

**A SURVEY OF THE EXTENT TO WHICH MANITOBA HIGH SCHOOLS COOPERATE
WITH UNDERDEVELOPED COUNTRIES**

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ABSTRACT

The purpose of this survey was to determine the extent to which Manitoba high school students engaged in school-sponsored activities in co-operation with citizens in underdeveloped countries and to identify the individuals or groups in the schools who instigate these activities. Provincial Departments of Education were surveyed to determine the extent to which the Departments sponsor or promote such activities.

The rationale for making this survey was based on the philosophy that, while the school is concerned primarily with the moral and intellectual development of the students in attendance, the educational system as a whole has a responsibility to perpetuate and promote the society in which it functions. The prolonged existence of large populations living in distressing conditions is a menace to the welfare of economically and technologically developed societies. Activities in the schools should indicate an attempt by educators to plan meaningful experiences for students which will develop an understanding of the magnitude and complexity of the challenge that is presented by disparities between developed and underdeveloped areas.

Replies to a questionnaire completed by ninety-three Manitoba secondary school principals indicated that students' co-operative activities were mainly of a charitable nature in which funds were contributed to an agency acting as intermediary between the students and the citizens in underdeveloped countries. In metropolitan

Winnipeg activities as reported were restricted to the March for Millions, Red Cross Youth Clubs and foster parents schemes.

Student councils and school clubs instigated these activities.

Rural students patronized a wider variety of agencies but a higher percentage of rural schools held no co-operative activities during the term. Student councils and teachers were cited as being instigators in most of the rural schools reporting activities. With the exception of three schools, the co-operative activities of the students were impulsive responses to a perceived need rather than the outcome of a purposefully planned school programme and, as such, were deemed less appropriate than had they been designed as objective educational experiences.

The Ontario Department of Youth and Education was found to have initiated the most comprehensive programme to co-ordinate and promote co-operative activities through which students and teachers might participate in a meaningful, mutually-beneficial association with citizens of another culture. Manitoba educators, too, should take advantage of the opportunity to realize the full educational benefits to be gained from international co-operation. The leadership of the Manitoba Department of Youth and Education is essential in mobilizing the resources of government and private agencies to support any large scale collective endeavour by Manitoba schools.

TABLE OF CONTENTS

CHAPTER	PAGE
1. THE PROBLEM AND DEFINITIONS OF TERMS USED	1
Introduction	1
Canadian International Perspective	2
Preliminary Enquiry	6
Rationale for the Investigation	10
The Problem	11
Theoretical Assumptions	11
Limitations	14
Statement of Definitions	14
2. REVIEW OF RELATED LITERATURE	17
Sources of Information	17
Reported Activities	18
School-Agency Collaboration	22
Teachers and International Education	25
The Departments of Education in International Education	29
Review of Recent Research	32
3. RESEARCH PROCEDURES	
Principal Source of Data	37
Treatment of Data	38
Other Sources of Data	39

CHAPTER	PAGE
4. SURVEY RESULTS	41
The Sample	41
Metropolitan School Activities	41
Activities Outside Metropolitan Winnipeg	46
Activities in UNESCO Associated Schools	54
Role of Departments of Education	55
5. CONCLUSIONS AND IMPLICATIONS	59
Recapitulation of Premise	59
General Conclusions	59
The Extent of Student Co-operation	61
Instigators of Co-operative Activities	62
Encouragement from Provincial Departments	63
BIBLIOGRAPHY	69
APPENDIX	96

LIST OF TABLES

TABLE	PAGE
1 Response to the Questionnaire Mailed to Manitoba High School Principals June, 1970	41
2 Summary of School Sponsored Co-operative Activities of Manitoba High Schools with Underdeveloped Countries 1969-70	42
3 Summary of Student Activities in Co-operation with Underdeveloped Countries Sponsored by Rural High Schools 1969-70	48

Chapter 1

THE PROBLEM AND DEFINITION OF TERMS USED

No matter how deep the shadows may be, how sharp the conflicts, how tense the mistrust reflected in what is said and done in our world of today . . . we are not permitted to forget that we have too much in common, too great a sharing of interests and too much that we might lose together, for ourselves and for succeeding generations ever to weaken our efforts to surmount the difficulties and not to turn the simple human values, which are our common heritage, into a firm foundation on which we may unite our strength and live together in peace. (Dag Hammarskjöld, 1960)

Introduction

Since the end of the Second World War a host of newly independent nations have emerged from colonial empires. The nationalistic movement in these areas, which are for the most part economically and technologically underdeveloped, coincided with an increase in international activity as nations, both old and new, formed political and economic alliances for mutual protection and support. This increased interdependence of nations outmodes isolationism as a national policy and parochialism as a private virtue; to some degree the problems of one nation become the concern of all nations; the destitution of the underdeveloped nations with their exploding populations is of grave consequence to the relatively affluent Canadian citizen. Indeed the continued existence of large underdeveloped areas is a threat to the peaceful co-existence of the world's peoples and to the welfare of our nation. Moreover, Canadians enjoying unprecedented prosperity cannot evade sharing moral

responsibility (Wiley, 1970, pp. 10-11) for the tragic consequences of the prolonged existence of hunger, poverty, illiteracy and disease in the underdeveloped world when man has now the power to eradicate them (Pearson, 1970, pp. 7-14).

The questions posed in this study are pertinent to Canadians and to educators in the Manitoba school system today as never before, but they are relevant only in the broad context of the Canadian milieu and in the more global context of world affairs. Over the last two decades significant changes have taken place both nationally and internationally which alter the concept that Canadians have of themselves and of the role that Canada is expected to play in international affairs. It is the recognition of this new role that gives perspective to this study.

Canadian International Perspective

One of these changes in the Canadian outlook is the awakening of the sense of a Canadian identity, no more apparent than during the Centennial Year, 1967.

It is in the soul of the people that the Canadian identity can be found; and despite frequent self-evaluation, sometimes positive though muted, and frequently negative and banal, Canadians sense an identity which is not rooted in Britain, France or America, but in themselves and their own land. (Ontario Department of Education, 1968a, p. 23)

Associated with the freshened awareness of a "Quiet Canadianism" (Westell, 1970, p. 12) has been an awareness that Canada's position in world affairs has been unique. Over the past two decades our statesmen have distinguished themselves in international politics by playing prominent roles in the United Nations,

particularly the role of mediator and peacekeeper. The close historical association with the United States, Britain and the Commonwealth, and the ethnic ties to Eastern and Western Europe have enabled Canadian statesmen to be influential despite the fact that Canada is a minor military power. But it was Canada's reputation for objectivity and integrity in world politics which earned the respect of all nations. Prime Minister Trudeau in a policy statement issued May 29, 1968 stated:

. . . We should not exaggerate the extent of our influence upon the course of world events. Yet, because of the origin and character of our population, our history, our geographical position and our economic strength and potential, we can play a significant part in the promotion of peace and the creating of a just world society.

We shall seek a new role for Canada and a new foreign policy based on a fresh appraisal of this rapidly-changing world and on a realistic assessment of Canada's potential. It must be a policy which Canadians of all origins, languages, and cultures will be proud to support. It must be a policy which is pragmatic, realistic and which contributes to Canada's political survival and independence and to a more secure, progressive, free and just world. (Trudeau, 1968, p.7)

The rapidly-changing world to which the Prime Minister refers has seen the advent of newly independent nations in Africa, Asia and South America. For the most part these nations have large populations and poorly developed economies. As a result they have had to seek technical and economic assistance from the more affluent nations. Once again Canada is in a unique position, because with no history of imperialism and no military posture to maintain Canada can lend assistance to underdeveloped countries with less suspicion of having ulterior motives. Furthermore, many of the underdeveloped nations are, like Canada, members of the British Commonwealth.

Marcel Brault, Conseiller technique, Ministère de l'Éducation
du Québec comments:

La situation de prestige dont jouit notre pays le prédispose à cette mission d'éducation et de co-opération internationale. Le Canada a une place de choix entre les États-Unis, la France et l'Angleterre. Il n'a jamais été soupçonné de colonialisme: il est point de rencontre de deux cultures qui ont chacune leur patrimoine respectif.
(Brault, 1967, p.11,7-8)

The Canadian government has provided about two billion dollars in bilateral and multilateral assistance in the two decades between 1950 and 1970. (Canadian International Development Agency, 1969a, p. 24), though this contribution has not been adequate to meet the need and a greater effort will be required in the coming decade (Pearson, 1970, p. 4-14). More indicative of the awareness by Canadians of their new international role, however, is the extent to which private citizens have organized to extend the hand of friendship to underdeveloped areas. In one year alone, 1967, it is estimated that non-governmental agencies for aid and development contributed at least \$34,000,000 and that at least 6,500 Canadians served abroad in at least 103 countries (External Aid Office, 1967, Introduction). There are undoubtedly millions of Canadians serving at home who contribute each year in some way or another through businesses or voluntary organizations to the total effort that the private sector is making in the field of international aid and development. The External Aid Office (1967) lists eighty-two non-governmental agencies in Canada which direct some or all of their efforts towards assisting underdeveloped countries, many of these agencies having been formed primarily for this purpose in the last two decades.

Individual citizens are becoming aware of the conditions which exist in the underdeveloped areas and are willing to act, to make available their skills, educational facilities and material resources to those in less fortunate circumstances (Reid, 1969, p. 156). The severe criticism levelled at the External Affairs Branch for its inability to lend assistance to Biafran refugees and the determined efforts by the Canairelief to circumvent official restrictions (Sanger, 1969, p. 12-18) are indicative of the degree to which Canadians feel a moral obligation to help their fellow man. The Secretary of State for External Affairs, the Honourable Mitchell Sharp, speaking to the Council on Foreign Affairs in New York, October 20, 1969, commented on the mood of the populous:

The second great influence for change in Canada affects your country as well. It is the attitude of the rising generation. My generation in Canada was brought up with a clear perception of the United States and of our roots in Western Europe; the rest of the world existed in a kind of mist; we knew it was there, we contributed our pennies to send missionaries to the heathen. The new generation brought up at home in the new age of instantaneous communications sees the world in sharp focus. They seem to share Henry Ford's view that "history is bunk." Historical perspective appears to have little meaning for them; they see things in terms of the present. Disregarding the historical perspective, they seem to have little faith in the future. Action now is what is called for. Governments all over the world are feeling the effects of these new attitudes -- nowhere more than in Canada, with more than 65 percent of its population under the age of 35. (Sharp, 1969, p.4)

Canadians in the 'new age of instantaneous communication' are becoming aware, as never before, of the oneness of Canada and the oneness of the global community (Clarke, 1970, p. 32-7). The two concepts are not incompatible. To what extent is this awareness by the total community reflected in the activities of the

students in our schools? Are educators in Manitoba deliberately attempting to sharpen the awareness of our students by providing learning experiences which reach beyond our borders or are they maintaining a traditional approach to the teaching of the social studies? Should students become involved in projects to assist underdeveloped nations as a legitimate part of the school curriculum? What has been the response of school administrators to the appeals of the various agencies involved in international aid and development?

Preliminary Enquiry

In a preliminary enquiry into the situation which presently prevails in Manitoba schools, interviews were held with Department of Education officials and the Dean of the Faculty of Education, University of Manitoba. H. H. Dunfield, Director of Instruction and Supervisory Services, when asked on April 8, 1970, whether the Manitoba Department of Youth and Education had established a policy with respect to the schools' participation in activities aimed at international co-operation generally, replied that the Department co-operates with agencies such as UNESCO, the Gideon Bible Society, and the Centennial Committee to the extent of distributing materials to appropriate schools at government expense and by publishing announcements in bulletins, but there has been no consideration of the Department's instigating or promoting projects. The opinion was expressed that the subject of international co-operation would be developed by interested teachers in conjunction with the social studies programs. H.P. Moffat, Director of Teacher Certification and Professional Development, was asked whether the Department of Education determined the programs of

instruction at the Faculty of Education. Mr. Moffat replied that an advisory committee had been established to review the education programs but that the content of the programs was left to the discretion of the Faculty staff. He expressed the opinion that the Faculty could expose student-teachers to appeals from aid agencies, if it so desired. Dean J.M. Brown, Faculty of Education at the University of Manitoba, was interviewed on April 22, 1970. Dean Brown stated that the Faculty does not have any programs designed to encourage teachers to promote international co-operation in the schools. Individual faculty members who take the initiative may, and sometimes do, invite agencies from the community to address student-teachers on such topics. He noted that there were organizations on campus which concerned themselves with international affairs. Dean Brown expressed the personal conviction that the curriculum should incorporate some attempt to develop international understanding and suggested that the syllabus for the social studies programs was designed to accomplish this. He also felt that this aspect of the social studies programs may be honoured in word more than in deed in some schools.

Although the Department and the Faculties are sympathetic to appeals from community agencies, any co-operation shown appears to be motivated by individual humanitarian impulse. There are no plans to instigate or promote any particular project or study. There seems to be, also, a generally held view that the present social studies curriculum is sufficiently broad to permit the development of world understanding. Presumably this would include consideration of the

critical political, economic and social problems faced by people in the underdeveloped countries, the majority of the world's population. A review of the social studies syllabuses reveals that the social studies courses below Grade XII provide few opportunities for teachers to broach this subject directly, though admittedly the subject could be introduced incidentally or by digressing from a major topic. In the Grade XII Social Studies 301 course the syllabus deals specifically with the population explosion which the syllabus identifies as being, along with the spread of nuclear arms and pollution, "one of the major problems facing the world today." (Manitoba Department of Education, 1968a, p. 14). The introduction to this course asserts:

In today's world of national and international tensions, the survival of our civilization may well depend upon the toleration of differences and the growth of understanding. It is hoped that this course at the Grade XII level will correct some of the ignorance, indifference, and intolerance toward other people and in so doing help to create an atmosphere favourable to the growth of national unity and international understanding. (Manitoba Department of Education, 1968a, p.1)

The Grade XII economic geography text (Thoran, 1966) gives students an excellent insight into the process of economic and technological development, and the human geography text (Dicken, 1963) devotes the final part of the book to the topic, "Toward One World". It is unfortunate that a significant number of our students are not exposed to these courses due either to early withdrawal or to a preference for other subjects. The correction of attitudes of intolerance and indifference is left in other courses mainly to the initiative of the individual teacher who

receives little guidance as to how this might be accomplished. In this connection it is interesting to note that the general introduction to the Grade VI Social Studies program (Manitoba Department of Education, 1950, p. 18-9) advised:

It is important to relate the activities of the school with those of the community. Opportunities to do this frequently come through activities and organizations designed to improve community life, such as a safety campaign, a community chest drive, the collection of salvage, Red Cross activities, etc. Children should be directed so that they can have a share in these activities.

The Junior Red Cross Societies have been valuable in directing children in this way. The following statement shows how this organization may be used to vitalize school subjects. . . .

Social Studies -- Added interest in this subject may be obtained through international correspondences. This is a co-operative enterprise, and takes the form of a portfolio. All members take part in it, each doing what he can do best. Thus there is an exchange of school work, description of the country and its customs, history and folklore and anything which would seem to be of interest at the receiving end. By this means boys and girls in Canada become familiar with young people in other countries, and they on the other hand become familiar with our way of life. The hope for the future peace of the world lies with our young people. This type of understanding should lay the foundation for permanent peace.

This syllabus has subsequently been replaced. Reference to the United Nations' International Childrens' Emergency Fund, UNICEF, is made in the Grade I syllabus (Manitoba Department of Education, 1966a, p. 11); the United Nations' Children's Fund is mentioned also in the bibliography of the Grade IV syllabus which suggests that teachers might plan to have visitors from foreign countries or to have students correspond with people of foreign countries (Manitoba Department of Education, 1968b, p.9 and p.19). The Grade VII

syllabus aims at national and international understanding (Manitoba Department of Education, 1967a, p.1); "To introduce the concept of world citizenship" and an "awareness of the growing interdependence of people" (p.27); but only developed nations are studied. It would seem that neither the Department of Education nor the programme of studies provides such incentive to teachers to encourage co-operation between students internationally, that the decision as to the appropriateness of having students become actively engaged in projects designed to lend assistance to underdeveloped nations as an educational exercise in increasing world understanding has been left to the individual professional at the school level.

Rationale for the Investigation

The rationale for this investigation was based upon a conception of the school as an instrument of social change. When the nation is faced with a situation having the potential to endanger the nation and to affect the well-being of its citizens, the school should take cognizance of the situation; its program should reflect some concern. Of course the plight of the citizens of underdeveloped countries is but one of the problems which have arisen from man's misuse of the limited resources available on the planet. It is a problem so crucial, nevertheless, that its resolution may determine our ability to maintain our present status among nations. For the schools to leave students ignorant of the magnitude, complexities and the implications of the situation would be

tantamount to dereliction of one of the duties for which the schools exist, that is, to perpetuate and promote our society.

Stated simply, the purpose for this investigation was to determine what the schools, left more or less to their own devices, are doing beyond the mandate of the curriculum, and who is responsible for what is being done. Conceivably the answers to these questions would lead to insights as to why the various projects have been undertaken and what future activities are appropriate.

The Problem

The purpose of this study was (1) to determine the extent to which Manitoba high school students co-operate with residents of underdeveloped countries in school-sponsored projects; and (2) to determine the status of the individual or individuals who instigate these projects; and (3) to compare the extent to which Canadian Departments of Education encourage these projects.

Theoretical Assumptions

Philosophical questions concerning the relationship between the school and society arise when the significance of this study is considered. Indeed the justification of the study hinged upon the assumption that the school has a responsibility to society as well as to the individual, that the programs offered by the school serves some national purpose as well as satisfying the needs of the individual student. Once this position is assumed, ethical problems arise relating to the school's responsibility for guiding the student.

For For John Dewey (Hanson, 1966, p. 101-4)

. . . the problem is not whether the schools should

participate in the production of a future society (since they do so anyway) but whether they should do so blindly and irresponsibly or with the maximum possible of courageous intelligence and responsibility. (p. 102)

The second assumption is that the existence of multitudes of impoverished people in the underdeveloped countries poses an immediate threat to the future peace and prosperity of our society. Prime Minister Trudeau addressing the Diamond Jubilee Convocation at the University of Alberta in Edmonton where he conferred with U Thant, cautioned:

We must recognize that in the long run, the overwhelming threat to Canada will not come from foreign investments, or foreign ideologies, or even with good fortune - from foreign nuclear weapons.

It will come instead from the two-thirds of the peoples of the world who are steadily falling further and further behind in their search for a decent standard of living.

The world cannot continue to accommodate exclusive blocks of rich nations and poor nations. We are faced with an overwhelming challenge. In meeting it the world must be our constituency. (Globe and Mail, May 14, 1968, p.2)

It follows then that the question is not whether the schools should react to the challenge presented by the existence of the disparity between developed and developing nations, but how. The problem is complex for it involves planning meaningful experiences which will develop the insights and understandings of those students who will be confronted by this problem and must accept this challenge; experiences to develop attitudes and habits which will enable students to prevail against pessimism and inertia.

The third assumption arises from the above conclusion. Schools which aim at developing an understanding of the magnitude

and importance of this problem will likely have students participating in activities involving some form of co-operation, either directly or indirectly with underdeveloped nations (Kelman, 1968, p. 666). This does not preclude the possibility that such activities will be sanctioned by the school but instigated by students who may be motivated by learning experiences gained from sources other than the school; but it does suggest that schools which do not participate in co-operative activities probably do not subscribe to one or both of the first two assumptions.

It is recognized that the prime responsibility of the educator is to the individuals in his charge. The stated assumptions do not imply that teachers should manipulate the students to serve a national cause, since the welfare of the nation, the student and mankind is the issue. Conservative teachers may feel that the espousing of international co-operation is tantamount to preaching. Propaganda should be scrupulously avoided, of course. Yet true education is not always free of value assumptions; the spirit, methods and integrity of the teacher determine whether he is propagandist or educator (Preston, 1955, p. 5, 6). The methods used by the school should be not only ethical, but appropriate to its educational objectives.

If the aim of the school is to promote insight and understanding of the problems of underdeveloped nations, activities which are planned to bring students into direct communication with those in an underdeveloped country may be assumed to have more educational value than, for example, a donation which might be more impulsive

then purposeful. The rating of various types of projects on the basis of educational merit will be dealt with more extensively in Chapter 3 during the discussion of the procedure of the investigation.

Limitations

Due to financial considerations this study was limited to the high schools in the Province of Manitoba. It was concerned only with those projects in which there was co-operation between high school students and citizens of underdeveloped countries either directly or indirectly through governmental or non-governmental agencies in international aid and development. Finally it was concerned only with those projects which were sponsored or sanctioned by the school during the 1969-70 school term.

Statement of Definitions

In the statement of the problem of this study (p. 11), "to determine the extent to which Manitoba high school students co-operate with residents of underdeveloped countries in school sponsored projects," several words have operational connotations which limit their meaning:

Underdeveloped country. A country which is economically or technologically underdeveloped though not necessarily culturally underdeveloped is referred to in this report as an "underdeveloped country". Some writers prefer the expression "developing country", and the two expressions in most instances can be considered as synonymous. For a more extensive discussion of the classification

of countries as underdeveloped or developing see Thomas (1968, p. 30-5). A list of underdeveloped countries compiled by the External Aid Office (1967, p. 1) is given in Appendix A.

Co-operate. The term "co-operate" indicates some form of interaction. The form of this interaction may be indirect as when donations made by students in Manitoba are received by unknown citizens of an underdeveloped nation through the medium of an agency such as UNICEF. In the questionnaire which was sent to the school, co-operative projects were arbitrarily classified as projects to acquire funds and materials to be used as donations, projects involving person-to-person interchanges of cultural samples, and projects involving student exchanges. There was, however, opportunity to indicate on the questionnaire interaction of a type which did not fall within these classifications.

High School Students. Data for this survey was gathered from secondary schools, as listed by the Administrative Branch of the Manitoba Department of Youth and Education, December 31, 1969. The secondary schools were within the forty-eight school divisions or were remote schools financed by the provincial or the federal government. Private and parochial schools were not included. Whenever data from this survey was interpreted, the meaning of "high school students" was limited accordingly.

Extent. The word is used to indicate the magnitude of activities as indicated by the amount of funds or materials or the number of students involved or the number of projects undertaken.

In making interprovincial comparisons the scale of the activity rather than absolute values was considered.

Status. This is a term used to refer to an individual's social or official rank or position in the school system or an individual's relationship to the school. For groups the term refers to the type of group as determined by its functions and affiliations.

Instigate. To instigate means to actuate or to promote. The word is used to indicate more than approving, supporting, or advising; it refers to taking responsibility for the execution of a project.

Chapter 2

REVIEW OF RELATED LITERATURE

Sources of Information

The various organizations in international assistance publish literature to inform the public of the particular activities in which the organization is engaged. The emphasis, however, is not so much on the contributions which have been made by participating groups, but on the need for further action. The concern of non-governmental organizations is for the combined effort rather than the effort of individuals or individual groups. Though the organizations may claim to be educational, their educational objectives often appear to be displaced by the philanthropic goals set by the members. As a result, literature published by these organizations is concerned more with progress towards philanthropic goals than the educational aspects of the activities of the participants. Moreover, as Devlin (1968, p. 325) comments:

For the Canadian who is already concerned for the needs of body and mind of his fellow humans, the agencies are media through which his concerns may be directed to specific projects. For the Canadian who does not know about these needs, the agencies are primary sources of information. However, this information is likely to reach the reading and viewing public piecemeal, usually stressing only the most spectacular or the most pressing of overseas needs.

Attempts to gain some concept of the extent of school participation in projects of an international nature through a review

of the journals proved not only time consuming but largely unproductive. Activities of this nature have become so commonplace that even significant efforts are not newsworthy on a provincial or national scale. The information cited in the following sections was gleaned from professional journals, government bulletins and news releases, non-governmental publications from private organizations concerned with international affairs, the newspapers, and books.

Related to the topic under consideration, that is the co-operation of secondary schools with underdeveloped countries, is the consideration of the political and professional climate which presently prevails and in which the schools must function. The reported activities and statements of members of the teaching profession and the government were reviewed for the purpose of determining whether school activities aimed at increasing international understanding through co-operative projects are likely to meet with approval and support by teachers, administrators, and government officials.

Reported Activities

Despite the general dearth of information being published, the reports that are available indicate that the projects undertaken by the schools are motivated primarily either by benevolence or by the less altruistic, more pragmatic desire to incorporate the development of world understanding into the school programme. Projects of the former type are often initiated by students (Canadian International Development Agency, 1970a, p.2) and have

rather modest goals which are attained by time-honoured fund-raising gimmicks like candy sales, concerts, tag days, raffles, etc. As an example, students in Lorette College School in Ontario raised \$1,500 by holding a "Starvation" for twenty-four hours (Litchford, 1970, pp. 6-7). Larger fund-raising projects, requiring more organization, may involve school administrations and, as in the case of Project 100, a provincial education department (Newfoundland Department of Education, 1967, p.1).

Projects of more interest to educators are those which are designed to bring about a greater degree of collaboration and, hopefully, understanding between Canadian students and citizens in underdeveloped areas. One school in Canada, Oakwood Collegiate in Toronto, stands out among all others in the available literature. Oakwood was the first school in Canada to become affiliated with the UNESCO Associated Schools. The charter of this project states:

This project is dedicated to the proposition that accurate knowledge of other peoples and sympathetic insight into values of other cultures are rewarding for each individual, for the society in which he lives, and for all mankind. (Ray, 1969a, p.29)

The Secretary of the UNESCO Associated School Project, J. H. Stewart, formerly Head of Guidance at Oakwood, said that the role of Associated Schools is to carry out experimental and demonstration programmes in teaching international understanding (Stewart, 1965, p.3). Ontario Deputy Minister for Education, the late Z.S. Phinister, (1965, p.1) commented on the success of the teaching staffs in developing suitable programmes:

Successful years of experiment have been carried on by the Associated Schools of UNESCO Member States. The experiments make clear that a strong and imaginative program of education for international understanding can play an important role in developing a breadth of outlook and a depth of understanding that are needed to cope with the problems of a thinking world. The job of "peace-keeping" makes headlines. The job of "peace-building" grows through quiet and continuing efforts to reach the hearts and minds of men. The UNESCO Associated Schools are vital contributors to the job of "peace-building".

The Progress Report released February 1969 (UNESCO, 1969) gives a summary of the activities of the Associated Schools in Canada up to 1968.

While participation in the UNESCO Associated Schools Project is limited to selected schools, the Red Cross Society offers a programme for any school interested in promoting international understanding, health and service to others. The Red Cross claims the largest youth organization in the world with a membership of eighty million in ninety-one countries (Newfoundland Teachers' Association, 1968, pp. 55-6). Approximately one hundred high school clubs operate in Saskatchewan (Saskatchewan Teachers' Federation, 1968g, p.5); forty in Newfoundland (Newfoundland Teachers' Association, 1970, p. 6). "The Red Cross in Your School: A Student Handbook" published by the Red Cross Society in Winnipeg is an excellent source book for teachers and students. It contains a statement of the purposes of the programme; an outline of the programme including international, national and local projects aimed at increasing international understanding and at promoting health and safety; procedures for organizing a club; procedures for holding club meetings; a bibliography of useful literature and teaching aids; and a list of countries assisted by Canadian students during the 1961-62 school

year as well as the type of assistance given. A newsletter is published every three months in Manitoba. Junior Magazine is published for Junior Red Cross and Red Cross Youth clubs across the nation every month, September to May.

The activities of Canadian Red Cross Youth Clubs provide ample opportunities for students to contribute to the welfare of their home community and the community of nations, but the programme attempts to provide, as well, opportunities for students to increase their knowledge of world affairs and to become acquainted with students in other countries through correspondence and through student exchanges. Joyce, in his history of Red Cross International, makes this evaluation of the programme:

This constructive approach to the handling of world problems is, perhaps, the most original contribution the Junior Red Cross has made to the modern concept of education. While belonging to a long-established and powerful organisation which has gained world recognition and respect, the Junior Red Cross offers a tool to the schools for continuous human contacts between the different countries which is almost unique. The different means by which the Junior Red Cross carries out its international friendship programme have today advanced far beyond the familiar traditional form, consisting usually of school correspondence. . . . There is no doubt that participation by young people in well-planned international projects has inestimable educational possibilities. Those who have had personal experience of such world wide co-operation will be better armed to meet international difficulties as resolute defenders of understanding and peace (Joyce, 1959, p. 162-3).

Still the Red Cross with decades of experience has had difficulty establishing itself in some high schools. Added to the competition for the students' time and energy from other activities and time limitations imposed by transportation schedules, is the handicap of presenting a poor image to some students (Newfoundland Teachers' Association, 1970, p. 6).

School-Agency Collaboration

Of the eighty odd agencies concerned with international assistance, relatively few are cited in the available literature as having programmes specifically designed for high school student participation. The UNESCO Associated Schools Project and the Red Cross Youth clubs already noted are exceptional both in the extent of their involvement and the strength of their educational programmes. Reports and notices in departmental bulletins and the magazines of the teachers' societies indicate that schools are collaborating with agencies on projects of a more specific nature. The UNESCO Gift Coupon Programme (UNESCO, 1967, pp. 1-8) provides schools with a means of contributing to one of a pre-selected list of schools and colleges, literacy projects, training centers and Freedom from Hunger Campaign projects with the assurance that the full value of the contribution will reach the intended recipient. The programme simplifies overseas giving.

Another U.S. agency which receives widespread support by schools is UNICEF. The Alberta Teachers' Association reports that approximately two million dollars are collected annually by children through Halloween Sellouts and through the sale of Christmas cards and calendars (Alberta Teachers' Association, 1969b, p. 1).

The Food and Agriculture Organization is an independent organization in the U.S. family of specialized agencies. The FAO promotes action programmes to "harness the energy and willingness of youth in the fight against hunger and the struggle for a better life, particularly in rural areas" (World Affairs, 1967, p. 26). Project

390 (Food and Agriculture Organization, 1969), a Gift Coupon Project, provides a good opportunity for rural schools to initiate people-to-people communication with schools in similar settings overseas.

The aim of International Federation of Organizations of School Correspondence and Exchanges (FIOCES) is to "promote knowledge of foreign languages, facilitate direct contact with other countries and civilizations among young people of all nationalities to encourage the development of lasting friendships and thus contribute to world peace" (UNESCO, 1970, p.47). Through the facilities of this organization millions of letters are exchanged each year.

There are, besides the United Nations' agencies, other organizations offering service to the schools. The Victoria League for Commonwealth Friendship (Newfoundland Department of Education, 1968b, p.3) offers names of pen-pals for Commonwealth correspondents. The Experiment in International Living of Canada is an autonomous body associated with over sixty other countries under an international constitution. The Experiment operates on the conviction that one of the best ways to get to know people is to live among them (Manitoba Department of Education, 1968a, p.8). This non-profit organization caters to individuals sixteen to thirty years of age who wish to spend the two summer months in a foreign country, living part of that time with a foreign family.

The American Friends' Service Committee has terminated its School Affiliation Service programme as of September 1970, but it provides two practical booklets giving detailed instructions for schools wishing to establish an affiliation on a do-it-yourself basis (Schauffer, 1954, p.424-7). Student exchanges have been arranged by

Rotary Clubs which, as well as offering scholarships to foreign universities (Manitoba Department of Education, 1969, p. 4), have a programme for high school students. "More than two-thirds of Rotary's 297 Districts have youth exchange officers responsible for stimulating interest and operating programs" (Rotarian, 1970, p. 28).

Since its incorporation in 1968 the efforts of the Manitoba Association for World Development (1968, p. 3) in raising funds to sponsor projects principally in St. Lucia through Miles for Millions marathons have attracted national and international attention (Mooney, 1968, p. 2). The information sheet issued by MAWD (1970b, pp. 1-9) states the objectives of the association as community education to enlist support for international development. The unique aspect of this organization is its reliance upon students both in the administration and execution of its programme. One-third of the board of directors are high school and university students, the fund-raising marchers are, for the most part, students. The association makes a determined effort to involve students in its community education programme in Manitoba and its development projects overseas. Schools generally co-operate with MAWD to the extent of allowing volunteer representatives to publicize the marches and the purposes of the programme at assemblies. Book drives and UNICEF collections at Hallowe'en are examples of projects which have been instigated by MAWD in Manitoba high schools. Both MAWD and the YMCA (YMCA of Metropolitan Winnipeg, 1970, p. 13) send high school students on assignments in the Caribbean during the summer recess.

Oxfam is, according to an article in the Department's Bulletin (Manitoba Department of Education, 1968d, p. 7), an international

non-political, non-sectarian, organization working to relieve poverty, hunger and suffering throughout the world. Like MAND, the Canadian branch of the organization accomplishes its work by allocating funds, about one million annually, to other organizations working overseas (Oxfam of Canada, 1970, No. 15). And like MAND, Oxfam of Canada depends on Miles for Millions walks for its income, so much so that there is real concern for the future of the programs should the popularity of the walks begin to wane, an eventuality which Oxfam and MAND hope to stave off by educational campaigns. At present the Oxfam campaign consists of supplying fact sheets to high schools but in full bloom, promises to be similar to that of MAND (Manitoba Department of Education, 1968d, p. 7).

Teachers and International Education

Publications of the teaching societies across Canada are unanimous in their outspoken support for the World Conference of Organizations of the Teaching Profession and its Canadian affiliate, the Canadian Teachers' Federation. The reports in society journals indicate that the annual conferences, which are held in different countries each year, have been well-attended by Canadian representatives. The importance of the conference as a forum from which a universal educational philosophy might eventually emerge should not be overlooked. A clue to the tenor of these deliberations may be gained from the keynote speeches from the conferences. Teachers attending the Dublin Conference heard Sir Ronald Gould's presidential address in which teachers were urged to teach knowledge of human rights and to cultivate critical, cultured, scientific minds.

Is there, then, any hope of harmony and peace in this global village unless we all recognize human rights? What does it profit us if we know more and more, if our standard of living rises, if we explore outer space, if we split the atom and even discover the secret of human life, if our brother hungers, thirsts, is oppressed, denied human dignity, and even the right to live, and the whole basis of civilized living is undermined?

Can we teachers, then, treat this question lightly? Dare we? . . .

Whatever the response of others, we teachers must opt in. For are we not one of the most potent influences in the lives of children? (Gould, 1968, p.10)

In the Teachers' Magazine, Gould gives practical suggestions as to how teachers might "opt in". After discussing some of the problems of education in the developing nations and the moral responsibilities of ex-colonial and rich nations to lend assistance, Gould advocates that teachers' organizations urge governments to continue and develop aid, that they help strengthen teachers organizations in underdeveloped countries and that teacher visits, exchanges and the interchange of ideas and techniques be promoted. Moreover:

. . . we should encourage more members everywhere to open out their classrooms to the world, and, so far as they can, make the world a classroom. In Marshall McLuhan's phrase, the world is now a "global village" and what happens in any part of the village concerns us all. Children should certainly know something of religions, histories and customs other than their own. Bodies like Oxford, which make suitable films, books and pictures available, can help us achieve this.

Today, however, the world can be a classroom. Some things can be taught more efficiently than by poring over the printed word in serried rows in classrooms. Facility in the French language, for example, is more efficiently achieved when students live in France even for a short period. History, geography, and current affairs take on a new dimension when students visit the country they are studying. So in some parts of the world, relatively short-distance visits over national boundaries are commonplace. But in the days of the Jumbo Jet, when travel costs per child will be cheaper there is room for a vast increase in travel and study abroad. Supposing, for example, three hundred

Kenyan children could change schools with three hundred English children for a month, would not all of them enjoy an unforgettable educational experience? And would not some sort of continuing aid almost inevitably follow? (Gould, 1970, p.40)

The WCOTF conference provides one means of enabling teachers to exchange ideas and to visit; Project Overseas provides a means of exchanging techniques as well. Last year sixty-eight teachers spent the summer holiday period in thirteen countries in the Caribbean, Africa and Asia as instructors for teacher training programmes (Corporation des Enseignants du Québec 1968 p.4). The teachers are sponsored by the individual teachers' societies of the ten provinces and the Canadian International Development Agency.

The Commonwealth Fellowship scheme is a means by which the Canadian Teachers' Federation contributes to the strengthening of teachers' organizations in Commonwealth countries by providing opportunities for officials of these organizations to study Canadian teacher societies' operations (Saskatchewan Teachers' Federation, 1967, 1968c,f, 1970b) while visiting the various offices across the country. The host country under this scheme pays the expenses (Canadian Education Association, 1970, p.2).

The societies make limited contributions to individuals and organizations working in underdeveloped countries and to organizations in Canada which lend assistance to schools in the underdeveloped countries (Manitoba Teachers' Society, 1970, p.1 and Symes, 1969, pp. 66-7).

The corps of teachers who have had person-to-person contact with professionals in underdeveloped countries through the WCOTF conferences, Project Overseas, Canadian International Development

Agency assignments, and Commonwealth Fellowship exchanges is growing steadily. The coverage that international educational projects receive in the professional journals and the support that these projects receive from the teachers' societies indicate an awareness of the educational problems presently existing in the underdeveloped countries and a willingness to take positive steps to alleviate those problems particularly in the field of teacher training. Moreover, as the horizons of the teaching fraternity expand, a few voices, not yet a chorus, can be heard espousing the need to introduce a less parochial approach to curriculum planning in Canada (Smith 1969, pp. 141-9), to introduce a perspective that exceeds provincialism and nationalism and regards the world as the "village" in which the Canadian student will be a resident.

Marsh (1968, pp. 104-9) draws the reader's attention to the time available to react to the critical issues facing humanity. In the past decade Canadian teachers have acknowledged a responsibility to colleagues in underdeveloped areas. Yet the acknowledgement of the responsibility of alerting Canadian students to the possible consequences of conditions which are likely to arise in the underdeveloped countries in the immediate future, and indeed the urgency of doing so, is not evident in the literature published by the teaching societies. The efforts of Canadian teachers over the last decade, while they are commendable individually in their benevolence, indicate that, as a group, teachers do not fully comprehend the magnitude nor the gravity of the impending disaster. (Marsh, 1968, p. 106).

The Departments of Education in International Education

In recognition of the start of International Education Year the January, 1970 issue of Psi Delta Kappa was devoted to a survey of international education throughout the world. Canada's role in international education is summarized by Katz (1970, pp. 271-3) who observes that provincial school systems are taking more active interest in schools abroad; that schools have been encouraged to form United Nations' associations and UNESCO committees, to hold assemblies on international affairs, to twin with schools in other countries and to write to pen-pals. He observes, too, that consideration has been given to revising curricula in the humanities and literature though he concludes that much has yet to be done in this field. A review of the publications from the provincial departments of education suggests that the amount of leadership being given by the departments to their provincial systems varies both in its enthusiasm and in its emphasis upon the specific aspect of international education which should be encouraged. Though most of the provincial departments, excluding Prince Edward Island from which no literature was available, give at least tacit approval to one or more of the agencies involved in assistance, few seem to have developed a policy which commits them to a programme to stimulate a movement towards reorienting school programmes in order to develop an international perspective to the activities taking place in the schools. Manitoba was the first province (Spicer, 1966, p. 8) to embark upon a foreign technical aid programme, the "Little Colombo Plan" (Manitoba Department of Education 1961, p. 77), under which the Department of Education supplied and

paid the salary of three technical instructors for Ceylon, from 1961 to 1964. A second program to establish a technical teachers' training college in Malaysia began in 1962 (Manitoba Department of Education, 1966b, p.133). Saskatchewan completed a similar project in Ghana (Saskatchewan Teachers' Federation, 1968b, p. 12).

All provinces provide educational facilities for overseas students. Tons of discarded text-books have been released for shipment to underdeveloped countries through agencies such as the Overseas Book Center, in a highly successful, but sometimes misguided (Muller, 1970, p.5), campaign to alleviate the severe shortage of printed matter in underdeveloped countries. The Manitoba Department of Education, along with departments from the other provinces, makes grants to the Overseas Book Center and, also, to the Canadian University Service Overseas (Manitoba Teachers' Society, 1969, p.3). And each year departments across the country assist the Canadian International Development Agency in selecting teachers for the federal technical assistance programs.

As might be expected, however, the two Canadian provinces with the largest populations and the most vigorous trade centers have had the most outstanding records of co-operation in assistance and development. During the 1968/69 school year 328 Quebec teachers served in eighteen African and Asian countries and almost another one thousand Quebecers, mostly members of religious orders, were on these continents working as teachers. (Quebec Department of Education 1968, p.64). In 1966 the Minister of Education announced the proposed creation of a Directorate of External Co-operation "with a view to placing the proper emphasis on the growing importance which the

Government attaches to this very definite aspect of its responsibilities" (Quebec Department of Education, 1966, p.129).

No province has encouraged its school system to co-operate in development and assistance with underdeveloped countries so enthusiastically as Ontario. Operation School Supplies began in response to requests to Ontario's Minister of Education, William Davis, from several Caribbean Islands for school supplies. The project soon developed into a full-scale school twinning program. By December 1969 the Coordinator of Special Projects reported 2,500 Ontario schools and a quarter of a million students twinned with Caribbean schools in Project School-to-School (Mason, 1969, p.1). The objectives of the Project are educational as well as humanitarian: to present Canada to students elsewhere, to inform Canadian students of the history and geography of other lands, to make social studies a true-to-life experience, to illustrate differences in culture, to stimulate creativity in arts and crafts, to develop leadership qualities, to exchange correspondence and taped messages, to encourage students to exchange visits, and to contribute to the material needs of twinned schools (Newfoundland Department of Education, 1968a, p.2).

As a contribution to International Education Year the Minister's Advisory Committee of Educational Assistance is urging Ontario's two million students to assist in raising \$150,000 to build and equip a trade and vocational school on the island of St. Vincent (Canadian Education Association, 1970, p.3). This project and others such as Project 100 illustrate that Canadian students can make significant contributions towards providing educational opportunities for people in underdeveloped countries. Project School-to-School illustrates the

educational benefits which can be realized through international co-operation. Illustrated, too, is the importance of the role of the department to the success of such endeavours.

Review of Recent Research

Research into the school's ability to promote international understanding has increased sharply over the past few years. Projects have focused mainly on students' attitudes, teacher's qualifications, state leadership, and curriculum development. Morrison (1967, pp.197-202) reports that an analysis of the responses of two hundred second form students in England replying to an attitude test suggests that students in England already possess varying degrees of well-established concepts and beliefs about the Eastern World as opposed to the Western World by the time students reach the second form. He found, also, that English Roman Catholic students differed significantly in their convictions on this subject from English Protestant students.

Bierbaum (1969) testing 362 children in grades one through six found that students' awareness of world affairs increased with age and varied with the student's place of residence, father's occupational level, ethnic group and sex. No overall differences were found when the access to or use of mass media was considered. As a result of the study Bierbaum felt that teachers planning curricula for the social studies cannot assume that students have acquired a certain level of awareness through exposure to the mass media but must determine the level of awareness and plan a curriculum having the various factors affecting that awareness in mind.

The value of foreign travel and study programmes was the subject of a study by Leonard (1959). She found that a group of American college students who went abroad in the summer and fall of 1957 showed on their return a general liberalizing of attitudes with more understanding and less prejudice. The students also became more knowledgeable about the area visited and had gained a positive attitude towards foreign languages.

A decade later Rose (1969) selected seventy-seven teenage American students on a Youth for Understanding Exchange Student programme and applied the Bogardus Social Distance Scale immediately before and after the exchange. The group showed positive and significant attitudinal changes towards each of the sixteen ethnic groups used in the scale. Rose concluded that participation in this programme had had the desired effect of developing feelings of international goodwill.

Driscoll's (1969) research using seventy-five American high school students some of whom attended a four-week French course at the University of Tours supports the work of Rose. Using attitudinal measures, personality measuring scales, aptitude and French language achievement tests and personal background information, Driscoll compared the group which spent the summer studying in France to a second group which studied French at home and a third group which did not travel nor attend French classes during the summer. He found that French language skills, except for language writing skills, were not appreciably enhanced by the short-term study abroad programme. The students who went abroad did improve significantly in their knowledge of French current events. They became less alienated and their self-concept

became more positive than the groups that stayed at home. They also gained a more positive attitude towards French family life.

The study by Batoon (1969) on some four hundred returnees from the International Christian Youth Exchange programme resulted in the conclusion that this exchange programme was effective in promoting cross-cultural understanding and Christian awareness.

According to a study by Williams (1965) teachers who have become involved in promoting learning and teaching about international understanding have done so more as a result of invitation than upon personal initiative. A lack of international orientation in university programmes was blamed for the unsystematic, incidental development of teachers' interest and involvement in the area of international understanding.

Lee (1969) studied the influences of the activities associated with the experimental project in international education in Goshen rural school on teacher attitudes concerning the purposes of education. Through development of class objectives, searching for informational sources and becoming personally acquainted with culturally different peoples, Goshen teachers, and the doctoral students associated with the project, attached more importance to the purposes of education related to international education. Lee concluded that his study implied that all professional personnel need to be aware of the goals and expectations of the project from the outset, that continuous planning is essential, and that a vast source of materials about countries and peoples is essential from the beginning if projects such as the Goshen project are to be a success.

The National Council for the Social Studies sponsored a three year action research project designed to develop means of improving the teaching of world affairs. The results of the experiment which was carried out in the Glens Falls City School District are reported by Long and King (1964). STEP and achievement tests aimed at determining the level of cognitive knowledge and understanding revealed that Glens Falls students made significantly higher scores in selected grades after two years on the programme. Differences in scores between the Glens Falls system and a control system increased at each grade level until grade eleven where it fell off slightly. At grade twelve the differences in scores were so slight as to cause the experimental school to lose virtually all its former advantage over the control community indicating that the programme was possibly more effective at lower grades.

Results from interest and attitude tests done in the Glens Falls experiment were obscure with neither community showing consistent superiority over the other. These tests were thought not to have been reliable or valid or sensitive enough. Despite the inconclusiveness of the empirical data, administrators, teachers and participating students endorsed the programme.

Atkins (1958) developed the basic structure of a multi-discipline secondary school course for teaching world understanding utilizing the findings of social psychology to select appropriate techniques. Cultural anthropology was used for some of the content. The course, aimed at the Grade XII level, includes activities involving international participation and demands administrative support in the selection of qualified teachers, and the provision of funds and exchange

personnel. Atiyas feels that by-products of his course should include better intergroup community relations and more responsible citizenry.

A report on more than seventy action research projects which were carried out in twenty-six lower and upper secondary schools in collaboration with Japanese universities was published by UNESCO (1964). These experiments were part of a series of experiments beginning 1953 to develop better ways of teaching international understanding in Japanese UNESCO Associated Schools. The experiments are classified into three themes for summarization: Studies of Human Rights, Studies of Other Countries, and Studies of the United Nations. In this short, concise volume classroom teachers may discover a wealth of practical ideas to assist them in planning a meaningful social studies programme aimed at developing international understanding.

Chapter 3

RESEARCH PROCEDURES

Principal Source of Data

A questionnaire (Appendix G) forwarded to the principals of the one hundred and seventy-four secondary schools listed by the Manitoba Department of Youth and Education as part of the public school system as of December 31, 1969 was relied upon for the core of the information being sought to determine the extent of high school co-operation with underdeveloped countries and the status of the individuals instigating co-operative projects. As well as requesting general information on the size, location, and grade level of the school, more specific information concerning school board policy regulating projects of a co-operative nature were requested. Information on the identity of the agencies contacting the school, and the principal's personal sponsorship of any project was requested.

Sections IV to VII were framed so as to place co-operative projects into four categories. Indirect co-operative efforts limited to contributions of funds or materials through agencies in international aid and development were the subject of Section IV. The next section referred to interchanges of cultural samples. The sixth and seventh sections called for information concerning visits by Manitoba students to underdeveloped countries and visits by foreign guests to Manitoba schools.

Treatment of the Data

The rationale behind the establishment of categories of co-operative activities is based upon the conception of the school as an organization whose concern is the moral and intellectual development of the students attending the school. This being the case, those projects which might contribute most to the personal development of the participating students may be considered as being most educationally valuable. If the primary educational objective of a project, as a learning experience, is the fostering of international understanding, the contribution of materials or funds to an underdeveloped country was assumed to be the category having the least potential value as an educational exercise for the Manitoba student participating, disregarding of course the educational value of the activity by which the materials or funds were acquired.

Of the remaining categories the ranking of a visitor from an underdeveloped country over the interchange of cultural materials as being potentially of more educational value to the individual participating student would be difficult to justify. And if consideration is given to the efficiency of these categories as means of developing international understanding amongst groups of students, the ranking of the categories would become even more problematical. Suffice it to say, then, that of the four categories the contributions of funds to underdeveloped countries through agencies, where no direct communication exists between the students and citizens of the underdeveloped area, is the category having the least potential as an educational exercise.

In this survey, schools relying upon indirect contributions as a means of co-operating with underdeveloped nations were assumed to have been motivated primarily by philanthropic concern for others rather than for the moral or intellectual development of the students of that school. In those instances where students have instigated such projects it was assumed that philanthropy was the sole motivation for the execution of the project.

The information from the returned questionnaires was tabulated so that any regularities in the co-operative activities of the high schools in the province might become evident and generalizations could be formulated to describe these activities. The bearing of the size, location, grade level, administrative support, and staff participation in the activities of the school were considered. Schools which were exceptionally active were singled out and attempts were made to determine the reasons for their greater commitment to international co-operation. The reliability of the data received was checked by comparing the information submitted by several schools to knowledge of the co-operative activities of these schools gained by interviews with school personnel and from the agencies assisting these schools.

Other Sources of Data

Letters were submitted to the Information Service Office of the Departments of Education of the provinces requesting information concerning any projects in which the provinces' schools may have engaged students from underdeveloped countries and any projects of this nature which were sponsored by the Department of that particular province. Appendix D contains the letter sent to the departments and

the letters which were received in reply.

Officers of several organizations involved in international assistance or student exchange were interviewed, and letters were sent to similar organizations outside the province requesting information on the activities of their organization and the extent of their operations in Canada and in Manitoba. Finally, appeals were made to educational organizations, such as the Ontario Institute for Studies in Education, when reports on specific projects were required.

Chapter 4

SURVEY RESULTS

The Sample

Of the one hundred seventy-four questionnaires mailed to the schools, ninety-three were returned. Of these nine were unusable and not included in the tabulation. The remaining eighty-four represented forty-seven percent of the secondary schools in the province.

Table 1

RESPONSE TO THE QUESTIONNAIRE MAILED TO MANITOBA HIGH SCHOOL PRINCIPALS JUNE, 1970

Schools Within Metropolitan Winnipeg Area

Number of questionnaires mailed	30
Number of usable replies	12
Number of spoiled replies	1
Percentage of questionnaires returned	43

Schools Outside Metropolitan Winnipeg Area

Number of questionnaires mailed	114
Number of usable replies	75
Number of spoiled replies	6
Percentage of questionnaires returned	56

Metropolitan School Activities

Only two of the twelve reporting high schools in the eleven metropolitan divisions indicated no co-operative activity of any kind. These schools which did co-operate with underdeveloped countries did so through one or more of three agencies as indicated in Table 2.

Five of the metropolitan high schools listed the Manitoba Association for World Development (MAWD) and March for Millions as separate agencies. In metropolitan Winnipeg MAWD organizes the March for Millions walkathon. The confusion probably arises due to the existence of the March for Millions Committee which operates in other parts of the country and in some rural areas in Manitoba through representatives of those fifteen organizations which share the proceeds from the walks (Miles for Millions, 1970, p. 2). Only one school failed to indicate that a request for the school's co-operation with MAWD had been received and two indicated that no action had been taken to comply with such requests. According to G. Boychuk, MAWD Executive Assistant, appeals to the schools during the 1969-1970 school year were limited to a request to permit MAWD representatives to encourage the students to participate in the walkathon held May 10, 1970.

Two schools indicated that books were donated to underdeveloped countries through MAWD, although that organization suspended its book drive in the previous school year. Another school reported correspondence with St. Lucia resulting from book contributions to that island. A report of three students from one school spending the summer in St. Lucia was discounted by a MAWD official although Winnipeg high school students will be involved in the St. Lucia project this summer.

Estimates of the number of students involved in the marches range from five to five hundred with several schools indicating that no estimate could be made. No principal could state how much money had been raised by the students in their school, a situation which is not surprising since the administration has no part in organizing the walk nor in collecting the funds raised. Information concerning the number

of participating students from each school and the funds raised from each school was not available from MAMD either due to the impracticability of trying to sort the thousands of receipts turned in by the marchers.

Seven of the twelve reporting metropolitan high schools are registered with the Red Cross Society although principals of two of these schools failed to report the existence of a club in their schools. The activities of Red Cross Youth Clubs can be called more legitimately school activities, because the activities are supervised by members of the teaching staff in the schools as compared to MAMD activities which do not involve teachers in their professional role in the schools. Many Red Cross Youth activities provide services to the local community, but one reporting school indicated that the club was supporting an orphan in an underdeveloped country.

All funds raised by Red Cross Clubs in the schools are to be submitted to the office of the Red Cross Society, and any expenditure must be made by applying for funds from this office. One-third of the funds submitted are marked for international aid and development. Not all schools follow this procedure, so it cannot be assumed that one-third of the funds raised eventually benefits underdeveloped countries. Three of the reporting schools with Red Cross Clubs did not indicate the amount of funds raised by the Club during the year. One Club stated a nine hundred forty dollar contribution. The club supporting the orphan reported a one hundred dollar contribution. The remaining two clubs donated blood and a wheel chair respectively. Funds were raised usually through donations from individual students in school rather than by canvassing the community.

The entire student body is considered to be part of the Red Cross Youth Club in a registered high school, but concern was expressed by students attending the Red Cross Youth Conference, April 2, 1970 at the lack of enthusiasm for the programme among high school students. Red Cross Youth is sending one student from a Winnipeg high school to serve with three other Canadian students in Jamaica for the summer. That student is the sole active Red Cross Youth Club member in the school he attends.

Foster parent plans are the only other type of project that received support from reporting metropolitan high schools. The financial commitment of from one to two hundred dollars per annum is assumed by the student council generally or the Red Cross Club. The degree of support lent to this type of project in comparison to that given to M&D and the Red Cross is remarkable for the promotion campaign for foster parents plans is directed through the mail. All four schools reported corresponding with their adopted orphans in underdeveloped countries.

Board policies regulating co-operative activities were reported by three schools. Two said the school was limited to one major fund-raising drive per year and one reported a restriction on "commercial" projects. There was no consensus among principals of schools in the same division with respect to school board policy.

Principals reported personally promoting projects in six cases. There was no indication that this personal involvement appreciatively affected the performance of the school nor that the information given on the questionnaire was more reliable than those from principals who did not promote projects.

Requests from agencies made through the principal's office are directed to the Student Council or the Red Cross Club. With one exception all of the reporting schools indicated that any projects which led to a co-operative activity with an underdeveloped country was instigated by the Student Council, the Red Cross Youth Club or representatives of MAND. The vice-principal of one school instigated a drive to collect books.

At least two schools had student tours to Mexico, but in neither of the known instances did principals report these trips. Presumably the tours were not arranged in co-operation with citizens of Mexico. One of these schools had about seventy students involved in an Inter-school Christian Fellowship Club which contributed two hundred-fifty dollars to the work of an organizer in South America. No mention of the club was made on the returned questionnaire.

Activities Outside Metropolitan Winnipeg

Manitoba schools outside metropolitan Winnipeg operate in a distinctly different milieu. Although there are communities having the status of cities, the metropolitan Winnipeg area encompassing half of the province's population is so pre-eminent as an urban area that it is frequently referred to by Manitobans as "the city" without deference to other communities.

The average number of teachers employed in the reporting schools of Metropolitan Winnipeg was 48.1 teachers as compared to the average of 12.3 high school teachers in the schools reporting from outside the metropolitan area. Only three of the seventy-five reporting schools in "rural" Manitoba had high school populations greater than five hundred.

Moreover, eight one-room high schools, offering only grade nine, reported along with one two-room high school. The majority, forty-two, of the reporting schools offered grades nine to twelve or both junior and senior high grades. In short, not only are the schools outside the metropolitan area smaller, but there is a larger variety of grade levels being offered by these schools.

The distances separating these schools from one another and from agencies with offices in the metropolitan area seriously restricts the amount and type of communication which exists in rural areas. On the other hand the citizen of the community in which the school is located is likely to have a more intimate knowledge of the activities taking place in the school and have greater opportunity to assist the school in these activities where community resources are limited.

Reports from schools outside metropolitan Winnipeg show that the Red Cross Youth programme was operating in twelve of the seventy-five reporting schools. Four more schools were registered with the Red Cross Society but were not listed by the principals of these schools. Ten others indicated that the Red Cross had approached the school but without success. Seven schools reported donations to the Red Cross of amounts ranging from fifteen to seventy-five dollars. Where estimates of the active membership in these clubs were given the range was from thirty to sixty members. Five out of nine reports cited the teacher as being the instigator of Red Cross projects. This was in marked contrast to metropolitan schools where the Club itself or the Student Council, rather than the teacher, was cited as the instigator. One school reported the use of Red Cross facilities to communicate directly with a school in Jamaica to exchange scrap books, tapes and "write-ups".

TABLE 1
SUMMARY OF STUDENT ACTIVITIES IN CO-OPERATION WITH UNDERDEVELOPED COUNTRIES SPONSORED BY RURAL HIGH SCHOOLS

1969 - 1970

Case Number *	RURAL HIGH SCHOOL		INVESTIGATOR										AGENCIES INVOLVED					CONTRIBUTIONS					
	Enrollment	Grades Offered	Board Policy	Promotion by Principal	Natal Assistance	Correspondance	Visitors from Abroad	Students Abroad	Student Council	School Club	Staff Member	Students in R.A.R.D.	Individual Class	Community Organization	M.A.R.D.	Red Cross	Poster Parent	U.R. Agencies	Others	Cash	Books	Clothing	Gifts to Individuals
1 200	9-12	Y	N	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	\$144			
2 142	7-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	200			
3 650	9-12	N	N	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	316			
4 246	1- 9	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	100			
5 260	7-12	N	N	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	...			
6 230	9-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	75			
7 236	9-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	...			
8 481	9-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	113			
9 203	7-12	N	-	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	78			
10 150	9-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	75			
11 470	10-12	N	-	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	...			
12 147	9-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	125		X	
13 208	9-12	N	N	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	204			
14 160	9-12	Y	Y	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	220		X	
15 197	9-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	273			

TABLE 3 (continued)

Case Number	Enrollment	Grades Offered	Board Policy	Promotion by Principal	RURAL HIGH SCHOOL			ACTIVITY			INSTIGATOR			AGENCIES INVOLVED			CONTRIBUTIONS			
					Material Contribution	Correspondence	Visitors from Abroad	Students Abroad	Student Council	School Club	Staff member	Students in M.A.M.D.	Community Organization	Individual Class	M.A.M.D.	Red Cross	Foster Parent	U.N. Agencies	Others	Cash
16	185	9-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	400	X		
17	142	9-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	1200	X		
18	490	9-12	Y	N	X	X	X	X	X	X	X	X	X	X	X	X	200	X		
19	270	9-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X				
20	124	1-9	N	Y	X	X	X	X	X	X	X	X	X	X	X	X				
21	301	K-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	340			
22	257	K-9	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	36			
23	80	9-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	170			
24	142	9-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	40			
25	85	9-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	25			
26	77	9-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	144			
27	192	K-9	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	14			
28	170	9-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	329			
29	350	9-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	...			
30	430	7-12	Y	N	X	X	X	X	X	X	X	X	X	X	X	X	140			
31	385	9-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	165			
32	680	7-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X				
33	375	7-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X				

TABLE 3 (continued)

Case Number	RURAL HIGH SCHOOL										AGENCIES INVOLVED					CONTRIBUTIONS							
	Grades offered	Board policy	Promotion by principal	Material contribution	Correspondence	Visitors from abroad	Students abroad	Student Council	School Club	Staff member	Students in N.A.R.D.	Community organization	Individual class	N.A.R.D.	Red Cross	Poster parent	U.N. Agencies	Others	Cash	Books	Clothing	Gifts	
34	215	9-12	N	Y	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
35	189	1-12	N	N	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
36	380	9-12	N	-	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
37	472	K-10	N	N	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
38	385	9-12	M	Y	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
39	60	10-12	N	N	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
40	420	8-12	N	N	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
41	607	1-12	N	N	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
42	500	K-12	M	Y	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
43	305	1-12	N	-	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
44	1313	9-12	M	M	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

*Thirty-one cases reported no co-operative activity

Five schools outside metropolitan Winnipeg reported supporting MAMD. Two of these reported contributing books. Two schools in larger communities reported encouraging students to participate in a MAMD organized walkathon. Another reported making a contribution of twelve hundred dollars to MAMD from proceeds of a marathon organized by students from that school. The four last mentioned schools all reported having had a student visit an underdeveloped country, but with one exception prior to the summer of 1970.

Contributions to foster parent schemes were reported by eighteen schools. The amounts of these contributions varied from school to school with commitments ranging from ten to seventeen dollars per month. Two schools reported contributions exceeding three hundred dollars.

A striking aspect of the co-operative activities of the schools outside metropolitan Winnipeg is the support given to agencies other than the Red Cross, MAMD and various foster parent schemes. The United Nations' agency, UNICEF, received support from eleven schools which collected funds by Halloween Sellouts, walkathons and donations from students. Thirteen hundred dollars was contributed by the eight schools reporting the amounts collected. UNESCO received one hundred dollars from two schools, and the World Health Organization received one hundred dollars from another.

Canadian Save the Children Fund was supported by three schools with a total contribution of just over three hundred dollars. The Canadian National Institute of the Blind received contributions totalling over one hundred sixty dollars from five reporting schools, and a Grade IX Girl Guide group in a remote mining community raised two thousand two hundred dollars for India and Korea by organizing a

walkathon. The money was directed to the Unitarian Service Committee.

Two schools reported assisting individuals in underdeveloped countries directly. Both schools are relatively small high schools of about one hundred fifty students and are situated in farming communities in which the church has a strong influence. One school is administered by Roman Catholic nuns who have sisters of the same Order, the White Sisters, serving as missionaries in Basutoland, Africa. Relatives of the missionaries reside in the community and attend the high school. Information from Africa is gained through personal correspondence and by presentations made to the students by White Sisters home on leave from assignments overseas. During the past year students have shipped one hundred ten kilograms of clothing to Basutoland and paid the tuition of a teacher in training. Students contributed altogether two hundred ten dollars to African assistance plus ten dollars to UNICEF.

Five graduates of a small high school situated in a Mennonite farming community are presently serving in Africa and India on an assistance programme sponsored by the Mennonite Central Committee (1969, pp.1-8). The principal of the school, who has completed two assignments as a volunteer in the Congo and is shortly leaving for a third assignment, reports that the students of his school are kept well-informed on conditions in the underdeveloped countries and the activities of Canadian Mennonite volunteers not only through personal correspondence with former residents of the community serving in these

countries, but also through the presentations made by individuals returning from assignments overseas. The students contributed two hundred dollars to the Mennonite Central Committee and about the same amount directly to Canadian volunteers overseas.

Although two schools outside metropolitan Winnipeg reported requests for contributions from Care and ten schools reported requests from Oxfam, none of the reporting schools contributed to these organizations. Eight schools received appeals from at least one agency but did not make contributions or co-operate directly with underdeveloped countries. Twenty-three of the seventy-five reporting schools neither participated in a co-operative activity with an underdeveloped country nor received appeals from community agencies to do so.

Only four schools reported board policies limiting student activities. One policy states that projects must be approved by the principal and the board, another that projects must be approved by the student council. A third school is limited to projects which fill the student coffers, but contributions can be made therefrom. The fourth school has a policy of providing assistance to regions in underdeveloped countries known to some of the teachers or pupils through relatives or acquaintances working there.

Twenty-three principals indicated personal sponsorship of projects and thirty-one credited the Student Council as instigating co-operative projects. Thirteen principals credited the teaching staff for instigating projects. Community organizations, such as Girl Guides, were cited four times, single classes and school clubs three times each.

Seven of the seventy-five reporting schools engaged in co-operative activity other than by contributing funds or materials to

underdeveloped countries. The activities of the Mennonite and White Sisters schools were described above. Mentioned also was an interchange of samples with a Jamaican school. Two other schools corresponded with their adopted orphan. Another indicated that the President of the Student Council was to spend the summer on a 4-H Club project in Trinidad. The final school reported hosting visitors from underdeveloped countries on three occasions. The visits were arranged through the Rotary Club, NAMD, and the touring "Up With People" show.

Activities in UNESCO Associated Schools

One of the two UNESCO Associated Schools replied to the questionnaire. The principal of that school stated that the school had not received any request for aid from agencies nor had the agencies sent any information. The principal indicated that there was no established board policy, and that he had not personally promoted co-operative projects. No co-operative projects were listed on the questionnaire.

A survey of the activities of the second UNESCO Associated School was gained July 13, 1970 through an interview with Brian R. Chappell, social studies teacher and Chairman of the Staff Committee for UNESCO School Projects. Fifteen hundred students attend Grades VII to XIII in this Winnipeg school. There is no board policy limiting projects of a co-operative nature. Chappell stated that the principal of the school supports such projects. The acquisition of a grant of seven hundred dollars from the Department of Education and assistance from other governmental organizations for the hosting of the Canadian Conference of UNESCO Associated Schools, October 30, 1969 was cited as an example of the effectiveness of this support. As well as hosting

the hundred odd students, advisors and guests at the Conference, the school again sent two students to work during the summer in Jamaica in conjunction with the YBCA project at Vere (YBCA of Metropolitan Winnipeg, 1970, p.13). The funds to support this venture were acquired in 1968 by the students participating in a walkathon organized in co-operation with N.A.M.D.

Although there are clubs operating in the school, including a Red Cross Club, Chappell has tried to avoid having the UNESCO projects associated with any particular group in the school, preferring instead to encourage teachers to incorporate an international perspective across the spectrum of the school curriculum and to allow the effect of UNESCO to "prevade the total atmosphere of the school" (UNESCO, 1969, p.18).

Role of Departments of Education

Replies received from officials of six of the provincial education departments indicated that Departments of Education in the Maritimes, Manitoba and British Columbia do not sponsor co-operative projects (Appendix D). New Brunswick sent in reply a copy of the Annual Report of the Minister of Education. A two page report on Red Cross Youth Activities is included in the Deputy Minister's Report (New Brunswick Department of Education, 1970, pp.46-8) in which the Department of Education is commended for "the endorsement of our programme as an in-school activity" (Ibid. p.48). New Brunswick District Superintendents of the districts having UNESCO Associated Schools did not report any co-operative activities or special programmes to develop international understanding.

The responses from department officials and the evidence from the available literature indicated that these provinces while they may give grants to private agencies such as the Overseas Book Centre, or lend technical assistance to underdeveloped countries by selecting teachers for the Canadian International Development Agency, or endorse the programme of the Red Cross; that while they are sympathetic towards efforts to assist underdeveloped countries, the initiative for the instigation of co-operative projects is left to local authorities.

The Saskatchewan Department of Education (1970) operates a "Friendship Tapes" service to encourage international correspondence (Appendix D). The average number of interchanges occurring yearly is between fifteen and twenty, though not all interchanges take place with underdeveloped countries and some schools correspond directly instead of through the Department's Tape Librarian. Alberta also actively promotes interchanges as a co-operative activity. To assist schools in planning Citizenship Day and Commonwealth Day programmes, the Department provided schools with a kit of information pamphlets including the Official Communique from the 1969 Commonwealth Conference, a bibliography on Commonwealth history, a speakers' roster from the Canadian Council for International Co-operation, a description of Overseas Book Centre activities, and advice on international twinning (Alberta Department of Education, 1969). The Department suggested that schools select a Commonwealth country for study and establish a twin school in that country. The Department did not state how many high schools had successfully accomplished this goal.

The Quebec government sponsors student exchanges with France and the francophone countries. No estimate of the numbers of students

or the countries involved was provided. The literature available from the Department mentions, as well as the extensive interprovincial student exchanges, teacher exchanges with France, and co-operation with Louisiana and Gabon, but nothing of high school students on exchange to underdeveloped areas. The majority of the student exchanges taking place likely involve university students. The existence of l'Office francoquébécois pour la jeunesse, le service de la Co-opération avec l'extérieur du ministère de l'Éducation and la Direction de la Co-opération avec l'extérieur du ministère des Affaires Intergouvernementales emphasizes the importance that is attached to international co-operation as a means of maintaining the French ethos in North America.

The Ontario Department has concentrated its efforts in international co-operation in the Caribbean, a natural choice when the proximity of the area and its common cultural heritage are considered. Project School Supplies (Gordon, 1967; Ontario Department of Education 1967b, 1969a) and Project School-to-School (Mason, 1969; Ontario Department of Education 1968b, 1969b, and 1970) have been described previously (pp. 31-2) at which time the role of the Minister of Education as an instigator of these projects was mentioned (Ontario Department of Education, 1967a).

Besides these efforts in assistance and international fellowship, the "peace-building" efforts of the UNESCO Associated Schools Project has been recognized by the Department (Phinister, 1965, p.1). The Ontario Institute for Studies in Education made a study of the UNESCO programme at Oakwood Collegiate and produced a training kit for the

Ontario Department of Education (1967d) called Education for International Understanding. The kit is designed to encourage teachers to promote international understanding in classrooms throughout the province. The efforts of the Ontario Department of Education in international co-operation are outstanding. Even if superior wealth and greater population are taken into consideration, the scale of the Ontario operation is a remarkable example of a department's ability to mobilise material and human resources.

Chapter 5

CONCLUSIONS AND IMPLICATIONS

Recapitulation of Premise

This survey was made on the assumption that the schools have a responsibility to society; that schools may be expected to aim to develop in students an understanding of the magnitude and complexity of the problems facing the underdeveloped countries and the potential threat to our society that is presented by the existence of these problems. Activities in the schools should illustrate the educator's concern for this aspect of the students' education.

The survey was designed to determine the extent to which Manitoba high school students were involved in co-operative activities with underdeveloped countries and to determine the persons or groups who instigated these activities during the 1969-1970 school term. Finally, the survey attempted to determine the extent to which provincial departments of education sponsored co-operative activities between Canadian students and citizens in underdeveloped areas.

General Conclusions

The Manitoba Department of Youth and Education gives little encouragement or leadership in initiating programmes to develop an awareness of the problems of the underdeveloped countries. Left to their own initiative many schools, particularly in rural Manitoba, engage in no co-operative activities; and in those schools which do the stimulation which motivates the students to participate in co-operative activities with underdeveloped countries is likely to come from

community organizations such as N.A.M.D. and the Red Cross Society.

The lack of staff involvement and the infrequency of person-to-person communication between students and citizens in underdeveloped countries suggests that the co-operative activities which took place in the school were not the result of a purposeful programme to provide meaningful experiences through which students might develop a sympathetic understanding of a critical situation. Except in the case of the UNESCO Associated School in Winnipeg and two rural schools (pp. 52 - 3), the co-operative activities in Manitoba high schools were likely more charitable than educational in purpose. As such they might better be left to organizations existing for this purpose. The 1968 Progress Report comments on fund-raising activities in UNESCO Associated Schools, but the comments are applicable to schools generally.

Fund-raising in participating schools is one of the easier ways in which to secure student involvement. Often, too, it can be thought of as the fruit of the total education programme. There are, however, some pitfalls associated with money-raising which ought to be recognized and kept in mind at all times. "Rice-bowl" approaches, for example, are highly dangerous and should be strictly avoided. The selection of projects must be careful and truly responsible. The pathetic fact exists that sometimes charitable efforts, be they UNESCO or otherwise oriented, can lull the participants into a state of self-satisfaction wherein they feel that they have made their contribution by gifts of money and there the matter ends. The truth is, of course, that a wholly materialistic approach such as this has little or no relevance to the basic philosophy of the UNESCO Associated Schools Project, a philosophy aimed at an understanding of the total human condition in order to promote relationships of mutual respect and concern. This is why the selection of worthwhile projects is so very important in this area. It is also the reason why fund-raising no matter how successful or exciting, should never be allowed to eclipse other extra-curricular activities such as conferences, study groups, club projects, twinning, visits and the rest. (UNESCO, 1969, p.16)

It would be naive to suggest that Manitoba schools held the key to the solution of the problems of the underdeveloped countries or that peace and prosperity may be achieved by international understanding (Cormach, 1969, pp. 265-275), and it would be folly to misrepresent the combined efforts of Manitoba high school students as having relieved a significant part of handicaps under which people in the underdeveloped areas labour nor indeed that Manitoba schools have the potential to do so. In the final analysis the co-operative activities of students when motivated by charity alone were well-intentioned but inappropriate educational exercises.

The Extent of Student Co-operation

High school students in the metropolitan area co-operated with underdeveloped areas to the extent that they participated in MAND's March for Millions, the Red Cross Youth Clubs and foster parent schemes. Students participated in the March for Millions walkathon independently and, therefore, principals could not accurately estimate how many students were involved nor how much money they contributed to MAND to be used for development projects in the Caribbean. The MAND march was the project most frequently mentioned by principals from the metropolitan area and this fact coupled by general observation by spectators attending the event indicated that high school students were a significant segment of the twenty thousand marchers reported by the Winnipeg Free Press, May 11, 1970.

Half the metropolitan schools had Red Cross Youth Clubs which gave students the opportunity to co-operate both indirectly through contributions to Red Cross projects in underdeveloped areas and

directly by class-to-class correspondence with overseas schools. Although the entire student body was registered as part of the club, student response to the Red Cross Youth programme was often apathetic. Principals indicated that material contributions to Red Cross projects was the type of co-operative activity in which the students engaged.

One-third of the metropolitan schools sponsored foster children in underdeveloped areas. The acceptance of this means by student councils and Red Cross Clubs of making material contributions to underdeveloped areas may be due to the fact that the recipient responds to ensure students that their efforts are realising some tangible benefit to an identifiable individual.

Students attending schools outside the metropolitan area were less likely as student bodies to engage in co-operative activities. Those which did so made material contributions, usually cash, and as with metropolitan schools these contributions were made with a few notable exceptions, through intermediary agencies. However, there was a significantly greater number of agencies involved. The Red Cross and NAWD were less influential in schools outside the metropolitan area, but the foster parent plans seemed to hold the same appeal for rural and urban students. In exceptional cases, person-to-person communication through correspondence or student visits has occurred, but generally co-operative efforts were of a charitable but impersonal nature.

Indicators of Co-operative Activities

Student co-operative activities in metropolitan schools were approved and initiated by either the student council or a school club, according to reporting principals. The influence of NAWD and the Red

Cross Society was evident. Whether the strength of this influence, or administrative pressure, or some other factor acted to exclude other agencies is left to conjecture.

Student co-operative activities outside the metropolitan area were instigated by student councils in the majority of cases. Teachers rather than clubs were cited as instigators perhaps because teachers had to give more guidance to the smaller Red Cross Youth Clubs in rural areas where the students had no personal contact with the School Organizer for the Red Cross Youth Activities during the 1969-1970 school term. Despite the more influential role of the staff in rural areas, the same proportion of principals indicated a positive attitude towards co-operative activities.

Encouragement from Provincial Education Departments

The Departments of Education in Nova Scotia, New Brunswick, Prince Edward Island, Manitoba and British Columbia showed little concern for co-operation between high school students and citizens in underdeveloped areas. Newfoundland and Alberta Departments suggested that schools consider becoming more closely involved by engaging in twinning, but neither provided the means to facilitate these arrangements. The Saskatchewan Department not only encouraged correspondence, but provided facilities, and co-ordinated communication through the International Tape Exchange service of the School Broadcasts Branch (Saskatchewan Department of Education, 1970).

Ontario's twinning programme, promoted and co-ordinated by the Department of Education, was on a scale which made the efforts of other provinces seem insignificant. Nor could the other Departments match the

Ontario Departments' efforts in the scale of material assistance to the Caribbean.

Quebec's reliance upon student exchange may indicate a greater concern for cultural assimilation amongst francophone countries than for international understanding between dissimilar cultures.

Commentary

Manitoba schools should engage in activities designed primarily for the educational benefit of Manitoba students. Participation in co-operative activities with underdeveloped countries are appropriate if they give students a new international perspective to "minimize the psychological dualism of native-foreigner so dangerously characteristic of provincial societies." (Ballow, 1953, p.54). If the Manitoba Department of Youth and Education and Manitoba teachers generally can be faulted for their failure to provide leadership in promoting and co-ordinating international co-operation, the justification for this criticism is not that educators failed to recognize a moral responsibility to less fortunate people (Gould, 1970, p.33), nor that they failed to recognize the "overwhelming threat to Canada" (Globe and Mail, 1968, p.2) for these are responsibilities of our entire society; rather it is the failure of educators to recognize the educational benefits which might accrue from an "association in growth" (Cordier, 1963, p.556) with schools in underdeveloped areas.

. . . the developing countries . . . present a new educational frontier to Canadians; and on this new frontier there are abundant opportunities for the citizen, the school, the community and the State to play their part; and together conquer the citadels of ignorance, misunderstanding and mistrust. The vast "common market" of ideas, knowledge and cultural interchange which the developing countries offer, can broaden the framework of international co-operation, strengthen Canada's links with other nations and

enrich Canadian education. (Perinbaum, 1963, p. 193)

Yet the barrier of distance, in both the physical and psychological sense, is a formidable obstacle to international co-operation, so formidable that close co-ordination between citizen, school, community and State are necessary if the benefits from the "new frontier" are to be made available to Canadian students.

The leadership of the Department of Youth and Education is essential in defining educational objectives to legitimize attempts to reach out to the underdeveloped world, in vigorously promoting the incorporation of an international perspective in the teaching of all school subjects, in making available human and material resources to support international education in the schools, in co-ordinating activities in the schools with those of other departments in the federal and provincial government, the crown corporations and with business and volunteer service organizations, and in negotiating with education authorities in underdeveloped areas to initiate mutually beneficial co-operative programmes which make available materials and information not otherwise available to Manitoba school children. In the long run the most important contribution the provincial government can make to the underdeveloped countries may be to provide a programme through which teachers and students may effectively "opt in" to international activities. Over the past decade the Ontario Department of Education's association with the Caribbean and the association formed between various American school systems with Central and South American countries provide a fund of practical experience from which Manitoba administrators and curriculum planners might benefit in developing a meaningful programme. Experimental projects such as the UNESCO

Associated Schools Project, the Glens Falls Experiment, and the American Field Service Student Exchange Project have developed techniques for planning effective learning experiences. New curricula being introduced, such as the social studies curriculum in Alberta and the world affairs courses offered in some American schools, may be useful sources of ideas when revision of the Manitoba curriculum is being considered.

The Faculties of Education in recognition of the desirability of overcoming parochialism should add an international perspective to their syllabuses by providing better opportunities for prospective and practicing teachers to become well-informed on world affairs through courses in international development education or by electing suitable courses in other facilities. The Faculties should assume the responsibility for developing new techniques to provide appropriate learning experiences, and for keeping teachers informed of these techniques and the services and resources available from government and community agencies to assist teachers in their efforts to promote international understanding in the classroom. Negotiations should be initiated with teacher training institutions in underdeveloped countries to develop a mutually beneficial exchange programme for select faculty members, student-teachers and teachers desiring to improve their qualifications. Consideration might be given to the feasibility of offering a summer course in the field of social studies of international development education to be held in an underdeveloped country, perhaps in co-ordination with the Manitoba Teachers' Society's charter flight service.

Because many of the social, political and economic problems being discussed in Manitoba schools are problems which, when generalized, are problems common to underdeveloped nations, the incorporating of an international perspective into the existing programme of studies may be accomplished simply by drawing the generalization and applying it to an underdeveloped area. Yet this type of intellectual exercise lacks poignancy and the outcome is likely to be less palpable than if the experience demands involvement on the part of students. The success of MAND in getting students to commit themselves to a cause would indicate that youth are less cynical than adults. The survey results showed that students instigated co-operative projects without prodding from the staff. Teachers might well use the techniques developed by MAND, the Red Cross Youth Programme, and the others, to take advantage of the predisposition of students to assist their less fortunate neighbours. The initiative for setting educational objectives and planning meaningful programmes to realize the objectives is the responsibility of the school. Community organizations, such as the Red Cross, MAND, and the Rotary Club which offer services and resources to the school, will be able to make a more significant contribution to the school programme when there is a deliberate attempt on the part of the school to take advantage of this assistance. Means of establishing direct communication with underdeveloped countries are available to schools through Canadians serving in underdeveloped countries, through overseas visitors in Canada, through the auspices of organizations with international affiliations, and through government-sponsored projects such as

Project School-to-School. Seminars on international topics and international competitions have been organized for the benefit of high school students. Schools should vigorously promote these activities as a means to improve the preparation of the students for their role as responsible citizens in the contracted world of the day after tomorrow.

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Index of underdeveloped countries or locations being assisted by Canadian non-governmental agencies. "Underdeveloped" indicates economic and technical underdevelopment, not cultural underdevelopment. This list is not exhaustive.

AFRICA

Algeria
 Angola
 Botswana
 Burundi
 Cameroun
 Central African Republic
 Chad
 Congo (Brazzaville)
 Congo (Kinshasa)
 Dahomey
 Ethiopia
 Gabon
 Gambia
 Ghana
 Guinea
 Ivory Coast
 Kenya
 Lesotho
 Liberia
 Libya
 Malagasy Republic
 Malawi
 Mali
 Mauritania
 Morocco
 Mozambique
 Niger
 Nigeria
 Rwanda
 Senegal
 Sierra Leone
 Somalia
 Sudan
 Swaziland
 Tanzania
 Togo
 Tunisia
 Uganda
 Upper Volta
 Zambia

ASIA

Afghanistan
 Bhutan
 Burma
 Cambodia
 Ceylon
 China, Republic of
 (Taiwan)
 Hong Kong
 India
 Indonesia
 Laos
 Macau
 Malaysia
 Nepal
 New Guinea
 Pakistan
 Philippines
 Singapore
 South Korea
 South Vietnam
 Thailand
 Vietnam

EUROPE

Greece
 Malta

NEAR EAST OR MIDDLE EAST

Cyprus
 Iran
 Iraq
 Israel
 Jordan
 Kuwait
 Lebanon
 Saudi Arabia
 Syria
 Turkey
 United Arab Republic

CENTRAL AMERICA

British Honduras
 Costa Rica
 Cuba
 El Salvador
 Guatemala
 Haiti
 Honduras
 Mexico
 Nicaragua
 Panama
 Uruguay

SOUTH AMERICA

Argentina
 Bolivia
 Brasil
 Chile
 Ecuador
 Guyana
 Paraguay
 Peru
 Venezuela

WEST INDIES

Antigua
 Barbados
 Cayman Island
 Dominican Republic
 Grenada
 Jamaica
 St. Lucia
 St. Vincent
 Trinidad

APPENDIX B

Index of non-governmental agencies in aid and development.

Africa Inland Mission
 African Students' Foundation
 Anglican Church of Canada - Primate's World Relief Fund
 Association Canada-Burundi Inc.
 Association of Canadian Medical Colleges
 Association of Universities and Colleges of Canada (A.U.C.C.)
 Bible and Medical Missionary Fellowship
 Boy Scouts of Canada
 Brothers of the Christian Schools
 Canadian Association for Adult Education
 Canadian Chamber of Commerce
 Canadian Council of Churches
 Canadian Friends Service Committee
 Canadian Hunger Foundation
 Canadian Institute of International Affairs
 Canadian Labour Congress
 Canadian Lutheran World Relief
 Canadian National Commission for Unesco
 Canadian National Institute for the Blind
 Canadian Nurses Association
 Canadian Red Cross Society
 Canadian Religious Conference
 Canadian Save the Children Fund
 Canadian Service for Overseas Students and Trainees
 Canadian Teachers' Federation
 Canadian University Service Overseas
 Canadian Welfare Council
 Care of Canada
 The Catholic Women's League of Canada
 Centre D'Etude et de Co-Operation Internationale
 The Congregation of the Sisters of Our Lady of Perpetual Help
 Co-Operative Union of Canada
 Credit Union League of Saskatchewan
 Cuna International Inc.
 The Engineering Institute of Canada
 Evangelical United Brethren Church
 Federated Women's Institute of Canada
 Foster Parents' Plan
 Girl Guides of Canada
 Gospel Missionary Union
 The Grail Movement
 Grey Nuns of the Cross
 Grey Sisters of the Immaculate Conception
 The Grey Sisters of Montreal
 Imperial Order of the Daughters of the Empire
 Inter-Varsity Christian Fellowship of Canada
 International Alliance of Hospital Volunteers
 Latin-American Office of the Canadian Catholic Conference
 Manitoba Association for World Development (M.A.W.D.)

APPENDIX B (CONTINUED)

March for Millions
 Medico - A Service of Care
 Mennonite Central Committee (Canada)
 Missionary Auxiliaries of the Assumption
 Missionary Sisters of Our Lady of the Angels
 The Missionary Sisters of the Immaculate Conception
 Mudo - Montreal (National University Movement for Development
 Overseas)
 National Unicef Committee - United Nations Association in Canada
 National YMCA World Service Committee of Canada
 Operation Crossroads Africa
 Our Lady's Missionaires
 Overseas Institute of Canada
 Overseas Missionary Fellowship
 Oxfam of Canada
 Pentecostal Assemblies of Canada
 Presbyterian Church in Canada
 Regions Beyond Missionary Union
 Rotary International - In Canada
 The Salvation Army
 Save a Family Plan
 The Sisters of Charity of Hotel-Dieu
 Sisters of Charity of Providence
 Sisters of St. Francis D'Assisi of Lyon
 Sisters of the Holy Cross and of the Seven Sorrows
 Sudan Interior Mission
 Tibetan Refugee Aid Society
 Unesco Gift Coupon Program
 Unevangelized Fields Mission
 Unitarian Service Committee
 United Church of Canada
 United Nations Association in Canada
 Voice of Women
 White Fathers of Africa
 World University Service of Canada
 Young Women's Christian Association

APPENDIX C

QUESTIONNAIRE

DIRECTIONS:

1. Remember that this questionnaire deals exclusively with:
 - (a) projects involving underdeveloped countries;
 - (b) projects which are sponsored by the school or which the school sanctions and supports;
 - (c) projects operating in the 1969-70 school term (for the sake of uniformity May 30, 1970 will be considered as the end of the year).

2. The questions herein should not be interpreted as implying that such projects are appropriate or inappropriate student activities.

3. If you wish to qualify your response use the space after "Comments:".

4. Return this questionnaire promptly, even though the students in your school may not have participated in any project which complies to the limitations set in (1) above.

SECTION I - GENERAL INFORMATION

Name of School _____ Address _____

Grades Offered _____ Total Enrolment _____

SECTION II

If the School Board has established a policy to regulate such activities, please state this policy:

SECTION III

List those agencies which have made requests through your office for the school's co-operation in projects designed to assist underdeveloped countries and indicate what action was taken to dispose of the matter, for example, not approved, referred to staff member, referred to Student Council, etc.

AGENCY CONTACTING THE SCHOOL	DISPOSAL OF AGENCY'S REQUEST

Comments: _____

Has the principal personally presented any project? Yes _____ No _____

APPENDIX C (CONTINUED)

SECTION IV

If the students in your school have contributed to one or more of the various agencies in international aid and development, please complete the following table:

CONTRIBUTIONS THROUGH AID AGENCIES					
Recipient Agency (Appendix B)	Means of Raising Contribution	Number of Students Involved	Amount of Funds Contributed	Kind and Amount of Material Contributed	Person or Group Executing the Project (Appendix C)
1.					
2.					
3.					

Comments: _____

SECTION V

If students have, under the auspices of the school, participated in interchanges of cultural samples (Letters, pictures, tapes, etc.) with students in an underdeveloped country (Appendix A) please complete the following table:

Name of Recipient School and Country	Kinds of Material Interchanged	Number of Manitoba Students Involved	How was the Initial Contact Made?

Comments: _____

APPENDIX C (CONTINUED)SECTION VI

If students from your school have travelled to an underdeveloped country (Appendix A) this year under the auspices of your school or under the auspices of an agency in co-operation with the school, please complete the following table:

Area Visited	Date	Number of Students	Sponsoring Agency	Individual or Group Responsible (Appendix C)
1.				
2.				
3.				

Comments: _____

SECTION VII

If students from an underdeveloped country were guests at your school this year please fill in the following table:

Visitor's Name	Date of Visit	Number of Visitors	Sponsoring Agency	Individual or Group Organizing the Reception in Manitoba (Appendix C)
1.				
2.				

Comments: _____

SECTION VIII

If students in your school have participated in projects involving direct or indirect communication with underdeveloped countries under the auspices of the school but which do not fall into any of the aforementioned categories, please describe them in the following table:

Nature of the Project	Underdeveloped Country Concerned (Appendix A)	No. of Manitoba Students Involved	Individual or Group Responsible for Executing the Project (Appendix C)

Comments: _____

APPENDIX D

The letter requesting information from Provincial Departments of Education and replies therefrom are given. Two provinces did not respond by letter: New Brunswick sent the Annual Report, Alberta sent pamphlets. Manitoba officials were interviewed.

226 - 21st Street
Brandon, Manitoba
May 5, 1970

Information Service
Department of Education

Gentlemen:

I am attempting to determine the relative efforts being made by students in Manitoba schools as compared to those in other parts of the nation in the field of international co-operation and voluntary community service. Would you assist me by supplying information concerning any projects the students of your province's schools have actively engaged in with students in developing countries to promote greater world understanding? These projects might include student exchanges, cultural interchanges, gifts of books and supplies, etc. Does the Department of Education sponsor any projects, such as the School-to-School Aid Program sponsored by the Ontario Department of Education, or is this considered of local concern only?

I assure you that any information which is volunteered will be used objectively only to develop a thesis to be submitted to the education faculty of the University of Manitoba.

Thank you.

Yours very truly,

Douglas V. Birch

DVB:ld

APPENDIX D (cont'd)



GOVERNMENT OF NEWFOUNDLAND AND LABRADOR
DEPARTMENT OF EDUCATION

ST. JOHN'S

June 4, 1970

Dear _____ :

This will acknowledge receipt of your letter received on May 12, 1970.

The projects you mentioned in your letter are normally sponsored by local school systems. If you were to write to the District Offices listed below, they should be able to give you further details. Although there are some 28 districts in Newfoundland, I am listing those that will likely have positive replies.

_____, District Superintendent
St. John's Roman Catholic Consolidated Board
P.O. Box 1840
St. John's, Newfoundland

M _____, District Superintendent
Avalon Integrated School Board
P.O. Box 1980
St. John's, Newfoundland

_____, District Superintendent
Terra Nova Integrated School Board
P.O. Box 1109
Gander, Newfoundland

_____, District Superintendent
Bay of Islands-St. Georges Integrated Board
P.O. Box 190
Corner Brook, Newfoundland

Cont'd . . . 2

Page 2
June 4, 1970

, District Superintendent
Exploit's Valley R.C. Consolidated School Board
P.O. Box 278
Grand Falls, Newfoundland

, District Superintendent
Labrador East Integrated School Board
P.O. Box 39
Happy Valley, Labrador

, District Superintendent
Placentia East R.C. Consolidated School Board
P.O. Box 209
Dunville, Newfoundland.

Sincerely yours,

J. W. HUBBARD
Supervisor of Information,
Statistics & Youth Travel.

CJG/ge

DEPARTMENT OF EDUCATION
APPENDIX D (cont'd) NOVA SCOTIA



P. O. Box 578
Halifax, N. S.
May 13, 1970

[Redacted]
Brandon, Manitoba

Dear [Redacted]

With reference to your enquiry of 5 May, I enclose a mailing list of school boards in Nova Scotia which you should use to continue your research, as community projects are usually organized locally.

There is no equivalent of the School-to-School Aid Program. Teachers in certain areas have, however, volunteered to give extra help with studies to underprivileged children in black communities. Other special projects have involved Indian children. The Council of Christians and Jews arranges cultural exchange visits between French and English language children of Quebec and Nova Scotia respectively.

If you are interested in social work done by young people outside the sphere of school you should contact Mr. Greg Donovan, Commissioner of Youth, Department of Education.

Special courses for students from developing countries are provided by the Coady Institute of St. Francis Xavier University, Antigonish, which can supply details.

Yours truly,

[Redacted]
Education Information Officer,
Publication and Information

FPL/br



APPENDIX D(cont.'d)

DEPARTMENT OF EDUCATION

CHARLOTTETOWN
PRINCE EDWARD ISLAND

GOVERNMENT
OF THE PROVINCE OF
PRINCE EDWARD ISLAND

CC
DE
S
VEC
EL I

May 25, 1970

Brandon, Manitoba

Dear :

Re your letter of May 5, 1970 concerning cultural interchanges etc. the only projects in operation here are Youth exchanges one of which is sponsored by Federal Provincial governments under the young voyager program and a similar one being sponsored by the Armed Services.

Hopefully this field will be opened up soon with the advent of voluntary agency exchanges and projects such as: Crossroads Africa. Hope this information will be of some help.

Sincerely,

[Handwritten signature]

Youth Co-ordinator

AA/na



APPENDIX D (cont'd)

GOUVERNEMENT
DU QUÉBEC

MINISTÈRE
DE L'ÉDUCATION

SERVICE DE LA
COOPÉRATION
AVEC L'EXTÉRIEUR

LE GOUVERNEMENT
DU QUÉBEC

July 16, 1970

Mr. [REDACTED]

[REDACTED]
Brandon
Manitoba

Dear Sir,

I acknowledge receipt of your letter to the information Service of the department of Education concerning the projects of the Quebec's students to promote greater world understanding.

Many students in this province are involved with programs like Rallye Tiers-Monde, OXFAM, care and so on. Many also participate on summer exchange programs with the other provinces through out organisms like "visites inter-provinciales and service des jeunes voyageurs."

The Quebec government also has many plans for exchange of students, teachers and workers with France and the French speaking countries through out "l'Office franco-québécois pour la jeunesse, le service de la Coopération avec l'extérieur du ministère de l'Éducation and la Direction de la Coopération avec l'extérieur du ministère des Affaires Inter-gouvernementales."

I hope these information will help you and don't hesitate to write me again if ever you need some more information.

Kindly yours,

[REDACTED]
[Handwritten signature]

JJ/gd

Project
School-
to-
School

APPENDIX D (cont'd)

Ontario Department
of Education



In reply refer to:
PR200 Special Projects

40 Eglinton Avenue E.
Toronto 12, Ontario
Canada

Telephone 365-1320

April 9, 1970

Mr.

Dear

In reply to yours of April 7th, I am pleased to enclose the following items regarding Ontario's Commonwealth Caribbean program.

- 1) Project School-to-School Information Kit
- 2) Commonwealth & Citizenship Day Booklet
- 3) June 1968 edition, 'Dimensions'
- 4) March 21, 1970 issue, The Canadian Register

Project SAID never acquired an individual identity. It is now but one of many ways whereby Ontario and West Indian young people can communicate. Incidentally, dozens of Ontario schools have purchased cassette type tape recorders for their Caribbean partners in order that they may communicate on tape.

In support of Project School-to-School, each of seventeen West Indian Ministry's of Education have appointed one of its Education Officers to act as the local Co-ordinator. These people resolve problems on the spot by contacting schools or teachers and ensuring that mail and classroom projects move frequently and promptly.

Air Canada and five other Caribbean airlines carry West Indian project mail destined for Ontario schools, free of charge. These arrangements were made because the majority of West Indian teachers receive such low salaries they are unable to afford the cost of air mail postage on a parcel.

.....2

Mr. D.V. Birch

Page 2.

At the present time about 3,200 Ontario classrooms, ranging from pre-kindergarten classes up to Teachers' Colleges at the University level are participating in Project School-to-School.

Several Colleges of Applied Arts and Technology have taken on special projects. i.e. George Brown College has refurbished a 12' x 12' x 8' walk-in refrigerator for Centennial College purchased a damaged truck and built a school bus for a school in Dominica.

Humber College has set up short wave communication with St. Vincent and is prepared to help staff a Junior High School to be built as Ontario's International Education Year Project. In order to accomplish the IEY Project the school children of Ontario will be asked, in May and June, to provide \$150,000.

Several teachers, including an 80-year old Industrial Arts teacher, have volunteered to teach in the St. Vincent School.

George Brown College students are presently raising \$7,000 to purchase band instruments and uniforms for a school on the British Virgin Islands.

The Special Projects Unit of the Curriculum Branch acts as solely a motivating and co-ordinating force. Our role is that of a marriage broker. We effect unions and walk away until needed.

Through established contacts within the Canadian International Development Agency at Ottawa, we keep the External Affairs Department informed of our activities.

Our biggest problem is the lack of funds and means for transporting supplies on a regular basis. An agreement has been obtained from the Minister of Defence whereby all CAF C130 Hercules aircraft on training flights to Caribbean points are made available to this office. This provides six or seven aircraft a year and enables deliveries to some out of the way places.

.....

Mr. D.V. Birch

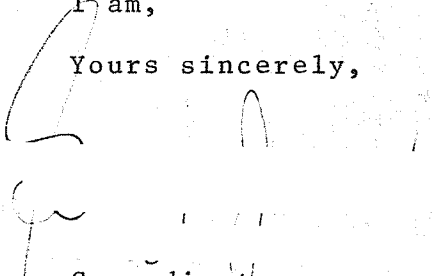
Page 3.

At the end of May, a four day seminar attended by my Caribbean Co-ordinators will be held in Toronto. This meeting will enable us to review all aspects of Project School-to-School.

At a dinner on the evening of May 28th, Dr. Hugh Springer, Assistant Secretary-General of the Commonwealth Secretariat on Education, will address the Co-ordinators and guests.

Trusting this rambling letter will assist you in developing your thesis and always at your service, I am,

Yours sincerely,



Co-ordinator
Special Projects Section

GJM/pb
Encl.



APPENDIX D
(cont'd)

Province of  Saskatchewan

DEPARTMENT OF EDUCATION

SUPERVISOR OF SCHOOL BROADCASTS

REGINA, SASK.

June 9, 1970.

Dear

In reply to your letter directed to the Information Service of our Department we would like to supply you with the following material related to our International Tape Program. This is an exchange program which has been developing since 1959 and has become part of our tape library activities. It provides definite opportunities for international exchange.

The chief activity is an exchange of "Friendship Tapes" described in the accompanying folder. The Department assumes responsibility for keeping teachers aware of the project, provides some tapes to participating classes, helps them with recording activities, and generally encourages classes to broaden their exchanges to include letters, pictures, scrap books, etc.

In the first year we had six exchanges with England, Scotland and Australia. These have increased until one year we had 32 exchanges being carried on. However, the average yearly exchange is between 15 and 20. Contacts and exchanges have been made with classes in Great Britain, Wales, Australia, New Zealand, Rhodesia, Nigeria, Borneo, Japan, Germany, Holland, Sweden, Northwest Territories, United States and Thailand.

The Tape Librarian in the School Broadcasts Section sets up all contacts and carries on correspondence with the two parties concerned in each exchange. Some schools work directly. We also pay the postage charges and supply the Saskatchewan school with the tape for their exchange.

...../2

-2-

Some of the exchanges have led to the exchange of letters which individual children still carry on.

In one case, in particular, exchanges with Japan led to exchange visits and quite an extensive project in schools in Osaka, Japan.

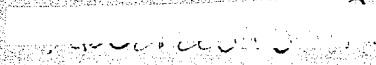
In 1967, as a Centennial Project, we prepared kits consisting of tapes and related material about the province and sent it to seventy overseas contacts. This resulted in many friendly responses.

Radio broadcasts, based on and including excerpts from tapes received from abroad, have been presented from time to time. This provides an avenue for presenting the idea and the material to other schools in the province, hoping we will interest them in participating.

If you are interested in receiving any more details may I suggest you contact Mrs. Agnes Crouse, Tape Librarian, Department of Education, Avord Tower.

Yours very truly,

MGM/e
Encl.


Mrs. Agnes Crouse Murray,
Chief,
INSTRUCTIONAL RESOURCES.

CO-ORDINATOR
OF
TEACHER RECRUITMENT



DEPARTMENT OF EDUCATION
VICTORIA, B.C.

May 20, 1970.

Dear

I regret that there is no collected data with which to supply you in answer to your question of May 5. As far as I know, we have nothing like the Ontario plan you mention.

A number of our schools are involved in the collecting and sending of books to developing countries. I imagine complete details could be secured by writing to Mr. L.C. Curtis, Chairman, Overseas Book Centre, 3844 Oak Street, Vancouver 9, B.C.

Yours sincerely,

A handwritten signature in dark ink, appearing to be "J. L. Curtis".

Coordinator,
Young Voyageur Program.

PJK:jw