

all the sectors concerned: governments at all levels, the academic community, business and industry, and the communications media.

11. The Policy Paper contained a number of suggestions for action in this field, especially directed to the projection of Canada to these countries, and some progress has been made. The Committee has concluded, however, that a much broader and more reciprocal range of initiatives is required, and these are outlined below.

Language Training and Orientation

12. Facilities and financing for training in the difficult languages of the region, particularly Chinese and Japanese, are important elements in an active Canadian presence in the Pacific. They are now badly lacking, and Canadians dealing with the area are often dependent on non-Canadian middlemen. In the new conditions which prevail in international commerce this is an unsatisfactory situation.

13. It is natural to assume that improved language training and orientation facilities should be built upon existing resources in universities. The Committee feels strongly, however, that an expansion of the traditional type of university language instruction will not go far enough to meet the present national need. The requirement for more academic specialists on the Pacific area is only one of several equally-pressing priorities.

14. The Committee has been disappointed to learn (from an answer in the House of Commons on 3rd May, 1971) that the Government does not have under consideration financial assistance either to universities or to students to promote studies of Pacific area languages. Because of its importance to the whole new Pacific policy, such a programme should be started as soon as possible. The Committee is prepared to suggest a number of specific and practical guidelines.

15. Concentrating initially on a small number of existing centres of excellence (perhaps one each in British Columbia, Ontario and Quebec), the Government should make available special grants to expand the teaching of Chinese and Japanese, and perhaps one additional Pacific language at each centre. The grants could be distributed in roughly equal proportions between salaries for instructors (for supplementary language study and intensive summer programmes), and fellowships for students (from all regions) both for extended graduate programmes and field work and intensive summer courses. An annual grant of \$50,000 to each of three centres could quickly transform the national situation with regard to the availability of individuals proficient in these languages.

16. In addition to recruiting actively from this growing pool of skilled personnel—with the understanding that a period of in-job training may be required—government departments (both federal and provincial) and industry could use the facilities directly for the training of selected staff members. Because of their special needs, however, the government and business sectors will have to take urgent short-term measures to fill the present gaps. It should be a more standard and extensive practice for Federal Government departments concerned to post