

education then it has to learn English because most of the higher teaching textbooks are in that language. This places quite a burden on the educational systems of these countries and is a factor which must be taken into consideration when thinking of their overall development, much of which of course depends on a better educated population.

We are constantly studying the best way to go about our technical assistance programs, and the main question is "Should we bring more students here for teaching and special training or should we assist in the opening of schools in the South East Asian area?" So far we have done both, but it must be remembered that it costs something between four and five thousand dollars to bring one student and train him here in this country and send him back, and in this there are involved all the hazards of a one-man operation. He might fall ill, he might prove unsuited for the training—although I must say that most of them do very well indeed. Against this must be put the advantage of seeing our particular civilization at work, of residence and participation in a very free society and the broadening advantages of travel. There is no easy answer to the problem of which is the better method, the student here or the school there, but generally speaking, we are inclined to come down more heavily on the side of assisting the growth of educational establishments in the South East Asian area wherever possible.

I am sure the committee would be interested in the general effect of aid programs in South East Asia.

It must first be remembered that we are co-operating in plans drawn up for their own development by the South East Asian countries themselves. In India, for instance, the objectives of the first Five Year Plan have been realized in a way which very few people thought possible, including many Indians themselves. This has been largely achieved by their community project program for which they have trained many thousands of field workers who have succeeded in rousing the peasant out of his lethargy. Peasants are now building connecting roads between villages which have had no interconnection for hundreds of years, if ever. They build the roads and the government supplies advice and culverts. They are taught the use of fertilizer, the advantages of a better water supply and deeper wells, the effect of sanitation on general health, and such like things too numerous to mention in detail in this brief. It is not unfair to say that this community development is going through India like a prairie fire and with slightly less intensification is having a great effect on the life of the peasant in Pakistan, Ceylon and other countries. The Indian Five Year Plan has been much admired by economists all over the world and is administered by a very efficient Planning Board. It is within this Plan and those of the other countries that we fit our aid. Obviously unless there were these well integrated plans nothing very objective would be accomplished. What we are all trying to do is to look ahead far enough to see what capital equipment and what technicians will be required to give effect to these plans and thus to integrate the whole economy at a higher level. Unfortunately some of the countries are less well advanced in the preparation of these plans than others. India, Pakistan and Ceylon have plans and Planning Boards behind them; Burma, Indonesia, French Indo China and the other smaller countries are not so fortunate. Their disruption during the war, and particularly those countries occupied by Japan, considerably disturbed their economies and they have had to build up again, often under conditions of very severe chaos. This year we received an extra million dollars, much of which will be devoted to technical assistance in these countries in the hope that we can assist them in evolving plans which can later be integrated. It is encouraging to note in this connection that the countries of South East Asia themselves are more and more setting up technical co-operation schemes among themselves.