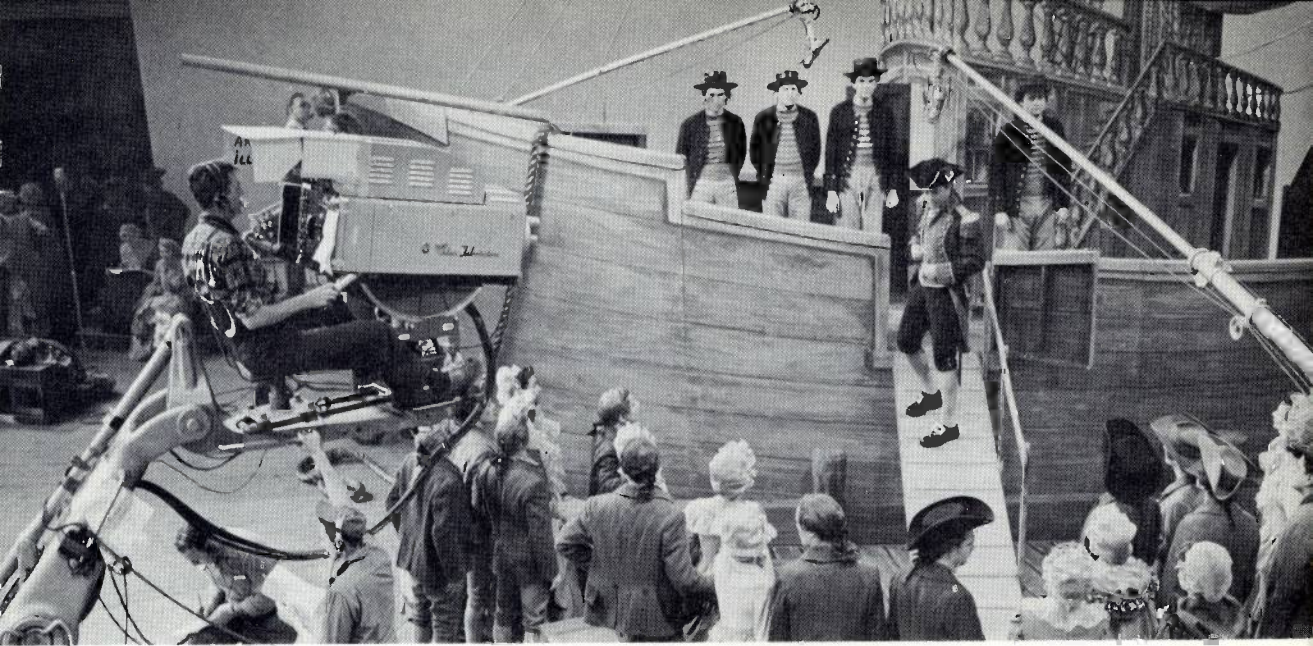
Everyone who can get there—and even those who think they can't—should be at this meeting. Which means the sponsoring groups should do everything in their power to get their own members, their members' neighbors, the corner grocer, the teacher, the bus driver and all their sisters and cousins and aunts to turn out that night.

The chairman of the Steering Committee should sound the keynote: "Let's not forget, fellow citizens, that this job won't be easy. Discrimination stems from many sources—sometimes from false ideas about other races and creeds; sometimes from snobbery or jealousy; more often, from per-

sonal maladjustment—the urge of the discontented, the insecure, the frustrated to find outlets—or scapegoats—for their own shortcomings and grievances.

"But (your chairman will go on), Let's remember that we have already come far. Most of the rights embodied in the Declaration's 30 articles are considered the heritage of every American; indeed, even with our faults, more of these rights are upheld in our nation than almost anywhere else in the world. Most important, we have the right to correct our faults. For only in a democracy are the people free to examine frankly the practices and institutions of their communities and their government, and discover where improvements are needed. All over our country there are others like us devoting themselves to this task. We can look to them, as they look to us, for inspiration and encouragement."





Remember—It's a Celebration!

In addition to straight talk, your town meeting should have some dramatic attraction—music and perhaps a pageant or skit to highlight the Declaration and its meaning for your community. For example:

—*Plan a pageant* showing how man's basic freedoms developed. Include the Magna Carta, the Declaration of Religious Freedom in Czechoslovakia, the U.S. Declaration of Independence, the U. S. Bill of Rights, the French Declaration of the Rights of Man, the Universal Declaration of Human Rights or any similar documents you may want to highlight. Your librarian can help with the historic background. Make each scene brief and dramatic, and close with an audience pledge supporting these principles developed over many centuries in many lands. Different groups can organize individual scenes, so only a few full rehearsals are needed. Try to find a volunteer who knows how to direct a production.

—*Run a show*, with a series of tableaux presenting the 30 articles of the Declaration. You'll want a narrator behind the scenes and simple instructions for the cast. Each scene can explain how men and women are benefited when certain freedoms are enjoyed or what happens when they are denied.

—*Show a movie* about people in different lands, their common hopes and needs. For instance, UNESCO has a 45-minute film, *World Without End*, about the way some of the UN's specialized agencies help people.

Call for Action

In presenting the recommendations distilled from the fact-finding survey, your Steering Committee should have two aims: First, to explain the main conclusions clearly and vividly, making certain that all the participating groups are given due credit. Second, to get agreement on a request that the Mayor or the City Council appoint a community-wide, permanent Human Rights Commission to be responsible for following through. The Commission should include leaders in the effort thus far. The cooperating organizations might submit nominees to the Mayor for his consideration.

The worst possible bore is to have someone stand up and read the recommendations word for word like a secretary's report. Besides, unless the text is quite short—which is unlikely—it can't be recited in full. Have mimeographed copies on hand for people to take home. But give the audience the over-all picture, the vital conclusions.

One way is to put the most important points on poster sheets and display them as each point is made. This kind of exhibit often makes ideas stick in people's minds. Another way is to have a panel discussion with some of the people who have been most closely involved explaining different points. Still another idea is a "Meet the Press" type of presentation, with some of the fact-finders queried by prominent citizens, perhaps including one or two newspaper men.

To show how fruitful this effort can be, you might tell your co-workers what happened when St. Louis celebrated Human Rights Day in 1951—the first such celebration outside of UN headquarters. Like your big observance, the one in St. Louis began weeks ahead of time with questionnaires to 1,000 members of civic and religious groups. It turned out that 67 per cent believed their city fell short in human rights protection.

For the first nine days of December, St. Louis lived and breathed human rights. The climax came when all the groups gathered on December 10. After a keynote speech, they broke up into four sections. These sectional groups discussed: What can we do for human rights in employment? How can human rights be assured in places of public accommodation? How can we educate for the fulfillment of human rights? How can housing help toward the realization of human rights?

The conclusions formed the basis for the evening's main address.

Be sure to close *your* meeting on a note of resolution to make the standards of the Declaration a reality in your community.

The Follow-Up

YOUR TOWN'S permanent Human Rights Commission will have four big jobs:

1. *Keeping the recommendations continually before the public* as spurs and guides to action.

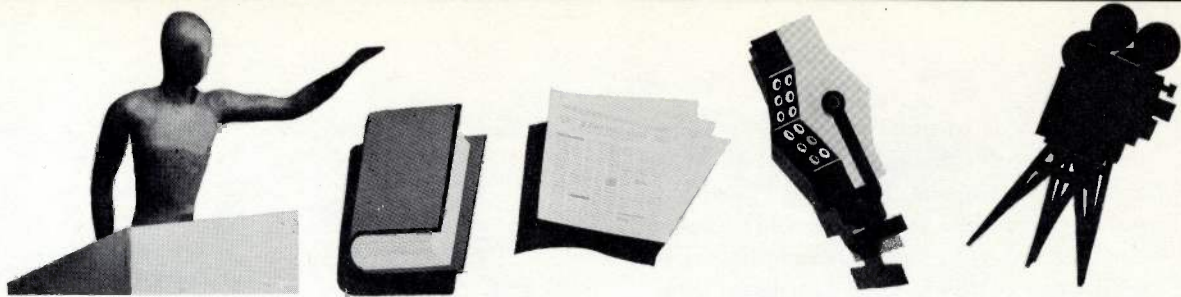
2. *Keeping up interest and informing the community.* In addition to issuing progress reports, thought should be given to the possibility of conducting a community human rights check-up every two years.

3. *Serving as the community's human rights watchdog,* warning of new situations that may need attention and calling for preventive action before breakdowns have a chance to develop.

4. *Serving as the community's contact point* with human rights developments and events at home and abroad. Planning the annual celebration of Human Rights Day should be part of this responsibility.

Remember—no civic body, however well intentioned, is likely to remain on its toes unless the members are encouraged by interested groups and individuals in the community. Keep your Commission on the job! Give the public-spirited citizens who are its members a full measure of backing and praise. Be sure the community appreciates the important service they are giving to make your town a place where all may be proud to live.





Tips and Tools for Reaching the Public

YOU'LL FIND your task much easier if you become familiar with a few techniques for carrying the human rights story to the public.

The first thing to remember is that the public is people—numerous, to be sure, but with emotions that can be stirred, minds that can be informed, energies that can be moved to action.

There are many pathways to the public and these pages give you only a few. Get additional help from friends on newspapers, in radio, television, advertising and commercial or philanthropic publicity.

Newspapers

Every editor likes to have the *who, what, when, where* and *why* in a few brief sentences at the outset. Type your copy double-spaced on one side of the page, with the release date (when you want the story to appear) at the top. Give the release to all the papers in town at once, at least one day in advance.

Establish your committee as a reliable source of information, so editors won't feel they must check your facts. Once they know you and what you stand for, you can count on them to use whatever they regard as newsworthy—depending always on what else the day's news brings. A five-alarm fire may squeeze you out. All you can do is try again.

Here are some tips for a press committee to remember:

1. *Appoint one person who will be responsible for handling the press.*
2. *Analyze your newspapers.* Slant your

material to different departments—letters-to-the-editor column, woman's page, business page, sports section and so on.

3. *Don't forget good photos and cartoons.* Sometimes they are more warmly received—and carry a greater punch—than a full-length story.

4. *Make much of "occasions."* A forum or a town meeting can be good for several releases—before the event, on the big day and again as a follow-up story. If you have one or two prominent speakers, so much the better.

5. *Find events you can tie in with.* If, for instance, there's a public hearing of the Town Council on a new housing project, see that your representatives are there to speak up—and make sure the press knows about it.

6. *Keep an up-to-the-minute file of "personal history" data on the prominent workers in your ranks.*

7. *Don't be stuffy!* Make your stories newsworthy.

8. *Make friends.* Try to get at least one staff reporter on each newspaper excited about what you are doing. Then he'll urge the editor to feature your stories.

9. *Take stock.* Every so often, go over your clippings and releases. See if you can figure out why this or that story fizzled or made headlines, as the case may be. Then plan your next approach accordingly. Ask other groups in town how they work with newspapers and what they did that brought best results. There's no end to the ingenious ideas that have made lively news and carried worthwhile information to the public at the same time.

Radio and Television

The radio microphone and TV camera, more than any other instruments yet devised, bring you right into people's homes. But don't forget that other broadcasts compete with yours. If your message isn't geared to eye and ear, your audience can all too easily tune out.

Broadcasters are genuinely interested in giving free time for worthwhile civic causes. The Federal Communications Commission, which licenses all radio and television stations, looks with favor on those which emphasize public service. The director of your station may give you a "one-shot" offer, or he may dazzle you with a windfall—a series of broadcasts. "Live" shows are usually preferred; but some radio stations will take recordings—especially dramatic ones—and TV stations are always on the lookout for good films.

Some of the regular sponsored shows may be willing to "salt in" a few words about your program. News commentators will talk it up, if there's something interesting to tell. Forum speakers are always glad to have solid facts and figures. Commentators and interviewers are on the lookout for human interest stories and new guest speakers.

Here are six ways to air your story:

1. *Talk by an individual person.* You'll need a "top man"—someone with a name and a personality that will attract listeners.

2. *Interview between two or more persons.* Must be lively and quick-moving. Here again, the participants should be people in the news or in positions that entitle them to talk with authority.

3. *Dramatization or "show."* If the story you want to tell lends itself to dramatic presentation, and your local station has the facilities and the desire to produce your show, you will probably be asked to share the production costs. In most cases, the station assigns a staff director, casts the actors and provides sets, costumes, music and other essentials. The organization re-

questing the show usually pays for the script and the actors' fees.

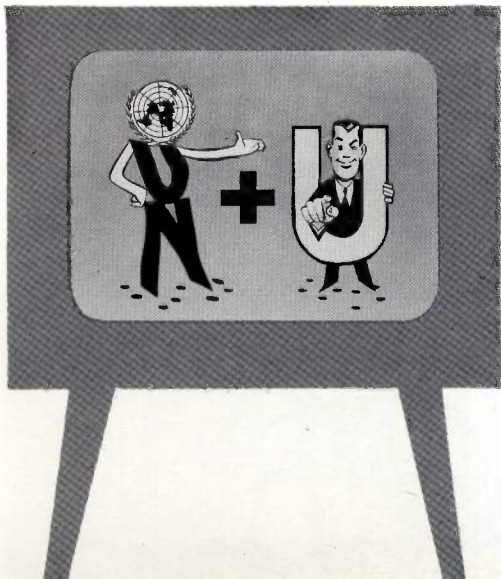
Because live shows on TV are expensive, the stations are not likely to underwrite programs requiring large casts, lengthy rehearsals and intricate sets. On the other hand, they will welcome suggestions of films, interviews, religious-service shows, forums and other low-cost programs.

4. *Special event.* This is an on-the-spot broadcast, emanating from a meeting, a rally, a dedication, a parade. Speeches should be written out and carefully timed.

5. *Transcribed program or recording.* Local stations are a wide open field for transcriptions, which generally offer superior talent and are planned, timed and produced in a professional manner. As a rule, time is allowed for you to add a "live" announcement carrying your message. Usually, the 16-inch record with 33 $\frac{1}{3}$ revolutions per minute is required for radio stations.

For TV, educational films are particularly suitable. For example, on one of the networks, a 13-week series was built around a number of different films, each portraying some aspect of human relations: equal opportunity, education for citizenship, the psychological roots of prejudice. After each film was shown, a prominent authority discussed briefly the problems it had raised. (See Appendix for films on human rights.)

6. *Spot announcements.* These are short messages, sandwiched between regular programs—five-second station breaks, 20-



second, 30-second and one-minute “spots.” If cleverly written and delivered, they can be most effective. Listen to some at home—appeals for the Red Cross, Boy Scout Week, fire prevention campaigns and so on.

Television is doing some fine work with the animated one-minute spot announcement, or cartoon. Fashioned after the TV commercials, several such spots on human rights are available on film. (See Appendix.) Make sure your local TV station has a set of these films on hand for repeated showings.

Don't forget to keep building your audience. Make sure your committee sends out notices of your programs. See that the newspapers carry announcements. Assign helpers to find human interest angles on the personalities in your programs and write them up. Make the titles of your broadcasts catchy or provocative. If you're doing a series, line up next week's audience with a good “come-on” announcement.

Pave the way for more radio and TV time by getting friends to write or phone their reactions to the station the moment the program is over. Organize listening groups to hear your programs and discuss them. You may recruit new workers that way.

And finally, bring in other groups as co-sponsors—those that represent the leadership of your community.

“Printed Matter”

In your campaign, the vast assortment known as “printed matter”—displays, handbills, advertisements, posters, pamphlets, fliers and the like—is vital as seeds to the farmer.

Displays: If this technique is new to you, talk with department store people, art

teachers and others in town who've had experience. Start with a central theme and build around it. Know where you are going to set up your display—in a library, store window, school—and make plans that fit the space. Keep your setup simple and to the point.

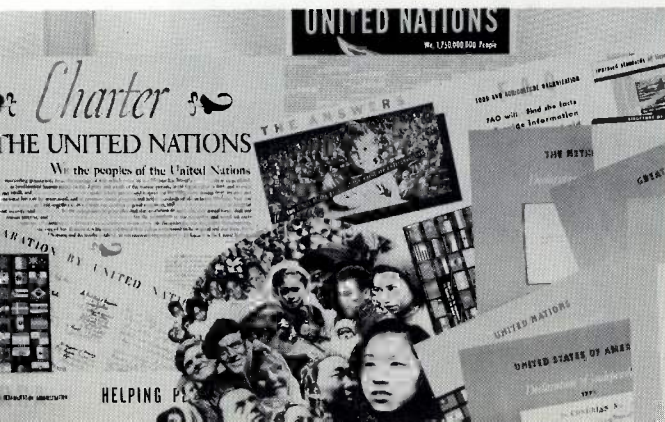
Handbills, broadsides or throwaways: These are one-page items, or small folders designed to tell the most in the fewest words. In a way, they are expanded ads and should retain the best features of an advertisement. See what other groups have done and get their advice.

Advertisements: If you can get free space, by all means plan some ads. Get friends in the advertising field to help prepare the copy and illustrations.

Posters: Put them up in railroad and bus stations, airports, store windows, factories, schools, theatre lobbies. And change them around every few weeks to stimulate renewed interest. You can get posters from the UN, from the U.S. National Commission for UNESCO and other national organizations. Or perhaps there are artists in your group who can make new ones.

Pamphlets and booklets: Don't plunge into a lot of effort and expense for a new pamphlet until you've checked on material already available. If you have to produce one of your own, here are six *do's* that may prove helpful:

1. *Do* know what audience you're aiming at.
2. *Do* try to line up other groups as co-sponsors.
3. *Do* stick to a strong basic theme, geared to a specific problem or situation, rather than merely a general exhortation. Have a solid outline and a good plan of distribution before you begin.
4. *Do* find professional writers and illustrators who will make this job their particular contribution to the campaign.
5. *Do* go over your costs carefully, and consider whether you'll sell your pamphlet rather than give it away. Sometimes people have more respect for reading matter they pay for, even if it costs only a few cents.



6. Do give your product plenty of publicity.

Films and other Program Aids

If you can borrow or rent projection equipment, try a film. Combine it with a talk or discussion by the audience, led by a chairman who is prepared with a brief discussion outline. Sometimes it's best to provide the audience with reading matter to take home, to bolster the effect of the movie.

Filmstrips and slides, accompanied by a voice commentary, also are fine aids to discussion.

The recordings suggested for use over the air can be brought to meetings. A transcription of a good radio broadcast may be played over and over again to different groups. You can rent one that hits the spot for your cause and hasn't been heard in town before. Many schools are equipped to play recordings.

Introduce the recording even more carefully than you would a speaker, explaining the facts you expect to have highlighted and the action you hope will follow. This device will seldom carry a meeting by itself, so perhaps you'll want to use it as an introduction or finale, a touch of entertainment.

Another useful aid is "the drama"—original or already-published skits and one-acters. Sometimes you may find professional actors or gifted amateurs who can be molded into a good troupe by a dramatics coach. If there is talent in your group, by all means use it.

Organizational Channels

The leaders of thought and action in your community—teachers, clergymen, labor officials, business executives—are partners in your over-all campaign. But, in addition, see if you can't sit down with them individually and explore the possibilities for activity directly within their own organizations.

School principals and teachers will be

planning school assemblies on human rights during the year. Talk over with them the kind of program that boys and girls would most enjoy. Get advice from the youngsters themselves. Enlist the cooperation of school groups and clubs and make them part of the campaign. For instance, the high school dramatic club could do a fine show on the right to an equal chance in education.

Try to see every religious leader in town at the very beginning of your work. Ministers, priests, rabbis and leaders of other religious groups can take your message to their congregations and the various clubs and societies found in all religious institutions. If you live in a large city, contact the clergymen who serve the largest number of people or who are active in trouble areas. Invite them to your meetings. Consult them for advice on specific problems. Be sure they receive all your literature and ask them to distribute it within their own churches, synagogues and other religious centers. Offer them suggested subjects for sermons or talks, and any relevant background material you can supply. Get them to invite you to meetings of the men's, women's and young people's groups, to "talk it over."

Business and labor groups likewise will want to share in your plans. They see the dollar-and-cents benefits of fair practices in employment, in housing and elsewhere. They have a stake in human rights.

Keep in Touch

Remember, there are strong national organizations ready to help you with ways-and-means suggestions and other tools. When you have a story of accomplishment to tell, *don't keep it quiet*. Send the good news to some of the national agencies sponsoring this book. Your success can be a guide and inspiration to thousands throughout the country. And recognition from "outside" is bound to encourage your own group to work even harder. Don't be modest!



*Jean Jacques Rousseau on
education for citizenship*

There can be no patriotism without liberty, no liberty without virtue, no virtue without citizens; create citizens, and you have everything you need; without them, you will have nothing but debased slaves, from the rulers of the State downwards. To form citizens is not the work of a day; and in order to have men it is necessary to educate them when they are children.



Last Word

PERHAPS the most important point to bear in mind is that every success you score in your own community contributes to the chain reaction building up for human rights the world over.

It will not always be easy to measure progress as you go along. A single interview with the right person at the right time *may* bring an immediate change in the hiring policies of a business firm. A single letter campaign directed at a pivotal legislator or congressman, *may* speed the passage of an important bill. A single meeting, well attended and enthusiastically acclaimed, *may* contribute to the success of school integration in your town. But, more probably, it will take many different actions to achieve your aims.

Meanwhile, each step forward will open up new trails and broaden the horizons of all who are a part of this inspiring effort to achieve greater understanding, opportunities and freedom among neighbors.

Thus, you will know the satisfaction of helping to advance a crucial campaign—for the peace and survival of all mankind.

Appendix

The U. S. Bill of Rights

AMENDMENTS I TO X TO THE CONSTITUTION OF THE UNITED STATES

ARTICLE I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

ARTICLE II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

ARTICLE III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

ARTICLE IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

ARTICLE V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person

be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

ARTICLE VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

ARTICLE VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

ARTICLE VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

ARTICLE IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

ARTICLE X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

The Universal Declaration of Human Rights

Preamble

WHEREAS recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

WHEREAS disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

WHEREAS it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

WHEREAS it is essential to promote the development of friendly relations between nations, WHEREAS the people of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

WHEREAS Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

WHEREAS a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

NOW THEREFORE

The GENERAL ASSEMBLY proclaims
This UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

ARTICLE 1

All human beings are born free and equal in dignity and rights. They are endowed with rea-

son and conscience and should act towards one another in a spirit of brotherhood.

ARTICLE 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

ARTICLE 3

Everyone has the right to life, liberty and security of person.

ARTICLE 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

ARTICLE 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

ARTICLE 6

Everyone has the right to recognition everywhere as a person before the law.

ARTICLE 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

ARTICLE 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

ARTICLE 9

No one shall be subjected to arbitrary arrest, detention or exile.

ARTICLE 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

ARTICLE 11

(1) Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

(2) No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.

ARTICLE 12

No one shall be subjected to arbitrary inter-

ference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

ARTICLE 13

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

ARTICLE 14

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

ARTICLE 15

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

ARTICLE 16

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

ARTICLE 17

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

ARTICLE 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

ARTICLE 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

ARTICLE 20

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

ARTICLE 21

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

ARTICLE 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

ARTICLE 23

(1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favorable remuneration insuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

ARTICLE 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

ARTICLE 25

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

ARTICLE 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the

kind of education that shall be given to their children.

ARTICLE 27

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

ARTICLE 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

ARTICLE 29

(1) Everybody has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

ARTICLE 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Conference of Consultative Non-Governmental Organizations¹

RESOLUTION ON HUMAN RIGHTS

(Adopted July 7, 1957)

THE CONFERENCE,

Taking into account the invitation extended to non-governmental organizations to cooperate with the Economic and Social Council in the celebration of the tenth anniversary of the Universal Declaration of Human Rights, and

¹Article 71 of the United Nations Charter provides that the Economic and Social Council "may make suitable arrangements for consultation with non-governmental organizations which are concerned with matters within its competence." Some three hundred organizations, most of them international, have received consultative status either directly with the Economic and Social Council or indirectly through similar status with one of the Specialized Agencies. In 1950, representatives of some of these organizations met in Geneva and formally constituted the Conference of Consultative Non-Governmental Organizations to deal with matters of common concern relating to the development of the consultative process. Membership in it is open to all organizations in consultative relationship with the Economic and Social Council. Approximately one hundred and twenty-five active organizations are now members of the Conference.

the proposals to this end of the Commission on Human Rights,

Stresses the importance of the participation of non-governmental organizations. It considers that this occasion should serve to demonstrate the great step forward which the adoption of the Declaration represents. The commemoration should also stress and illustrate the work accomplished by the United Nations in this respect . . .

Particular emphasis should be placed on spreading non-governmental organizations' opinions on human rights through media of information (radio, press, and television), as well as through educational institutions, so as to reach the widest range of world public opinion, and persuade governments and peoples to live up to the standards laid down in the Declaration of Human Rights. Non-governmental organizations should also be encouraged to undertake serious study of the content and implications of human rights, in order that their ultimate embodiment in binding international instruments may be facilitated.

The Conference suggests that national *Ad Hoc* Committees of non-governmental organizations be created wherever possible, to prepare and carry out the commemoration of the tenth anniversary of the Declaration of Human Rights.

Program and Study Aids

Organizations distributing these materials are indicated by key letters following each listing. Names and addresses will be found on p. 32.

Where no price is listed, single copies of publications are free. All films are 16mm. sound, black and white.

The Universal Declaration of Human Rights

Background and Interpretation

A COMMENTARY ON THE UNIVERSAL DECLARATION OF HUMAN RIGHTS: Its Legislative History. In preparation. UNDPI.

A HANDBOOK ON TEACHING ABOUT HUMAN RIGHTS. In preparation. UNDPI.

HUMAN RIGHTS DAY: A Guide Book for Community Programs. USNC.

IMPACT OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS. Revised edition in preparation. UNDPI.

OUR RIGHTS AS HUMAN BEINGS. Discussion guide. 25c. IDS.

UNITED NATIONS AND HUMAN RIGHTS, by J. F. Green. \$1.50. BI.

THE UN IS YOUR BUSINESS: Leaders Guide for Individual and Community Action. USCUN. UNITED NATIONS WORK FOR HUMAN RIGHTS. 15c. IDS.

UNIVERSAL DECLARATION OF HUMAN RIGHTS. 5c. AAUN.

WHAT PROGRESS TOWARDS HUMAN RIGHTS? ILRM.

Films

- OF HUMAN RIGHTS. The Universal Declaration of Human Rights in everyday life. Two reels. 21 min. Loan free. Sale \$65.00. UNDP.
- WORLD WITHOUT END. Documentary depicting the UN's ideal of prosperity in a peaceful world. 45 min. Rental \$7.50 per day. Sale \$145. Brandon Films, Inc., 200 W. 57 St., New York 19, N. Y.

Filmstrips

- THE UNIVERSAL DECLARATION OF HUMAN RIGHTS. What it means to people all over the world. 73 frames. \$3.00. Text-Film Department, McGraw-Hill Co., 330 W. 42 St., New York 36, N. Y.

Recordings

- LETTER FROM FATHER. Expectant father explains human rights in letter to unborn son. Free. U. S. Station Relations. United Nations Radio, 405 E. 42 St., New York 17, N. Y.

Human Rights in the United States

- AMERICAN NEGROES—A WASTED RESOURCE, by J. J. Morrow. Reprint from *Harvard Business Review*, Jan.-Feb. 1957. 15c. CRS.
- THE AMERICAN TRADITION IN 1957. Human interest stories. FFR.
- BLUEPRINT FOR TALENT SEARCHING: America's Hidden Manpower, by Richard L. Plant. Discovering talents among Negro youth in the South. 50c. NSSFNS.
- CAN SOCIAL FRATERNITIES BE DEMOCRATIC? by Alfred McClung Lee. Reprint from *Journal of Higher Education*, Apr. 1955. 5c. CRS.
- CHILDREN TOGETHER: A Manual for Study Groups on Integration in Public Education, by Naomi Levine and Don J. Hager. \$1.00. AJCONG.
- A CHRISTIAN'S PRIMER OF HUMAN RIGHTS. 35c. WDCCS.
- DISCRIMINATION COSTS TOO MUCH, by Boris Shiskin. Reprint from *American Federationist*, Nov. 1956. AFL-CIO.
- DISCRIMINATION COSTS YOU MONEY. Cartoons and verse, primarily for labor groups. 10c. NLS.
- DISCRIMINATION IN THE FIELD OF EMPLOYMENT AND OCCUPATION: Reports on the Agenda of the International Labour Conference, 1958. 25c. ILO.
- FEAR AND PREJUDICE, by Selma G. Hirsh. 25c. CRS.
- FEPD AND THE COST OF DISCRIMINATION. 10c. ADL.
- THE FREE SOCIETY: An Inquiry into Liberty and Justice in Modern America. FFR.
- GUIDE TO SCHOOL INTEGRATION, by J. D. Crambs. 25c. PAC.
- HELPING THE PANIC NEIGHBORHOOD, by John McDermott and Dennis Clark. Reprint from *Interracial Review*, Aug. 1955. An approach to changing housing patterns. 5c. CRS.
- HOW CHILDREN LEARN ABOUT HUMAN RIGHTS, by Wilhelmina Hill and Helen K. MacIntosh. U.S. Office of Education. 15c. SD.
- INTEGRATION IN ACTION, by Benjamin Fine. Reprint from *The New York Times*, May 13-24, 1957. 15c. NLS.
- INTEGRATION NORTH AND SOUTH, by David Loth and Harold Fleming. 40c. FFR.
- LET'S LOOK AT OURSELVES: A Brief Guide for Conducting a Community Audit. 5c. CRS.
- THE LOUISVILLE STORY, by Omer Carmichael. Reprint from *The New York Times Magazine*, Oct. 7, 1956. 5c. CRS.
- MAKING OUR CITIES FIT TO LIVE IN, by Hannah Lees. Reprint from *The Reporter*, Feb. 21, 1957. Steps toward equality in housing. 5c. CRS.
- MANPOWER UNLIMITED. How New York State's FEP law assures equal opportunity. NYSCAD.
- A MANUAL FOR THE GUIDANCE OF PERSONNEL ENGAGED IN OBTAINING COMPLIANCE WITH THE NATIONAL EQUAL JOB OPPORTUNITY PROGRAM. 15c. PCCG.
- MERIT EMPLOYMENT . . . WHY AND HOW. 10c. AFSC.
- MIRACLE OF SOCIAL ADJUSTMENT: Desegregation in the Washington, D.C. Schools, by C. F. Hanson. 35c. ADL.
- THE MONTCLAIR COMMUNITY AUDIT. 10c. CRS.
- NEW CROSS AFIRE IN DIXIE, by James Desmond. Reprint from *New York Daily News*, Nov. 22-26, 1955. Report on White Citizens Councils. 5c. NLS.
- A NEW RECIPE, by Vincent Sardi, Jr. Reprint from *Hotel Industry*, Apr. 1955. The work of the Committee on Civil Rights in Manhattan. 5c. CRS.
- THE 1957 HOUSING CHALLENGE, by Frances Levinson. Reprint from *Community*, Apr. 1957. NCDH.
- NON-DISCRIMINATION CLAUSES IN REGARD TO PUBLIC HOUSING, PRIVATE HOUSING AND URBAN DEVELOPMENT UNDERTAKINGS. HHFA.
- THE PEOPLE TAKE THE LEAD. America's progress in civil rights, 1948-1958. 35c. AJC.
- PLEASE ATTACH PHOTOGRAPHS. Survey of job discrimination against college students. 10c. ADL.
- RACE IS NO ISSUE. Reprint from *New York Herald Tribune*, June 13, 1955. The Jackie Robinsons move into an all-white residential community. 5c. NLS.
- RACISM IN SUBURBIA: A Constructive Answer, by Calal Kernahan. Reprint from *The Christian Century*, Apr. 10, 1957. 5c. NLS.
- REARING CHILDREN OF GOOD WILL: An Approach to the Problems of Teachers and Parents, by Huldah Fine. Reprint from *American Unity*, Mar.-Apr. 1957. 5c. NCCJ.
- REARING CHILDREN TO MEET THE CHALLENGE OF CHANGE, by Dan W. Dodson. 10c. NCCJ.
- STEP BY STEP WITH INTERRACIAL GROUPS, by Dorothy I. Height. 50c. YWCA.
- THEY SAY THAT YOU SAY . . . The Challenge of Houses and Race. 10c. AFSC.
- WE REFUSED TO GIVE UP OUR HOMES, by Selwyn James. Reprint from *Redbook*, Dec. 1955. 5c. CRS.

WHAT'S HAPPENING IN SCHOOL INTEGRATION?
by Harold C. Fleming and John Constable.
25c. PAC.

WHO SHALL BE OUR DOCTORS? by Lawrence
Bloomgarden. Reprint from *Commentary*,
June 1957. Admission practices in medical
schools. 15c. AJC.

YOUR RIGHTS . . . UNDER STATE AND LOCAL FAIR
EMPLOYMENT PRACTICES LAWS. 10c. CRS.

Films

BARRIER. Negro doctor buys a home in a white
residential community. 30 min. Loan free.
NCDH.

A CITY DECIDES. St. Louis integrates its public
schools. 27½ min. Rental \$7.50. Sale \$75.00.
Contemporary Films, 13 E. 37 St., New York
16, N. Y.

COMMENCEMENT. Racial and religious discrim-
ination in employment. 20 min. Sale \$38.75.
United World, 1445 Park Ave., New York
29, N. Y. Loan free. ADL.

FOR FAIR PLAY. Discrimination in employment.
26 min. Sale \$57.50. Photo Arts Productions
Inc., 2330 Market St., Philadelphia 3, Pa.
Loan free. AJC.

THE TROPHY. Young America acts to end dis-
crimination in a college fraternity. 30 min.
kinescope. May not be shown on TV or
exhibited for profit. Rental \$6.50 per day.
\$12 per week. Contemporary Films, 13 E.
37 St., New York 16, N. Y.

Recordings

THE PEOPLE TAKE THE LEAD. Album of four
recorded 30 min. programs. Open-end, al-
lowing for local station announcements.
\$6.00. AJC.

1. Battle of Fraternity Row. Discrimination
on the campus.
2. Termites in the House. Housing discrim-
ination.
3. They Can't Wait. Getting the best edu-
cation for our children.
4. You Hold The Key. What the Universal
Declaration of Human Rights means to
Americans.

Sources of Materials Listed Above

AAUN *American Association for the United
Nations, Inc.*; 345 East 46 St., New
York 17, N. Y.

AFL-CIO *AFL-CIO Department of Civil Rights*;
815 16 St., N.W., Washington 6, D.C.

AFSC *American Friends Service Committee*,
Inc.; 20 South 12 St., Philadelphia 7,
Pa.

AJC *The American Jewish Committee*; 386
Fourth Ave., New York 16, N. Y.

AJCong *American Jewish Congress*; 15 East
84 St., New York 20, N. Y.

ADL *Anti-Defamation League of B'nai
B'rith*; 515 Madison Ave., New York
22, N. Y.

BI *Brookings Institution*; 722 Jackson
Place, Washington 6, D.C.

CRS *Community Relations Service*; 386
Fourth Ave., New York 16, N. Y.

FFR *The Fund For The Republic, Inc.*; 60
East 42 St., New York 17, N. Y.

HHFA *Housing and Home Finance Agency*;
Office of the Administrator, Washing-
ton 25, D.C.

IDS *International Documents Service*; Co-
lumbia University Press, 2960 Broad-
way, New York 27, N. Y.

ILO *International Labor Office*; 917 15
St., Washington 5, D.C.

ILRM *The International League for the
Rights of Man*; 25 East 64 St., New
York 21, N. Y.

NCDH *National Committee Against Discrim-
ination in Housing*; 35 West 32 St.,
New York 1, N. Y.

NCCJ *The National Conference of Christians
and Jews, Inc.*; 43 West 57 St., New
York 19, N. Y.

NLS *National Labor Service*; 386 Fourth
Ave., New York 16, N. Y.

NSSFNS *National Scholarship Service and
Fund for Negro Students*; 6 East 82
St., New York 28, N. Y.

NYSCAD *New York State Commission Against
Discrimination*; 270 Broadway, New
York 7, N. Y.

PCGC *The President's Committee on Gov-
ernment Contracts*; Washington 25,
D.C.

PAC *The Public Affairs Committee*; 22
East 38 St., New York 16, N. Y.

SD *Superintendent of Documents*; Gov-
ernment Printing Office, Washington
25, D.C.

UNDPPI *United Nations: Department of Pub-
lic Information*; United Nations Head-
quarters, 405 East 42 St., New York
17, N. Y.

USCUN *United States Committee for the
United Nations*; 816 21 St., N.W.,
Washington 25, D.C.

USNC *The U. S. National Commission for
UNESCO*; Department of State, 21
St. and Virginia Ave., N.W., Wash-
ington 25, D.C.

WDCS *Woman's Division of Christian Serv-
ice, Board of Missions, The Methodist
Church*; Literature Headquarters,
7820 Reading Road, Cincinnati 37,
Ohio.

YWCA *Young Woman's Christian Association
of the U.S.A.*; National Board, 600
Lexington Ave., New York 22, N. Y.

