

not merely by mechanical resolutions but by widening and deepening the positive international association, for example, through UNESCO, of three score or more states in a number of vital projects whose object is to assist countries the natural development of which has been retarded by war or the aftermath of war or of governments recently established and therefore in need of expert but disinterested aid. In this sharing of accumulated experience, in this effort through UNESCO to provide technical assistance where it is most needed to stimulate various programmes for fundamental education, it does not seem to me a realistic approach to divide member nations simply into two groups - one who contributes the bulk of the assistance and others who receive it. It is true that some nations are more favoured with material prosperity, with a higher level of industrial and economic development, and it is only reasonable that such nations are in a position to play a most active part in the general programme of UNESCO. Nevertheless, this process is not one-way, that is merely giving and receiving; it is more a sharing of experience. It provides an opportunity for all participating governments to learn to look at their own problems, of which each country has more than enough, with greater patience and with a wider knowledge as a result of association in UNESCO work. In the case of countries which provide a number of experts to serve on special projects in other parts of the world, these people will return to their own countries infinitely enriched by reason of their experience. It is thus a two-way process. (It is not a question of profit and loss; it is rather a type of activity in which all participants in some fashion profit). In the sharing of experience through UNESCO, the great majority of the countries of the world are getting to know each other and each other's problems by taking a practical interest in the solutions of these problems, and without perhaps being aware of it, are forging powerful links of friendship and peace which I am confident will serve to stand the strains and stress of this difficult age in which we live.

I would like to pass from the general to the particular and mention briefly what seem to me some of the major contributions which UNESCO has made in the past year. In our view, the services offered by UNESCO to the countries which are in need of assistance to develop their educational facilities deserve our particular attention. I am referring here to the help supplied by UNESCO to eradicate illiteracy, to improve the technical and vocational training in about 40 countries of the world, to the development of the existing centres of fundamental education, and to the fellowships and scholarships granted under our Technical Assistance Plan. These measures are in line with the basic aims of UNESCO and all possible encouragement within the scope of our financial possibilities should be given to them.

As for the contribution which Canada was able to make to the work of UNESCO within its territory, I think that I should mention first the grants made by the Government of Canada to our Canadian universities and classical colleges. Further to the recommendation made in 1951 by the Royal Commission in the development of the arts, letters and sciences, it was decided, for the first time in the history of education in Canada, that the Federal Government should, after having obtained the agreement of the Provincial Governments, assist our universities financially. In accordance with a recommendation