

and imaginative action taken by the Secretariat in its approach to the challenge of the Congo crisis. Support for this project was almost unanimous with only the Soviet Bloc abstaining.

The discussion on adult education reflected the impact made by the World Conference held in Montreal in August 1960, the results of which were brought to the conference's attention in a resolution jointly submitted by India, Ceylon, France, the Federal Republic of Germany and Sudan. As a result of that conference, the struggle against adult illiteracy will be generally intensified. Assistance to the regional centres for Latin America at Patzcuaro, Mexico and for the Arab States at Sirs-el-Layyan, United Arab Republic is to be continued.

Much work had already been done by the Committee of Experts which met in Paris in July, 1960, to prepare a draft convention and a draft recommendation against discrimination in education. However, as the instruments involve the philosophy of education which offers marked differences from one national system to another, many last-minute amendments were submitted, and it was only thanks to the painstaking labour of a working party that the instruments could be voted on at this session. Even so, the Convention was deprived of any real binding force through an amendment introduced by the Soviet Union with the support of the Latin American states which rejected the compulsory jurisdiction of the International Court of Justice in cases of conflict between states over alleged violations. Appeals to the Court will now be subject to the consent of all the parties involved. The Recommendation, the form of international instrument adapted to the constitutional position of federal states like Canada, was approved without reservation.

By arrangement with the International Labour Organization, Unesco is to prepare an international instrument concerning technical and vocational education. The conference agreed that such an instrument would be useful; it decided that it should take the form of a recommendation, — a formula more appropriate in our view than a convention — and that the matter was advanced enough for a final draft to be submitted to the next session.

A special debate was held on a resolution jointly sponsored by India and the United Kingdom and introduced at the last stage of the session by the United Kingdom Minister of Education who led his country's delegation. The resolution endorsed the ever-growing emphasis given to education in Unesco's programme and requested that the Secretary-General of the United Nations be informed that Unesco considered that aid for educational projects should receive the same consideration as aid for economic development. It is to be hoped that the emphasis which this resolution places on education will not unduly upset the balance which should prevail between the activities of the various departments of the organization. The Canadian delegation cast a supporting vote for it in the sense that we were endorsing priority for education with a small "e" as against formal education in the limited sense. This consideration strengthened our view that, at its next session, the General Conference might with profit arrange for a special debate on principles which should govern Unesco's educational activities. This suggestion was included in our statement in the plenary debate on international exchanges.