

of those who made the proposal. The significance of the proposal seems to me to lie in quite another direction.

It is fair to say, I think, that the importance of the Commonwealth relation for the new members has been very much a function of the importance they attach to their continued relations with Britain. That is natural in terms of the historical evolution of these countries. But side by side with these important bilateral relations with Britain, the wider Commonwealth partnership has come to acquire greater meaning and reality. And I should say that it is to this mutuality of the Commonwealth partnership, revolving round no single national centre, that the new countries would like to see some tangible expression given at this stage.

There is always a good deal of soul-searching going on about the Commonwealth, and perhaps that is inevitable. I suppose I have done some soul-searching myself today. I should like, therefore, in the time remaining to me, to say something about the Commonwealth in action.

I begin with education. There is no doubt that education has been one of the strongest links in the Commonwealth association. Many of the leaders of the new countries were at one time or another educated at British or British-type institutions. This has helped to give the expanding Commonwealth the elements of a common framework of standards and values. Our common use of the English language has worked in the same direction. For language, as a means of expression, inevitably has a part in shaping the structure of our thought processes and experience. When Commonwealth leaders sit down together, they may not always agree with one another. But at least, if they disagree, this is not the result of a failure of communication between them.

The whole perspective of education is now changing. We are living in a more and more sophisticated world, which calls for more and better education at all levels. That is true as a general proposition but it applies of course, with particular force to the new countries. These countries are engaged in massive development programmes. The ultimate objective of this whole development process is to create modern technological societies. If this is to be done, human resources will need to be mobilized on a very large scale. And there will have to be fundamental changes in outlook and motivation. That is the real challenge which education will have to meet in these countries.

In the Commonwealth we have recognized the great importance of education, not only as a basis for closer understanding and contact but as an instrument of economic and social development, particularly in the new countries. We have devised imaginative and long-range programmes to promote Commonwealth education with these purposes in mind. Some of these, like the Commonwealth Scholarship and Fellowship Plan, owe their origin to Canadian initiatives. In all of them, Canada is playing a full and active part. During 1964, some 1,400 Commonwealth scholars of one kind or another were pursuing their studies or training in Canada under programmes financed by the Canadian Government. Over roughly the same period, some 250 Canadian instructors were serving the cause of Commonwealth education in various Commonwealth countries. That seems to me a good example of the Commonwealth in action.