

tional planning; the provision of teachers and the creation or expansion of teacher-training facilities; the development of appropriate techniques for curriculum development; improving of the access of girls and women to education; encouragement for augmenting the production of teaching manuals and increasing the number of books and textbooks available; assistance for training printers and typesetters and, generally speaking, fostering the emergence of printing industries (the list is virtually endless). In addition, conferences of educators and administrators in fields of education, including science and technology, are organized regularly and, as often as not, and with design, meet in the developing countries. Emphasis is also being given to improving the means of mass communications, thus furthering the aim of international understanding.

International co-operation in scientific research has not been overlooked. The International Geophysical Year, the Upper Mantle Project, the International Hydrological Decade and continuing internationally-organized research and data-gathering in seismology, oceanography and brain research are only examples of these activities. Nor is man's cultural heritage being ignored. Many of the world's classics, once available in only a few of the world's languages, are gradually appearing in a variety of translations; the art treasures of mankind are more readily available through the appearance of a series of outstanding publications in many languages; through a system of voluntary contributions, UNESCO was instrumental in establishing a fund to move the monuments of Nubia above the high-water level of the lake that will be formed upon the completion of the Aswan Dam. Most recently, and again by the device of creating a voluntary fund, UNESCO is helping to salvage the art treasures damaged in the floods in Italy in 1966. (Through the United Nations Association in Canada, almost \$100,000 has been collected for this purpose from private Canadian donors). Though the results of these activities may be incomplete, and though many important tasks in these fields have yet to be undertaken, a start at least has been made on an international scale. Budgetary and manpower considerations, of course, are two of the more important factors limiting an even greater activity.

UNESCO's regular budget for the period 1965-1966 provided for the expenditure of about \$50 million, of which Canada contributed \$715,000 in 1966; an additional \$50 million was supplied by the United Nations Development Fund for UNESCO to administer technical assistance and special fund projects.

UNESCO's constitution provides for the creation of national commissions in member states to serve as the link between the international organization and non-governmental educational and cultural associations. Canada's