

industry, that an Icelandic marine engineer was invited to give advice [on the designing of fishing boats] in Ceylon, that the new nation Libya, so dependent upon agriculture, borrowed a man from Rhodesia because his training could assist it to set up its first department of agricultural statistics."8

The best thing about all this is not its low cost, though it is astonishing that ETAP costs less than \$25 million a year--say, about one-tenth the cost of a single airplane carrier! No, the best thing about it is that it gives all the nations a chance to contribute to the needs of others, as well as a chance to get highly competent help in meeting their own needs.

U.N. technical assistance experts have been sent to 65 countries, and "fellowships" of the sort we saw aided the Haitians to study Indonesian fish-farming have been granted to individuals in 97 countries and territories. But the more significant figure is that 64 countries provided experts of one sort or another to help others, and 76 countries and territories provided study facilities for "fellows" from other lands. U.N. technical assistance is certainly no give-away program. Neither is it tinged with condescension or the sort of philanthropic self-esteem which sets a recipient's teeth on edge. Technical assistance under the U.N. is a two-way street. Whoever needs expert help gets it, but everybody gives help.

In thus writing of ETAP it has been necessary to keep the picture simple, and not to try to distinguish all the associated U.N. agencies involved in this joint program. Books have been written about almost every one, and they deserve it. UNESCO (the United Nations Educational, Scientific and Cultural Organization) got off to a bad start, mainly because it couldn't make up its mind what it wanted to do and so tried to do too many things at once. Now, however, it is shaking down into a working organization dealing with immediate and practical problems in its field. Its main concern is education, principally lower school and vocational education. It is just beginning to develop model schools to train teachers for work in primitive regions. One of these at Patzcuaro, Mexico, has 100 teachers from ten Latin American countries in its first classes. The other, just getting started at Sirs-El-Layen, Egypt, will pioneer in teacher training for Arab countries.

For some reason UNESCO has been attacked as an "atheist" organization seeking to undermine "loyalty to the United States" in order to prepare school children for "world citizenship." By world citizenship, these attacks contend that this U.N. agency means a world supergovernment which will displace the United States and all the other governments now in the United Nations. UNESCO has also been accused of being under Communist influence. These attacks have occurred in scattered spots throughout this country, but seem to have been most severe (and scurrilous) in southern California. Generally, those who have made them have seemed to be aiming at UNESCO while really trying to spread distrust of the whole U.N.

So widespread became these attacks, and so unprincipled the whispering campaign which spread them, that President Eisenhower finally appointed a committee to investigate. This, headed by Irving Salomon, a Chicago industrialist, brought in its report in September 1953. Nothing, it said, in the actions, publications or statements