

Canada, during 1966, as in previous years, has provided experts for ILO technical aid projects in various labour fields, such as clerical training (Afghanistan), vocational training (Formosa, Iran, and Nigeria) managerial development (Ghana and Singapore), and worker education (Trinidad and Tobago). A number of ILO trainees have also been provided with training courses in Canada. In this connection, there is close co-operation with various training programmes of the External Aid Office, and with other federal and provincial departments. Grants were continued in 1966 to two ILO-sponsored training institutes—\$50,000 to the International Advanced Training Centre at Turin, Italy, and \$50,000 to the International Institute for Labour Studies at Geneva; of the latter amount, \$30,000 is an outright grant and \$20,000 is for Canadian fellowships at the Institute.

### *United Nations Educational, Scientific and Cultural Organization*

Nineteen sixty-six marked the twentieth anniversary of the United Nations Educational, Scientific and Cultural Organization (UNESCO). Recognizing, in the words of the late Clement Attlee, that “wars begin in the minds of men”, representatives of the allied powers met in London in November 1945 to draft the constitution of an organization whose main function would be to construct the defences of peace in the minds of men by furthering international understanding and co-operation through education, science and culture. The First General Conference of UNESCO was held in Paris a year later, with 28 nations attending; membership had grown to 120 when the fourteenth General Conference met in Paris in October 1966.

There has never been complete unanimity among members as to how UNESCO should meet its obligation to contribute to the strengthening of peace. Many, including Canada, believe that if peace is to be achieved and maintained political solutions must be sought through the United Nations itself. The area of responsibility assigned to UNESCO involves a distinctly separate conception, that of the intellectual and moral solidarity of mankind, and implies the use of different methods. In this interpretation, UNESCO's activities should be conceived with long-term objectives in view—that is, the creation and maintenance of a climate in which peace and the conditions for peaceful development could flourish. Recent developments have tended to vindicate those who have advocated this guiding philosophy. In response to the increasing volume of demands from new member states, most of which only recently have attained independence, UNESCO's activities and expenditures are being directed more and more towards meeting the need for extending educational facilities in those areas of the world marked by illiteracy. The highest priority is accordingly attached to education in all its aspects: educa-