

members played an active and enthusiastic part. Their presence left a deep imprint on the proceedings as the conference assigned top priority to the educational needs of Tropical Africa.

In the circumstances, it was inevitable that, of the various components of Unesco's rich and somewhat complex programme of activities, education should absorb the greater part of the conference's energies. After all, this is a field in which the organization has, since the beginning, amassed a good deal of practical experience, particularly through its work in the field of Primary Education in Latin America, one of the Major Projects launched at the New Delhi session in 1956. Lately, at the request of the Economic and Social Council, the organization conducted surveys of the educational needs in Africa, Asia and the Middle East which pointed to the desirability of a regional approach. Likewise, the world conference on adult education held in Montreal last August developed in that specific field the master plan on which the organization will be able to launch regional programmes. The eleventh session was also called upon to consider a draft convention and a draft recommendation against discrimination in education. For these various reasons, educational matters came to occupy a privileged place in the debates. The session, among its last decisions, approved a joint United Kingdom-India resolution calling on the United Nations to give to the educational requirements of the world a priority equal to that given to its economic needs.

A substantial agenda in other fields also occupied the conference. In the rapidly evolving area of the natural sciences, the new tasks devolving on the organization under the United Nations Special Fund and the Expanded Programme of Technical Assistance posed again the difficult problem of striking a balance between assistance to research projects and technological development, and between what the organization should attempt to do itself and what it should do by way of encouraging international scientific organizations. In addition, an appraisal of the results achieved by the Major Project on scientific research on arid lands required a decision as to how long that project should be continued and whether the same formula should not be applied to an area of science which seemed ripe for a co-ordination of efforts on a world-wide basis, that of oceanography. The third field, that of the social sciences, is one in which, with modest funds, the organization has continued to play a creditable role with the co-operation of experts in many countries. The conference was asked to devote its attention to an improvement in the statistical methods essential to governments as much as to social scientists and to the changes brought about in traditional patterns of living by urbanization and in habits of work by automation.

In the field of cultural activities, Unesco performs the vital functions of helping nations gain a deeper understanding of each other's particular genius and culture, and thus better realize the specific contribution which they themselves can make to the world community. The multifarious aspects of this task constantly call for difficult decisions as to priorities; the question is: where should limited funds be invested in order to produce optimal results? A good many of the 190 draft resolutions submitted to the conference by member states over and above the selective programme proposed by the Director-General pressed for a substantial expansion of Unesco's role in this field. Many were stimulated by the impressive results already achieved through the Major Project on mutual appreciation of eastern and western cultural values which, of all the