

Canada also assisted the West Indies, Kenya, Nigeria, Zambia and Thailand in projects with associated agricultural benefits.

Education

Educational assistance continued to expand. During the 1965-66 academic year, Canada had 533 teachers and professors, 39 educational administrators and 31 educational advisers on External Aid Office assignments overseas. This represented an increase of 203 over the number of teachers and professors serving abroad in 1964-65. The number of foreign students in this country under EAO sponsorship climbed to 2,538 from 1,820. Since 1960, annual expenditures on fees or allowances, transportation and related costs for experts, teachers and trainees have risen from approximately \$1 million to \$17,350,000.

Under its teacher programme, Canada continued to place priority on meeting requests for staff assigned to teacher-training positions and senior posts in secondary schools. It is particularly in the teacher-training colleges that Canadian personnel are given an opportunity of making the most effective contribution to the goals of increasing the local supply of qualified teachers and raising standards of instruction. In 1965-66, approximately half the Canadian teachers overseas were undertaking duties as teacher trainers, and a substantial number of those in secondary schools were participating in courses of "in-service" training. In addition, many of those not formally involved in important training were able, by virtue of their experience and seniority, to make important contributions in key positions to curriculum development and improved methods of instruction. With respect to subjects, the greatest need of the developing countries is for teachers of mathematics and science, the French and English languages, and vocational subjects, and most teachers in 1965-66 were instructing in these disciplines.

Under the university programme, Canadians undertook such individual assignments as professor of veterinary pathology at the University of Ibadan, Nigeria, professor of organic chemistry at the University of Guyana, British Guiana, and professor of botany at the University of Peshawar, Pakistan. Other Canadians served as members of teams provided by Canadian universities under general contractual arrangements with the External Aid Office. Progress was made on a number of such projects begun in earlier years, in particular with the University of Toronto to establish a faculty of engineering at the Karnataka Regional Engineering College at Mangalore, India, and with the University of British Columbia to establish a department of adult education at Rajasthan University, Mysore, India. Plans were also made to undertake new co-operative arrangements, as, for example, with McGill University to establish a medical faculty in Nairobi, Kenya. These projects have been undertaken in the hope that they will lay the foundations of continuing links between Canadian universities and universities of the developing countries.

The 1965-66 academic year marked the introduction of a scheme of fellowships under the Canadian Commonwealth Scholarship and Fellowship Plan. During the year, three research fellowships were awarded to university professors for study at Canadian universities for a full academic year. In addition, four visiting fellowships were awarded to professors and others prominent in the field of public education who were brought to Canada for shorter periods. Canada financed the studies of 222 Commonwealth scholars during the year, 80 per cent of them from developing countries. Scholarships in other Commonwealth countries were awarded to 77 Canadians.