

Widening Educational Horizons

SEVENTH MEETING CANADA-UNITED STATES COMMITTEE ON EDUCATION

Toronto, December 11, 12, 13, 1953

Report by L. John Prior

Development of serious friction areas between Canada and the United States in 1953 was strong evidence that the founders of the Canada-United States Committee on Education were far-sighted indeed. In 1944, during the period of full wartime cooperation, few people anticipated a time in which Canadian-American relations might become a source of deep concern, and yet, in that very year, a small group of educators from both countries foresaw that "goodwill between the two countries was not an inevitable certainty". Ten years later it has become clear that, in the words of Dr. Howard Wilson, Secretary, Educational Policies Committee, National Education Association, "We are moving into an area in which the necessities of co-operation open new areas of friction. The often repeated reference to our five thousand miles of undefended border has become a dangerous shibboleth based upon an unquestioned assumption about our similarity of interests."

Educators in Canada and the United States have long realized that sound relations between countries cannot be cultivated solely on the government level. So in 1944 was born the Canada-United States Committee on Education—a voluntary committee of educators devoted to the improvement of knowledge and the understanding of each country in the other. The conviction of 1944—that there was a job to be done—can now be recognized as an urgent necessity.

The basis of the task remains the same today as in 1944. Stated briefly, it is to eliminate misunderstandings which are based on unquestioned assumptions of similarities and differences; to promote a better educational programme in both countries.

In seven meetings since 1944, the committee of 20 (10 from each country) has given careful attention to a number of problems. Problems have been financed by grants from the Carnegie Endowment for International Peace, the Carnegie Corporation of New York and the Ford Foundation for the Advancement of Education. Unfortunately, insufficient funds have restricted the scope of the committee's activities and have held up progress in some projects already embarked upon.

The December-1953 meeting concerned itself mainly with a stimulating new project—

What are the similarities and differences between Canadians and Americans in their attitudes to "Marriage and the Family, Education, Social Class, Economic Activities, Government, Law, Religion and International Affairs"?

If an educational programme is to promote understanding between countries, some clear and reliable assessment of the similarities and the differences between the peoples must be agreed on. A report on the Chicago meeting in 1951 noted that "The Canada-United States Committee is convinced that there is need for a comparative and scientific investigation to obtain exact information concerning the lack of knowledge, prejudices and wrong attitudes. On the basis of these facts, a programme of education for international understanding should be introduced into our schools."

After a series of conferences, the executive of the Canada-United States Committee obtained substantial financial assistance from the Ford Foundation to survey this field. Subsequently, Mr. Dennis H. Wrong was engaged to make a preliminary study of "The Similarities and Differences in the Major Values of the Canadian and American Peoples". Mr. Wrong, who until recently was Research Assistant at the Institute for Advanced Study in Princeton, New Jersey, previously was an instructor in sociology at Princeton University. Currently he holds a fellowship from the Canadian Social Science Research Council to continue his work on his doctoral dissertation at Columbia University. Mr. Wrong is the son of the late Hume Wrong, who for a number of years was Canadian Ambassador to the United States and subsequently Canadian Under-Secretary of State for External Affairs.

Meeting in Toronto in December, 1953, the committee examined Mr. Wrong's study in detail. Although there were a number of sharp differences about some of Mr. Wrong's observations, the committee concluded that his study, with some revision, would be very useful for the purpose in mind—a basis for the construction of tests at high school and junior college levels. Results of such tests, it is hoped, will give clear leads to curriculum builders concerned with the improvement of "understanding in each country of the other."

Completed Projects

During the past 10 years, the

committee has initiated and completed a number of significant projects. Of these, only four are noted at this time. However, a careful study of the four will provide a fair picture of the committee's work.

(1) "A Study of the National History Text Books used in the Schools of Canada and the United States." In this survey a committee of teachers in Canada and the United States examined the content of history textbooks in use in Canada and the United States.

(2) "High School Testing Programme." Tests administered by D.C. Munroe and Dr. J.W. Brouillette to 475 grade XII pupils in Quebec and Louisiana were designed to measure knowledge of pupils "in one country of the other." Results of the tests pointed the way to the current "Wrong" study and its use as decided at the seventh meeting of the committee.

(3) "An Analysis of the Interchange of News between Canada and the United States." This study was designed to analyze the news printed in Canada about the United States and that printed in the United States about Canada. It was conducted by Professor W. H. Maurer, Department of Journalism, University of Michigan and by Mr. E. Beattie, School of Graphic Arts, Ryerson Institute of Technology, Toronto. In a more recent study, Dr. May Hall James completed a survey of articles about Canada, published in American magazines from 1949 to 1952.

(4) "Growth of Peaceful Settlement between Canada and the United States." This forty page pamphlet was written by Professor G. W. Brown, Department of History, University of Toronto, and was published in quantity by the committee in cooperation with the Canadian Institute of International Affairs. It is especially useful for teachers of history in high schools.

A quick review of committee records reveals that some thirteen other projects have been completed since 1944.

Continuing Projects

Activities to be considered under this heading are of two kinds. (a) Undertakings such as student and teacher exchanges which are to be repeated and expanded wherever possible. (b) Single undertakings which are as yet incomplete, such as exchange of art exhibits.

Examples of the first type must certainly include the work of the Canadian-American Women's Committee and its energetic leader Dr. May Hall James of New Haven State Teachers' College. Seventy

women in eight American States sponsor student exchanges and arrange meetings with a Canada-United States theme. In Canada, Senator Cairine Wilson and Dr. Florence Dunlop have both been active in similar work.

For years the Canada-United States Committee has stimulated professional organizations to give attention to relations between our two countries in their convention and regular programmes. The exchange of fraternal delegates has been encouraged.

Several continuing projects of the second type were advanced at a stage at the 1953 meeting. Among them, the following are well worthy of note:

(1) Preparation of a pamphlet on the governments of Canada and of the United States. To be written at the high school level, the pamphlet will be designed to develop a better understanding of the similarities and differences in national and provincial (state) government of the two countries.

(2) A study of geography text books somewhat parallel to the completed study of history texts, i.e. to analyze what is most commonly taught in each country about the geography of the other. This work should be of considerable value to curriculum builders and to text-book writers.

(3) Preparation of a folder containing basic information on the government, geography and economic life of Canada and of the United States. A first draft of this folder, printed by the Extension Division of the University of Wisconsin, was circulated in 1952. Efforts will be made to print and circulate some thousands of copies of the folder after revision by Dr. J.W. Brouillette and Mr. A. McCalum, Deputy Minister of Education, Saskatchewan.

Further Activities

Among new assignments undertaken by members of the committee were the following:

(1) Dr. May Hall James will sur-

vey the curricula of American schools and colleges to determine the extent to which a study of Canada is part of the regular programme.

(2) Mr. L. J. Prior will undertake a limited study of British Columbia newspapers to ascertain the most frequently reported areas of friction between Canadians and Americans.

(3) All committee members are requested by Co-Chairman, Dr. Edmondson, to organize small representative groups in their communities for the study of Canadian-American relations.

Although the committee met in morning, afternoon and evening sessions, two brief social events should be mentioned. On the afternoon of December 11, Dr. Sydney Smith, President of the University of Toronto, entertained all members of the committee at the university. Members of the university staff and of the Department of Education were present. At a special luncheon on December 12, the committee was joined by representatives of Toronto book publishers, the press, business executives and leaders in education with Dr. Howard Wilson as guest speaker.

Conclusion

Summarizing ten years' work of the committee Dr. Brouillette concluded, "the members will forever devote themselves to the attainment of the original goal—to work endlessly in order that the peoples of two friendly democracies will achieve the mutual understanding that is the first requisite of peace; that the mutual understanding thus developed will serve as a pattern for the world." In striving toward this goal, the committee recognizes that it has assumed no mean task.

W. C. O. T. P.

The World Confederation of Organizations of the Teaching Pro-

fession will meet in Oslo, Norway, from July 31 to August 5.

The Canadian Teachers' Federation will be represented through an official delegation of fourteen persons. Mr. L. John Prior, South Burnaby, British Columbia, as President of the C.T.F., will head the delegation and Mr. George G. Crookery, Secretary-Treasurer of the C.T.F., will attend as a Canadian delegate and as a member of the Executive Committee of the W.C.O.T.P. Other Canadians named to date as accredited delegates are Miss Ivy Richards, Fredericton, N.B. Miss Lorna Cathcart, a New Brunswick teacher on exchange in England; Mr. Harry Garfinkle, Moose Jaw, Sask.; Miss Helen Miller, Hamilton, Ontario; Miss Joan Haines, Ottawa, Ont.; Miss Kathryn Farmer, Combermere Ontario; Miss B. L. Trew, Saskatoon, Sask.; Mrs. T. J. Bitzer, Saskatoon, Sask.; Miss Eva Wilkin, Hamilton, Ontario.

Seventy teachers' organizations make up the membership of this international body. Approximately three hundred delegates to the Annual Assembly represent a total of over two million teachers in thirty-seven countries.

The main theme of the Oslo Conference will be "Education for Teaching." Under the leadership of Dr. Amaranatha Jha of India, a study has been made during the past six months of the academic background and professional training of teachers in many countries throughout the world and this will form the basis for discussion at the conference.

Mr. Ronald Gould, General Secretary of the National Union of Teachers of England and Wales, is President of the W.C.O.T.P. Dr. K. Karre of Sweden is Vice-President and Dr. Wm. G. Carr, Executive Secretary of the National Education Association of the United States, is Secretary-General.

Canadian teachers travelling in Europe who may be in the vicinity of Norway at the end of July are advised to get in touch now with

the office of their provincial teachers' organization for details of the W.C.O.T.P. Assembly.

AFRICA

One of the most troubled lands in the world in Kenya, Britain's colony that lies across the equator in eastern Africa. Since 1952 a native secret society called the Mau Mau has been waging a campaign of terrorism there. The Mau Mau have been trying to drive Kenya's European settlers out of the country. In stealthy, violent raids, the terrorists have killed dozens of Europeans and hundreds of natives loyal to the settlers.

The British are determined to curb the terrorists. In recent months they have captured several of the top leaders of the Mau Mau. A number of the secret society's chiefs are now co-operating with the British to bring the fighting to an end. Nevertheless it may be a long time before this colony is entirely peaceful again.

Even though no other African lands are experiencing the reign of terror that grips Kenya, many of them are going through troubled times. The lack of harmony between Europeans and natives is especially acute in the colonial lands south of the Sahara. The impact of western ways on primitive Africa is creating knotty problems in human relations. For hundreds of years the natives of central Africa lived in the most primitive way. They were completely unaware of the world outside the forest of the jungle. Today many of them are getting their first inkling of western ideas and ways of life.

Among some of the natives, the idea of nationalism—the idea of a people who run their own government—is starting to take hold. Already it seems plain that the day is past when European overlords and settlers will have everything their own way.

Westerners agree that we must not permit Africa to become a

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scene of widespread strife. Only the Communists would profit from this and the chance must not be given them. If Africa should fall into communist hands, it would be their greatest prize in the cold war, because Africa is a storehouse bulging with riches.

Africa produces about 85% of the world's cobalt, 98% of its diamonds, 30% of its manganese, — material used in atomic energy — lead, zinc, asbestos, gold, copper, tin, iron ore, bauxite—the ore that produces aluminium. Africa's water-power possibilities are great her farm possibilities are good too, her forests are extensive.

Africa's resources are so great that there would seem to be no doubt about her bright future. Whether Africa fulfills the promise she now shows will depend largely on how well the great colonial powers handle their responsibilities to their millions of African subjects.

The major colonial powers of Africa are Great Britain, France, Portugal and Belgium.

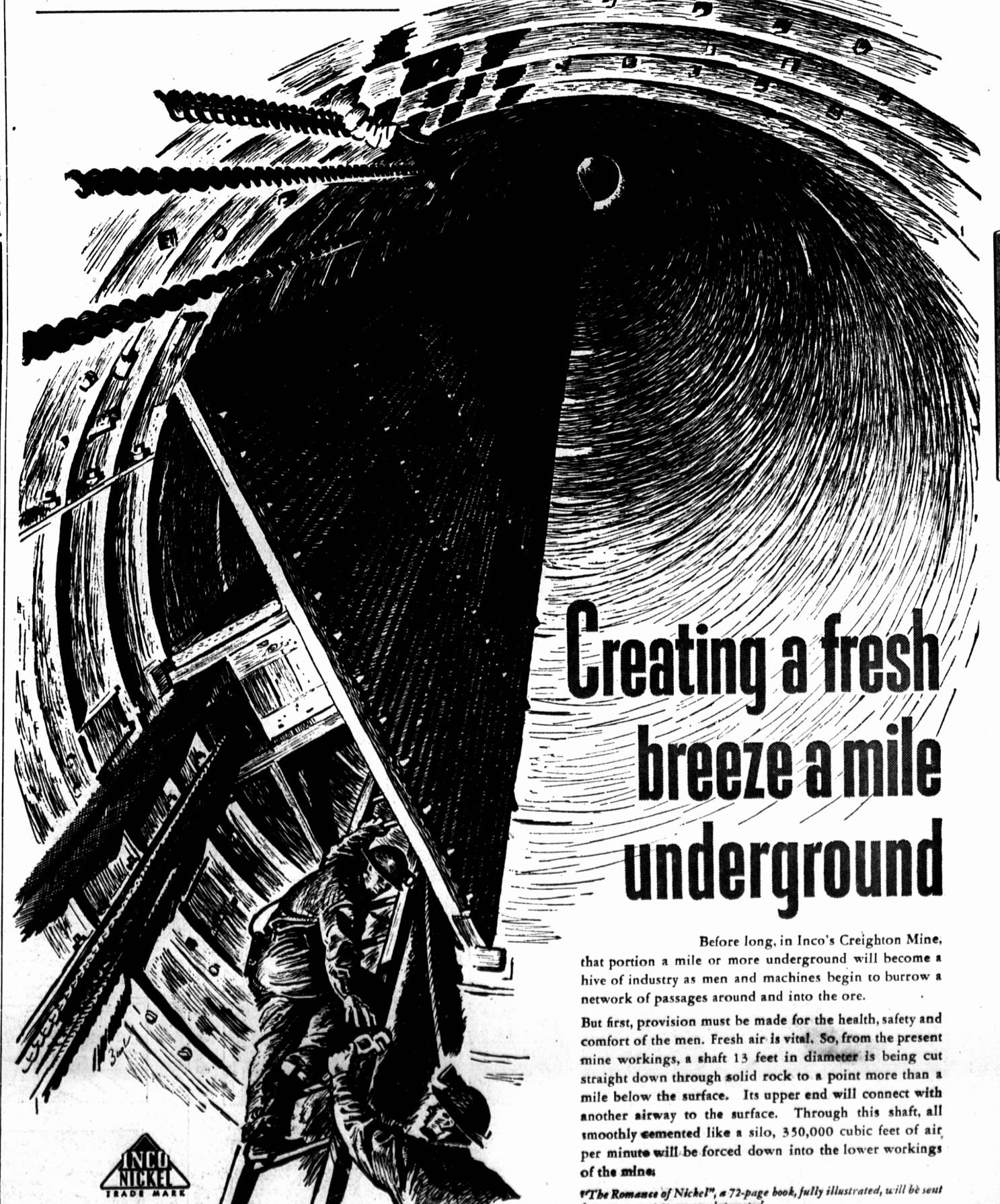
This department is conducted by the Prince Edward Island Teachers' Federation. Contributions are welcomed and should be sent to Estelle Bowness, General Secretary, 98 Prince St., Charlottetown.

Hearings Resume

SYDNEY, Australia. (Reuters) — Former Russian diplomat Vladimir Petrov and his wife will tell about their dramatic escapes from Soviet embassy officials before the Australian royal commission beginning June 30.

At the resumption of the spy hearings Friday, government counsel W. J. V. Windeyer announced the Petrovs will testify in person. He also said that at least 70 persons are involved in the inquiry in a way to suggest that "their activities require investigation."

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