

UNESCO's contribution to peace and its duties so far as the promotion of human rights and the elimination of colonialism and racism were concerned;

the long-term program concerning UNESCO's peacekeeping contribution;

UNESCO's contribution to the establishment of a new international economic order;

the Second Development Decade.

In addition to the task of preparing recommendations for the General Conference, the Conference Bureau gave the group the task of examining:

a draft statement on the basic principles for a widespread public-information program to promote peace and international understanding and to further the struggle against war-oriented propaganda, racism and *apartheid* (deferred until the twentieth session on the advice of the drafting and negotiation group); a report on the measures adopted by the Organization concerning the application of Resolution 11.31 of the eighteenth General Conference (violation of human rights in Chile).

The drafting and negotiation group worked intensively for the entire duration of the session on the preparation of draft resolutions for submission to the plenary sessions of the conference, negotiated on the basis of various proposals introduced by member states for resolutions on the above questions. One cannot ignore the fact that the group succeeded in reconciling divergent viewpoints, arriving at satisfactory compromises, and sometimes consensus. Its main contribution was in preventing unduly-emotional interventions during proceedings of the plenary sessions. When necessary, the group chairman would propose the suspension of a session to bring about improved co-operation among the parties.

Although it is too early to assess its contribution to the work of the conference, the group has shown that there is always a "last remaining fortress where hands can meet". This is a worthwhile lesson for the future.

#### Canada and UNESCO

When, on November 19, 1946, the first session of the General Conference opened in the grand amphitheatre of the Sorbonne in Paris, Canada was one of the states that had already deposited their instruments of acceptance of the convention creating the United Nations Educa-

tional, Scientific and Cultural Organization, which was adopted in London on November 16, 1945. At the close of this session, the head of the Canadian delegation was elected to the Executive Board, in his personal capacity, as stipulated in the convention, for a five-year term. He was subsequently elected chairman of the Board for 1946-47. In November 1976 in Nairobi, the members of the Canadian delegation worked with members of the delegations representing the governments of the other 139 member states.

As an original member, Canada has been able to watch the Organization develop. In the beginning, at least until 1951-52, the participation of the Canadian Government was rather cautious, as it observed with quiet sympathy and interest the actual emergence of this new organization. Would it be a debating society? An assembly of dreamers? Or would it be an agency for realistic planning and the promotion of effective international co-operation among member states? In the view of many member states, including Canada, the activities proposed at the conference by the Directors-General of that period did not always warrant the size of the budgets introduced for them. In this period of its relations with UNESCO, Canada seems to have decided to discourage any unduly abstract abstractions. However, even if it did not approve of the proposed budgets, nevertheless, at the end of debate, Canada complied with the majority decision of the General Conference and promptly paid its annual contribution to the budget.

#### Massey Commission

In 1949, the Government formed the Royal Commission on National Development in the Arts, Letters and Sciences in Canada, adding to its terms of reference the task of examining Canada's relations with UNESCO. In their report, published in 1951, the Commissioners devoted a chapter to a discussion of the relations between Canada and UNESCO and of the advisability of creating a national commission for UNESCO. Of all the matters assigned to them in their terms of reference, the Commissioners found this "the most difficult and complex".

The Massey Commission studied UNESCO's constitution and analysed the opinions, most of which were highly critical, that had been expressed in reviews on international issues written by important people who were familiar with UNESCO's activities. The Commissioners also analysed the statements made by

*Cautious  
Canadian  
participation*