

scale, has come for the Taiwan side. In light of the perennial trade imbalance in Taiwan's favour (about \$1.2 billion in 1989) this should not cause any great guilt. Should a solid foundation be set, there are several sources of funds, private and governmental, which can eventually be mobilized. For example, the Chiang Ching-kuo Foundation is planning to spend \$75 million (U.S.) over the next five years in North America to fund academic research. It would thus be useful for Canadians at this point to demonstrate a measure of reciprocity as a signal of sincerity and interest.

PART III. FOR FURTHER EXAMINATION

This report is a preliminary step in the formulation of a coherent strategy to promote bilateral educational and academic relations. The suggestions it contains will benefit from more examination and development. Additional investigation is needed in at least three areas.

1. A feasibility study is needed to assess the objectives, organization, and financing of the proposed Office for Sino-Canadian Educational Exchange. The relevant parties on the Canadian side include DEA, the relevant provincial ministries (especially in British Columbia, Alberta, Ontario, and Quebec), the CCOC, AUCC, and selected academics with experience in Taiwan.
2. A report should be compiled on the policies and tactics of other countries which currently operate, or are in the process of initiating, educational and academic programs in Taiwan. The most important, of course, is the United States. Special attention should also be given to recent initiatives by Australia, Austria, the U.K., France, Belgium, West Germany, and Japan. For example, Austria and Belgium have recent come to agreement with Taiwan on an exchange of visiting professors. The terms, vocabulary, and financing of the exchange are of obvious interest. It is also important to assess how these countries have "managed" PRC responses. One option worthy of consideration is creating multilateral conference arrangements in which scholars from the PRC, as well as Taiwan, Canada and other countries are included.
3. More information is needed about Taiwanese students studying abroad. One important area is the effect of recent changes in government policy which now permit undergraduates to go overseas. Another is the profile of students who chose Canadian universities in past along with the problems and prospects of attracting more to Canada in future. Discussions should be held with relevant persons in Canadian universities and colleges, the Chinese Canadian community, professors and university administrators in Taiwan, and government agencies in Taiwan, particularly the Ministry of Education, the Ministry of Foreign Affairs, and the National Science Council.