

Government of Rwanda in entrusting the Very Reverent Father Levesque with the founding of a national university and appointing him the first rector of that university. Such a gesture constitutes an uncommon evidence of appreciation and trust concerning the ability of Father Levesque and of French-Canadian teachers generally.

Up to the present, it seems to me that the countries participating in the Commonwealth Scholarship Programme have not taken full advantage of the facilities of Canadian French-language institutions, particularly with respect to the teaching of French as a second language and the teaching of other subjects in French. We hope that the possibilities for such French-language training in Canada will be more fully used in the future.

In my own experience I have found, in almost every discussion with leaders of the developing countries, that the importance of assisting their educational facilities has been emphasized again and again. Only by raising the level of understanding amongst the nations of the world can there be any enduring hope of establishing the kind of relations between governments which will make a durable peace possible. We have also come to realize, and chiefly since the end of the Second World War, that the economic and social advancement of the less-developed areas of the world depends on broadening and improving their educational facilities.

As Canadian policy on this and on other aid questions has developed, we have, of course, constantly kept in mind the basic principle governing our aid programmes. This is that priorities for the assistance we are able to provide must be established by the receiving countries themselves and that for all projects, and during all the stages of their implementation, there must be the closest and fullest participation by both the donor and the receiving authorities.

During the past three years the Canadian Government has steadily and substantially increased the educational aspects of its external-aid programmes. In the fiscal year 1963-64 expenditure on educational projects has increased almost four times over the expenditures for 1960-61 and reached a level representing just under 20 per cent of the total expenditure under Canada's bilateral-aid programme. The importance of this figure is clearer when it is realized that most of these expenditures are for the provision of personnel, in contrast to the much greater sums involved in large capital projects. It is expected that this trend will continue and that increasing amounts of aid funds will be used to meet requests for educational assistance. In addition, we have accepted commitments in the current fiscal year for capital projects in the education field estimated to cost over \$4 million.

Last November I announced, in the Canadian House of Commons, an expanded programme for assistance to the developing countries (primarily to those in the Commonwealth). This programme is expected to reach a total of approximately \$200 million in the fiscal year 1964-65. Under the Colombo Plan, the Commonwealth Caribbean Programme,