

# THE FUNCTIONAL APPROACH TO UNESCO

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WHEN hob-nailed German boots trod the pavements of Paris during the Occupation, the Avenue Kleber was closed to all but the military traffic of the invaders. That luxurious hostelry of the years between the wars, the Hotel Majestic, was the heavily-guarded headquarters of General von Stupnagel, military governor of the French capital. Bare corridors resounded hollowly to the guttural shouts of command, and green-uniformed soldiers of the Nazi Wehrmacht thronged the desolate, pillared lobby. Fear, corruption and the ominous presence of armed might, holding the power of life and death over the Parisian populace, stifled thought and permeated the atmosphere that hung ominously over all of occupied France.

To-day the Germans have taken their departure. The Hotel Majestic no longer echoes to the throaty note of Hun orders. The wan glimmer of a European sun trickles through the spacious windows, and a few blocks away the mighty contours of the Arc de Triomphe loom unshackled at the entrance to the Avenue Kleber.

The huge lobby is still gaunt and uninviting to-day, its bareness relieved somewhat by a few decrepit potted palms. But Nazi jackboots no longer mar its marble floors. Even the cheerful faces and raucous accents of the American GI's who thronged its halls after the liberation, have disappeared. Only a few traces of its years of military service remain—the words "Commanding General" inscribed over the entrance to a spacious office of the second floor, remnants of a dictaphone device underneath a desk in another office nearby, and a house-telephone system, to the efficiency of which even the French pay reluctant tribute. For to-day the Hotel Majestic is the world headquarters of an organization whose objectives are more daring, more stimulating, more inspiring than any that heretofore have challenged the imagination of mankind.

"Since wars begin in the minds of men", said Clement Attlee eighteen months ago, "it is in the minds of men that the defences of peace must be constructed." The British Prime Minister's premise may be vulnerable, but his conclusion is beyond dispute, for in those few simple words he focussed the high purpose and the aspirations of a multitude of men and women who, once the tide of fascist oppression had begun to recede, had been think-

ing, studying, planning, seeking the answer to the avoidance of yet another world catastrophe, which might end in the ultimate destruction of civilization itself.

Thus did Unesco come into being. Its emergence had as a background the meetings of the Allied Ministers of Education at London in the three last years of the war. Out of those meetings, in the early spring of 1945, came a series of Proposals that were to give formal and official cognizance to the importance, for world order, of the long international, non-governmental activity among scholars, artists and professional groups that has always been one of the foremost factors in promoting better understanding among nations.

The Draft Proposals of the Allied Ministers of Education had an important bearing on the San Francisco conference of 1945, for the status of educational and cultural cooperation under the emerging United Nations Organization was a matter of lively debate in those historic sessions. Despite a wide divergence of views on procedure, there was at San Francisco a marked unanimity of opinion regarding the importance of educational and cultural activities in the sphere of international relations. In the discussions at San Francisco representatives of labor, business and agriculture cooperated with educational groups in impressing on the conference the importance of semi-autonomous status for the international body that would be responsible for educational and cultural matters. As a result, the Charter of the United Nations incorporated a provision expressing the interest of the Organization in international educational and cultural cooperation, and created a place for the as yet unborn Unesco among the specialized agencies under the Economic and Social Council.

It was not until November, 1945, several months after the San Francisco conference, that a conference was held in London for the purpose of drafting a constitution for the new body, which is now known to the world as the United Nations Educational, Scientific and Cultural Organization. The addition of the word "scientific" to the name of the Organization came as a result of the representations of scientists, who feared, not without reason, that its functions might be too limited if confined to fine arts and the humanities. The London conference, apart from drafting Unesco's constitution, set up a Preparatory Commission charged with the task of drafting a programme of specific undertakings and activities for the Organization, for submission to the first General Conference to be held a year

later at Paris. Coincident with the appointment of a Director-General of Unesco at Paris, in November, 1946, the Preparatory Commission finished its task, and the United Nations Educational, Scientific and Cultural Organization came into formal being. Dr. Julian Huxley, distinguished British scientist and scholar, occupies the office formerly inhabited by General von Stupnagel in the old Hotel Majestic, now Unesco House, and it is his task to gather round him a group of men and women, leaders of thought and people of action in the sphere of the arts, letters and of science, to implement the policies defined and approved by the delegates of the fifty-four nations represented at the First General Conference of last November.

Article I of the Unesco Constitution defines the purpose of the Organization as being

to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms, which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.

This purpose, in the terms of the Constitution, will be achieved in a variety of ways; the Organization will

- (a) collaborate in the work of advancing mutual knowledge and understanding of peoples, through all means of mass communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by word and image;
- (b) give fresh impulse to popular education and to the spread of culture; by collaborating with Members, at their request, in the development of educational activities; by instituting collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social; by suggesting educational methods best suited to prepare the children of the world for the responsibilities of freedom;
- (c) maintain, increase and diffuse knowledge; by assuring the conservation and protection of the world's inheritance of books, works of art and monuments of history and science, and recommending to the nations concerned the necessary international conventions; by encouraging co-operation among the nations in all branches of intellectual activity, including the international exchange of persons active in the fields of education, science and culture in the exchange of publications, objects of artistic and scientific interest and other

materials of information; by initiating methods of international cooperation calculated to give the people of all countries access to the printed and published materials produced by any of them.

The Constitution, with a view to "preserving the independence, integrity and fruitful diversity of the cultures and educational systems of the Member States", specifically prohibits the Organization from intervening in matters that are essentially within their domestic jurisdiction.

Fundamentally, Unesco is concerned with the relations of men to each other. It approaches these relations in terms of three kinds of international collaboration as set forth above: first, international collaboration for the *preservation* of men's knowledge of themselves, their world, and each other; secondly, international collaboration for the *increase* of that knowledge through learning, science and arts; thirdly, international collaboration for the *dissemination* of that knowledge through education and through all the instruments of communication between peoples of the earth in order that understanding may replace mistrust and suspicion and the fear which leads to war.

It would be possible to elaborate and extend these purposes to the point of confusion. The most difficult task confronting the first and succeeding General Conferences, as well as the Unesco secretariat is, therefore, not *how* to implement the purposes defined by the Constitution, but *what* specific projects to undertake that will fulfil those purposes. It was around this problem that much of the discussion at the First General Conference at Paris last November centred. Definition of priority projects, and steps necessary to set them in motion, took precedence over long-term projects in the consideration of the delegates. It is natural, therefore, that Unesco should, in its early stages at least, function more as an international clearing house for knowledge in the spheres of education, science and culture than as an institution of primary research. Consequently, as we turn to a consideration of the 1947 programme, it will become clear that Unesco's more immediate task is functional, rather than conceptual, in nature. The Organization is not, as some appear to think it should be, a vast international academic institution devoted to activities that are primarily the function of the universities, but rather a new medium on the international level devoted to the task of breaking down the walls of national sovereignty for the purpose of persuading the peoples of the world to study each other and to cooperate with each other in

certain specific fields. In such a light the merits of the programme must be weighed and considered.

It is axiomatic that dissemination of knowledge through education and the instruments of mass communication—the press, radio, the films and other media—should take second place to the preservation of knowledge and the means of understanding. Accordingly, the action of the General Conference in giving priority in Unesco's work to educational, scientific and cultural relief and rehabilitation in areas of the world devastated by war, is natural and proper. This task has taken the form of a campaign for the collection of money, materials and services for distribution in devastated areas. An objective in money terms of \$100,000,000 has been set, and already a substantial part of this sum has been pledged.

It is difficult for one who has not seen the war-stricken areas of the world at first hand to conceive fully the destitution of many countries in such bare necessities as paper, pencils, blackboards and chalk. Multiply the number of schools that have been destroyed, or deprived of the most ordinary tools of education, by the number of towns that have been laid waste, and multiply that in turn by the number of countries overrun by the scourge of war, and some understanding of the magnitude of the task begins to emerge. Consider, too, the utter barrenness of the war years in terms of producing qualified teaching and scientific personnel, the ruthless murder of hundreds of thousands of men and women engaged in educational, scientific and cultural activities in the occupied countries alone, and the reason for the action of the General Conference in placing relief and rehabilitation first on the list of Unesco's tasks becomes obvious.

Even in Unesco House itself, in the days immediately preceding the November conference, pilfering of office equipment was a commonplace, and the Executive Secretary was compelled to take steps to prevent members of the secretariat from removing from each others' offices, for their own official use, such elementary bureau needs as typewriter ribbons, writing paper, carbon and pencils. Such amenities as desk pads and calendars were unknown in Paris offices in those days, and when the first few desk lamps made their appearance, all sense of moral restraint quickly disappeared. Even desks and chairs had a way of vanishing at night, only to be found days later in the office of some less fortunate colleague whose ability to do any work was severely hampered by an almost complete absence of office

furniture. The problems at Unesco House were, and are, but a shadowy token of the situation confronting schools, universities, museums, libraries and art galleries throughout France and the whole of western Europe. Unesco's job, therefore, will be to alleviate immediately the problem created by such shortages, and surveys of needs are already under way in conjunction with the campaign for funds and materials.

Scientific and technical research have been at a standstill in Europe and the Far East for several years. Such research cannot be resumed until laboratory and technological equipment is made available. Research workers and laboratory technicians, as well as teachers in the broad sense of the term, are in appallingly short supply. The human, as well as the material factors, must be supplied before education in the humanities and natural science can be resumed.

Libraries must be restocked, museums restored, and art collections brought together again from the four corners of Europe, whence they were scattered by the depredations of the Germans. Coincident with these activities, Unesco plans, in cooperation with national and international student organizations and other interested groups, to set up this summer a number of youth service camps having as their purpose the education of the participants and the promotion of international understanding.

Another project holding high priority in the Unesco programme is "Fundamental Education". It is a many-sided undertaking, ranging from primary education to work with adult illiterates, and includes education for better health, for agriculture, for economic improvement, for artistic and cultural development and for citizenship. This will involve close collaboration with school authorities in member-states, as well as with the several voluntary organizations concerned with adult education. Apart from the necessary survey work and research into needs, Unesco plans this year to launch three "pilot" projects in Haiti, China and British East Africa. These "pilot" projects will call for intensive field work on the part of members of the secretariat, working in intimate harmony with appropriate governmental authorities in the specified areas of investigation and experimentation.

Education for international understanding, is, naturally in the forefront of Unesco's programme, both in the short and long term sense. In 1947 an enquiry will be made into the work done in international cooperation by schools in member states

with emphasis on the part being played in such work by the United Nations. A seminar workshop for teachers will be held in Paris in July and August, and teachers chosen by each member-state's Ministry of Education, after consultation with national associations of teachers, will participate. Lectures on the basic problems of international understanding, on the function of existing international organizations, and on educational techniques in the international sphere, will characterize the sessions. The fundamental education project will also devise a scheme for the establishment of international study centres. Since Unesco is specifically prohibited from interfering in the domestic jurisdiction of member-states, any scheme for fostering international understanding through the medium of school textbooks may be accomplished only with the full and active collaboration of educational authorities in the respective countries. To this end, it is proposed to draft a model of textbook analysis, to include the development of principles whereby member-states may analyse their own textbooks and teaching materials with a view to determining the main sources of misunderstanding. Textbook treatment of international cooperation is also proposed.

The exchange of students, research workers, technicians, teachers, professors, artists, government officials and others, as a sweeping extension of the fellowship training programme formerly carried on by UNRRA is also contemplated by Unesco, but in 1947 it would be unwise to expect more than a survey of the merits of putting such a project into operation, and to develop it over the years on an international scale. Other important projects for 1947 include the cooperation of Unesco in the preparation for the international copyright conference proposed by the Belgian government, to be held early in 1948.

Projects to be launched in 1947, but having long-term objectives in the spheres of education, science and culture, have been defined for each of the divisions of the Unesco secretariat, and touch upon such diverse fields as adult education, libraries, natural sciences, social sciences, philosophy and humanistic studies, arts and letters, museums, and the media of mass communication. The first of these has already been discussed above. The long-term aspects of Unesco's activities in adult education include exploring its sociological background in relation to school education, and in laying plans for an international conference of leaders in adult education in 1948. Careful attention is being given also to the place and importance of educational statistics

with a view to assisting governments in member-states in the collection, interpretation and dissemination of educational data.

So far as libraries are concerned, Unesco's principal task, apart from the restoration of collections damaged or dissipated by the war, will be to develop improved techniques for library exchange, for bibliographical facilities for reproduction of rare works by microfilm, and related matters.

In natural science, apart from the more obvious functions in the exchange of scientific personnel, provision of equipment, and dissemination of information on scientific developments, Unesco will set up, in consultation with Brazil, Colombia, Ecuador, Peru, Bolivia, Venezuela, France, Great Britain, the Netherlands and the United States, an International Scientific Commission to investigate, on the spot, the establishment of an International Institute of the Hylean Amazon, with a view to exploring the economic and other possibilities of this vast and relatively unknown area of the world's surface.

Unesco's activities in the realm of social science will necessarily depend in large measure upon the policies adopted by the Economic and Social Council of the United Nations. Subject to such qualification, immediate plans call for active participation in the Conference of the International Federation of Housing and Town-Planning taking place in Paris in June and, after due consultation with appropriate governmental and non-governmental bodies, for the setting up of an International Centre for Home and Community Planning. In social science a fundamental and long-term undertaking is the study of tensions crucial to peace.

So far as philosophy and the humanistic studies are concerned, Unesco proposes, with the cooperation of governments of member-states as well as of individuals, to draft a statement on human rights for the consideration of the United Nations Commission on the Rights of Man. In response to the request of the Economic and Social Council, a coordinated plan for the translation of the classics also will be drawn up.

In the Arts and Letters, plans call for the establishment of an International Theatre Institute, the preparation of an anthology of creative writing under Axis occupation, the promotion of international tours of exhibitions, concerts and theatrical companies, and kindred matters. Unesco will publish a technical museum periodical, make a survey of museum tech-



niques and exchange of information thereon, and aid in the exchange of museum exhibits.

Finally, in the important sphere of mass communication, Unesco proposes to survey the technical needs of the war-devastated countries and other areas lacking in technical advance in press, radio and films and, with the assistance of a commission of experts, find ways of meeting these needs. Efforts will also be made to promote wider international exchange of films, broadcasts, and articles on subjects important to Unesco's work.

Such an enumeration of projects, purposes and objectives leaves one, at first glance, with the feeling that Unesco's task is an impossible one, that its very diversity forecasts disaster, and that the well-meant intentions of the Allied Ministers of Education and of those that have since carried the torch, are doomed to failure. More sober analysis will reveal that, diverse as the projects appear to be, they are in fact no more so than the curriculum of studies set forth in any school or university calendar, and that, unlike such curricula, Unesco's role is a functional one in bringing together and disseminating the diverse techniques, facilities, ideas and cultures that go to make up the internal fabric of each member-state; in other words, to analyse and disseminate the sum total of human knowledge in education, science and culture, rather than to contribute directly to that sum total itself. So long as sight is not lost of the fact that the functional, and not the conceptual, approach is the *only* approach to Unesco's task, Unesco stands to serve a useful purpose in the society of nations. How easy it is to lose sight of that objective, and how great the need for eternal vigilance has already been manifest. As recently as the summer of 1946, the Executive Secretary of the Preparatory Commission published a monograph entitled *The Philosophy of Unesco*, which the Executive Board later saw fit to catalogue as expressing the views of its writer, and not those of Unesco itself. The mistake made by Dr. Julian Huxley when he wrote that monograph, which, as a scholarly essay, is unexcelled, was as simple as it was fundamental, and is revealed in its title: as soon as Unesco assumes unto itself a philosophy, no matter of what color, it at once steps from the field of function into the field of concept and ideology, and accordingly becomes little more than a new and wider battleground for already divergent points of view.

The Unesco programme as adopted by the General Conference itself presents a diversity of views and offers a fertile field

for controversy, but it is controversy in the realm of priorities of techniques, of needs, controversy in the realm of the reconcilable, and not of the irreconcilable. Only so long as Unesco confines itself to such a level and eschews the luring areas of divergent ideologies, can it hope to succeed. The temptations are great, and to resist them will call for the highest statesmanship on the part of succeeding delegations. That those temptations were avoided, and that Unesco emerged unscathed from its first baptism of fire at the Paris conference in November is a tribute to the balanced judgment, the restraint, and the awareness of hidden dangers, on the part of the participating delegates.

This brings us to a most pertinent aspect of Unesco's function, viz., how to achieve the necessary measure of collaboration and consultation between the secretariat in Paris and the various bodies and individuals whence comes the leadership in education, science and culture at national levels. Obviously, such leadership does not come from governments, although governments are the natural channel through which interested groups in member-states must communicate with the Unesco secretariat.

The emergence of such a problem was foreseen by the London Conference of 1945, and means were devised at that time to make such collaboration possible through the setting up within each member-state, of a National commission, or national cooperating body, adequately representative of the principal groups interested in educational, scientific and cultural matters. Article VII of the Unesco Constitution provides that:

Each member-state shall make such arrangements as suit its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the organization, preferably by the formation of a national commission broadly representative of the Government and such bodies.

National commissions, or national cooperating bodies, where they exist, shall act in an advisory capacity to their respective delegations to the General Conference and to their Government in matters relating to the organization and shall function as agencies of liaison in all matters of interest to it.

The United States took the lead in giving effect to its obligations under the Unesco Constitution, and with the assistance of the Department of State, set up a National Commission of 100 members to perform the functions envisaged by Article VII. Similar action has been taken by the United Kingdom

and other countries are already in the process of giving effect to its provisions. Membership of the National Commission for Unesco in the United States is defined, by the Commission's by-laws, as including:

- (a) one representative of each of not more than sixty principal national voluntary organizations interested in educational, scientific and cultural matters;
- (b) not more than ten persons holding office under or employed by the Government of the United States;
- (c) not more than fifteen representatives of the educational, scientific and cultural interests of local governments;
- (d) not more than fifteen members at large.

The objects of the United States National Commission, also clearly set forth in the by-laws, are practically identical with the provisions of paragraph 2 of Article VII of the Unesco Constitution, set forth above. Thus, the Government of the United States has taken steps to call into consultation and to bring into touch with the General Conference of Unesco and the Unesco secretariat Americans who are outstanding leaders in their respective spheres and who, at the same time, are widely representative both of national and local governments and those institutions of learning and voluntary organizations concerned with education, science and culture. With such a formidable array of informed talent underlying the Government's policies, the United States will exercise a far reaching influence in the destinies of Unesco itself and will make a substantial contribution to world order through Unesco.

Without some such means of liaison, Unesco would of necessity be operating in an intellectual vacuum, with little hope of achieving anything. If Governments of member-states fail to set up the machinery envisaged under Article VII of the Constitution, it becomes virtually impossible for the ideas of the General Conference or the work of the secretariat to permeate to the levels at which, if the Organization is to be truly effective, the real work must be done.

National commissions can perform other tasks, too. Reference has already been made to the need for vigilance in keeping Unesco policies on a functional level, and avoiding the pitfalls of conflicting ideologies within its respective spheres of competence. It is easy to make mistakes that may hurtle us headlong into such pitfalls. It is easier still deliberately to guide Unesco

towards policies that may be subversive to its very ideals. The fact that the Soviet Union has not seen fit to join the Organization, although membership of the United Nations carries the right to membership in Unesco under Article II of the Constitution, is indicative of the fact that there is not yet complete unanimity concerning the purposes and aspirations of this particular specialized agency of the United Nations. It would, therefore, be foolhardy to assume that there are not some people who see in Unesco both a menace and an opportunity. It is not necessary to belabor the point, for the Soviet Union's attitude, even as late as November last, was made amply clear through the delegates of certain satellite powers.

Russia's absence from Unesco is deplorable, but to woo Soviet participation at the price of compromising Unesco's ideals would be even more disastrous. Whether or not the Soviet Union chooses to play a part in Unesco's future is a matter solely for the discretion of Moscow, and any amount of piously expressed hope and goodwill is futile. Only when the Russians recognize that Unesco's role in world affairs is functional and technical may we expect to see Soviet delegates at the conference table. Meanwhile, experience dictates that it would be but elementary wisdom to be more than vigilant in scrutinizing both the policies and the personnel of the secretariat itself in order that any tendencies of an ideological character might be nipped in the bud.

Here again the functions of a National Commission, or national co-operating body, become clear. The Government of a member-state that fails to seek the advice and cooperation of representative groups and organizations within its territory can scarcely expect to be as fully conversant with ways and means of combating subversive factors, not necessarily of the extreme Right or of the extreme Left, in the political sense, but rather those that tend to bring Unesco into the realm of the irreconcilable in the sphere of conflicting philosophies, especially in education. Again, with so much of Unesco's resources devoted to the media of mass communication, the temptation towards abuse is even greater, and the need for scrutiny and guidance more pressing.

From the first, Canada has taken a significant part in the establishment of Unesco. A Canadian delegation attended the London Conference of 1945. Again, at the first General Conference in Paris in November, 1946, Canada was represented by a strong delegation headed by Dr. Victor Dore, formerly super

intendent of education for the province of Quebec, and presently Canadian Ambassador to Belgium and the Luxembourg. Dr. Dore was chosen to head the executive board that, under Article V of the Constitution is, in effect, the governing body of Unesco. The wisdom and mature judgment that his presence has brought, both to the deliberations of the General Conference as well as to the executive board itself, are the best possible guarantee at the moment that the integrity of Unesco's purposes will not be thwarted. Dr. G. F. McNally, Vice-chairman of the last Canadian delegation, Vice-chancellor of the University of Alberta and one of the foremost figures in the sphere of education in Canada, also played a notable role at the Paris conference, and the contribution of other members of the delegation was no less significant in their respective spheres.

Nevertheless, members of the delegation are themselves the first to confess that they labored under unusual difficulties, both in the sense of inadequate instructions and in the fact that their knowledge of the views of interested organizations in Canada was of a most informal character. True, the Canadian Government had set up a small advisory committee that conferred in the matter of the choice of the delegation, but that committee has met only once or twice and has not been reassembled since the return of the delegation from Paris, either to hear their views or to give consideration to the establishment of a national commission or national cooperating body.

The fault, clearly, does not lie with the Department of External Affairs, which, on more than one occasion, has urged upon the Government the necessity of forming a national commission. Officials of the Department recognize the need for such a body, and themselves are the first to experience the difficulties and embarrassment occasioned by its non-existence. The only doubt that arises with regard to the views of the Department is whether their recommendation, which calls only for the appointment of a small, fifteen-man commission, is sufficiently all-embracing to meet the need. Moreover, it goes without saying that no national commission or national cooperating body could hope to function successfully without the active participation of the Department in its work.

The fact that no national commission has been set up, at least at the time of writing, rests rather upon a different level. In matters touching upon education, the federal government has always been reluctant to take the initiative, because jurisdiction in the educational sphere rests, under the British North

America Act, with the provinces. History reveals how the provinces have been of their rights, not only in this special case. With so many other issues beclouding the horizon of Dominion-Provincial relations, it is not unnatural that the Government at Ottawa has been hesitant to implement its obligations under the Act. The Government has set up a national commission for Unesco. Cabinet members are probably haunted by the fear of what Mr. Drew or Mr. Duplessis will say when it is announced that the Federal Government has appointed a national commission. Imagine the political consequences, for example, of an utterance by the Premier of Ontario charging that Unesco was the favorite haunt of parlor pinks and even communists.

In the opinion of the writer, such a fear is purely illusory. The carefully-phrased questions asked in the House concerning the Government's intentions regarding a national commission ought to be sufficient to dispel any thought that the main opposition parties intend to make a political football of the matter. Nor is it likely that Mr. Drew or Mr. Duplessis, in their progressive policies in the field of education, would choose to employ a Unesco national commission as a bludgeon with which to belabor their political opponents. Rather would they be prone to commend the action of the Government on that ground that in the appointment of a strong, representative national commission would be found the best possible guarantee of Unesco's success and the soundest manner of justifying the continued expenditure of public funds for its support.

Canada will make no real contribution to Unesco if we content merely to fulfil our formal role of payment of dues and to despatch to forthcoming General Conferences delegates that will be hampered by lack of intimate knowledge of the views of all interested bodies in the country.

It would not be fair, however, to suggest that responsibility for the formation of a national commission lay solely with the Government. The voluntary organizations, the universities and other interested bodies have a part to play, not only in its functioning, but in its creation as well. By the very nature of things, governments must reflect opinion, not create it. Unless leadership comes spontaneously from those interested in education, science and culture in Canada, whence can it come? One or two resolutions have been passed by national bodies, calling upon the Government to act. A few forthright individuals have taken the lead on the platform, in the press and over the radio, stressing the importance of implementing

this phase of our obligations under the Unesco constitution. Such isolated expressions of opinion, however, will not achieve results. The solution lies in the cooperative action of the several interested voluntary organizations, in forming a coordinating committee on Unesco matters, which committee would, in a truly representative capacity, consult with (federal and provincial) governments, not merely at the departmental level but with the responsible ministers, and indicate to them both an awareness of the need and a vital interest in positive action. It is to be hoped that by the time these words appear in print, such a coordinating committee will be already in existence, indeed, that a national commission for Unesco may be already functioning in preparation for the forthcoming Second General Conference of Unesco in Mexico City in November.

Canada, with her diversity of culture, her gigantic strides in science, and her progressive policies in education, has a great and significant contribution to make to world order and peace through Unesco. Surely, for the sake of a constitutional hurdle, we as Canadians shall not be content to sit back and let dollars alone represent our contribution to this great cooperative international effort in education, science and culture.