

Another item relates to projects "in education for international understanding". If we are to change the climate of the world in which we live, more attention must be paid to creating a better understanding among the peoples of the world; and there is no better place to start than in the schools.

Yet another item is, "education for women and girls". In many countries, notably the state whose representative is being entertained officially today in Washington, there is no belief in education for women, and it is almost heresy to suggest that anything be done to raise their status.

A project of tremendous scope is that embraced under "fundamental education", teaching simple reading and writing, health, agriculture, arts and crafts and other associated activities. There is no use in teaching people to read and write unless something is provided for them to read. So one of the most challenging projects under the UNESCO program is the production of literature for new literates. It is a very difficult thing to do, because if the wrong people are engaged, and the work is carried on at too high a level, the result is much waste of time and effort.

There are two centres for the training of people in fundamental education. One was set up in Mexico some years ago and the other in Egypt. Students from Latin America, for example, are gathered together at this school at Patscaro, Mexico, where they are taught how to teach. They are given a briefing in the kind of education that is called fundamental education, the very basic education in health, simple literacy, agriculture, crafts, and things of that kind. These projects take a substantial amount of the funds.

Under emergency educational assistance, there has been an emergency educational assistance program in Egypt for the last number of years for Palestine Arab refugees, but the conference voted \$200,000 for emergency educational assistance for children in Hungary and in Egypt. That is not very much, but it is at least a start.

Coming to the natural sciences, specific amounts have been voted for studies on the peaceful uses of atomic energy, co-operation with international scientific organizations, cell biology research, humid tropical zone research, marine science research, promotion of science, and participation in member states activities.

In the social sciences, I will mention just a few programs: co-operation with the International Social Science Organizations, the International Social Science Bulletin and

other publications, the development of libraries, the development of a common bibliography, and the development of the teaching of social sciences.

Under cultural activities and mass communication there are projects on the international exchange of information, on exchange of publications, on bibliography and documentation, on museums and other publications and an index *translationum*.

In the field of mass communication, one of the matters which caused a good deal of debate was the question of how to prevent interference with the free flow of information between countries. For instance, how do you stop radio jamming, which is a prevalent device today? How do you eliminate radio and press censorship, which prevents information from getting into countries where all information is officially controlled?

Under the heading of "special activities" there is an item for the preservation of the cultural history of mankind. That was a touchy and timely subject, for the Egyptians raised the question that some of their great cultural treasures, probably the pyramids, were to be blown to smithereens by British bombs.

These are just some of the UNESCO program activities that I have put on the record in more detail.

One important fact is the substantial amount of money earmarked for the exchange of scholarships and fellowships in all fields. For instance, in the field of peaceful uses of atomic energy the sum of \$364,000 has been voted. This gives an idea of how important the member states consider that field to be.

I have listed some of the main projects and programs, but by no means all, which will be carried out under UNESCO in the years 1957 and 1958. The programs and projects are widely diversified and are all designed to assist in, first, raising the level of education, particularly in underdeveloped countries; second, bringing about greater international understanding; third, helping people to help themselves; fourth, sharing technical and scientific knowledge and skills with a view to speeding technological advances; and fifth, removing international tensions through dissemination of broader and more accurate knowledge of each other among peoples of the world.

I should like to spend the last few minutes of my remarks on Canada's role in the international scene. As a Canadian one could not help feeling proud of the warm welcome that was out for Canadians everywhere in South Asia. This was started or at least greatly enhanced by the visit to that part of the world some years ago by our Prime Minister.