

and try to discover for us in what area of education Canada can be most effective . . .

Problems in Burma, Indonesia, Indochina and Malaya

I would like to take a moment here to bring to the notice of the Committee a few facts about the countries of Burma, Indonesia, Indochina and Malaya. They are not nearly as stable or advanced as India, Pakistan and Ceylon, where we have until now done most of our work. Burma fell into terrible chaos both during and after the Japanese occupation. Her communications were destroyed, what little business she had was completely disrupted, and from being the largest exporter of first class rice in the world, her agriculture fell to such an extent that she was hardly growing enough rice for her own needs. This of course meant that she virtually had no exports from which to earn foreign currency, with the result that she was compelled to cut down her development programme very considerably. The situation has very much improved but she is still not in the fortunate position she was before the war. She has now succeeded in bringing to an end the three civil wars which were raging in her own country after the Japanese left. Slowly the government is regaining control, but even today it is not safe to move about many parts of Burma without a military escort and obviously this situation impedes our work and makes it difficult for us to know where we can head in and help . . .

Indonesia is better off; she has now settled most of her difficulties with the Dutch and is gradually evolving a better and stronger government. That government is beginning to turn its attention to a different system of education and to the needs of the people. But here again recent events of history make it difficult for us to see exactly where we can best assist.

Canada has a specially advantageous position with regard to the Indo-Chinese States; they were under the French and therefore, outside of their indigenous languages, their language is French and not English as in India, Pakistan, Ceylon and Burma. We can be of great assistance here because outside of France we are the only nation with a large established French population, having schools and universities teaching in the French language. We are able, therefore, to offer training to their young people who speak French as their second language. Forty Vietnamese students are going to Ste. Anne de la Pocatiere, which is the agricultural school of Laval University . . . This will be the largest single group from any country to arrive in Canada under our Technical Co-operation programme. Personally I am very happy that this largest group should come from the war-torn country of Indochina, which certainly needs all the help we can give it to get on its feet.

As you all know, the agreement achieved last February between Malaya and Great Britain looks for Malaya to be an independent state within the Commonwealth by August 1957, if possible. A constitution has to be written and Canada has been asked to send one man, together with the United Kingdom, Australia, India and Pakistan, for this purpose. This would tend to develop and expand the sources of aid to Malaya. So far as Singapore is concerned, that island is not included in this agreement and, as you all know, a Singapore delegation headed by David Marshall is now in the U.K. trying to reach agreement for self-government. All these factors, it seems to me, would tend to diversify the nature of aid both to Malaya and to Singapore, but one must