

For these reasons the Secretariat recommends that the Program Committee do not endeavor to outline a program of questions for the discussion of educational problems at the Banff Conference, but that it take such steps as will assure the effective use of the Banff Conference as an occasion to prepare for future research with the aim of an incisive educational discussion program at a later conference.

To this end the Secretariat recommends

1. That in the choice of conference membership special attention be paid to the desirability of having present educators qualified to gather up the educational implications of the major conference discussions;
2. That a small group of such educators and others be given the opportunity toward the end of the Banff Conference to formulate a program for research and conference on the basis of the educational questions arising from the previous discussions or suggested by the educational studies of national councils.

Some of the educational questions likely to come up during the discussion of the economic and political factors are as follows:

1. In what ways and to what extent are economic maladjustments in the Pacific area aggravated by educational systems and methods that fail to take into account both national and international needs? Specifically,
 - a. how do the school curricula and policies of vocational guidance relate to the economic opportunities of different areas and regions?
 - b. What relation is there between the national aspirations expressed in educational objectives and the conflicting demands of sectional self-sufficiency on the one hand and of the possibilities of international trade on the other?
 - c. By what means are traditional skills of importance to the livelihood of peoples being preserved, protected, or readapted to present-day requirements?
 - d. To what extent do educational systems and methods contribute to raise or stabilize standards of living; and what is the effect of such influences on the interchange of commodities and services?
2. What is the experience with active educational measures for birth control as a means of lessening population pressure?
3. What part does educational effort play in protecting