

group of teachers which Canada is sending abroad under our external aid programme. When these teachers are settled abroad we will have over 180 Canadian educationalists under the government programme serving in the developing countries. This seems to me a significant contribution. I am very hopeful that we may be able to do even more in this area in the coming years.

Amidst the turmoil and the change and the progress in the process of development one aspect stands out as the real foundation. This, of course, is the requirement for education; education to provide the trained people to organize and to administer the increasingly complex societies, education to allow for individual human fulfilment, and education to ensure that the critical spirit and the democratic values remain safeguarded in the societies. When I refer to democratic values I do not mean forms of government. These will vary widely in the developing countries and I urge you to avoid superficial judgments upon them. I refer rather to the underlying democratic values, the dignity and the rights of the individual human being which can only be preserved in an educated milieu.

Sometimes you may feel that a new hydro electric development or some other large tangible capital assistance project is a more dramatic manifestation of development but I have no doubt that in the long run it is in the area of education that the most important and the most satisfying work will be done. Those of you who are going abroad to teach will not find anything more stimulating or more encouraging than the tremendous desire for education that is dynamic throughout the entire developing world. I am quite sincere when I say that you ought to count it as a great privilege to be associated with these human aspirations.

. . .