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EDITORIAL

After World War II, many people saw international education as a panacea for the world's ills. They were sure that educational exchange and assistance programs transcending national boundaries would create international understanding and sympathy, undermine prejudice, raise standards of living, satisfy rising expectations, and lead to world peace. Now, a war-shattered quarter of a century later, the optimism has faded. Yet the enormous need remains. The rich get richer and the poor get poorer is more than a cliché. U Thant reminds us that half of those now living and two-thirds of those still to be born in this century face the prospect of malnutrition, poverty and despair. Cardinal Léger, revisiting Canada from his leper colony in Africa, says: "My cry for help goes out to the young because the road to be travelled is long and the obstacles along the way are many and difficult." The Pearson Report to the World Bank indicates that, out of one hundred children entering primary schools in developing countries, only thirty finish, and those who graduate from this or higher levels of schooling frequently fail to find the employment they expect . . .

These simple figures are so overwhelming that it is not surprising that cynicism is becoming a conditioned response. But, as former Prime Minister Pearson told the Canadian Senate last May:

It would be most tragic to give up now, at a time when it is not only so important to continue, but when we know more about the problems and can work effectively in finding solutions.

What we have learned in the past twenty-five years is that international education is no wonder drug, it cannot inoculate against ignorance and hostility overnight, nor can it always be administered painlessly. As Canadians go to Africa, the Caribbean, and Southeast Asia to be teachers and experts for this country's external aid program, they may be sure they will encounter problems that are cultural and political as well as pedagogic, that are more subtle and complicated than those they contend with at home. They may also be reassured that, despite the disillusionment, a lot of people still think they can work minor miracles — or anyway, that they can help.

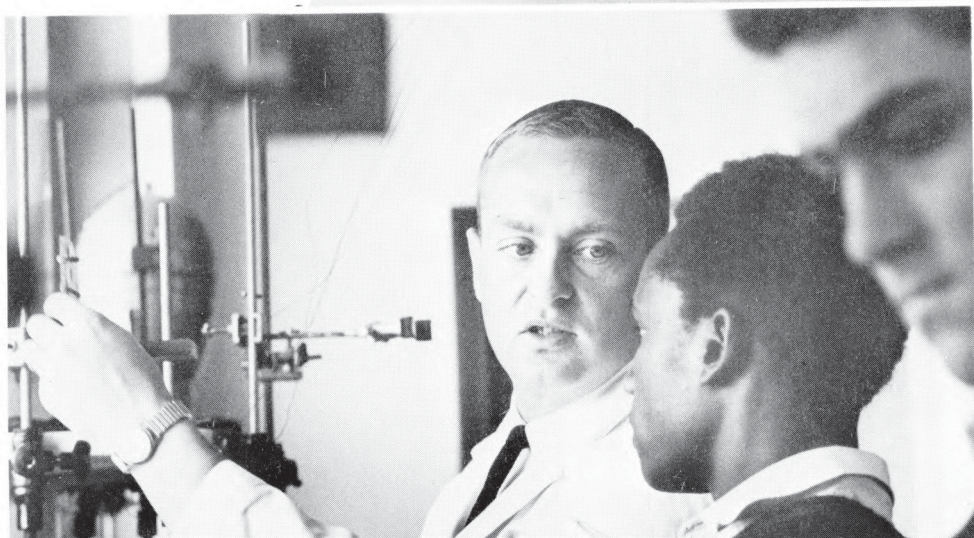
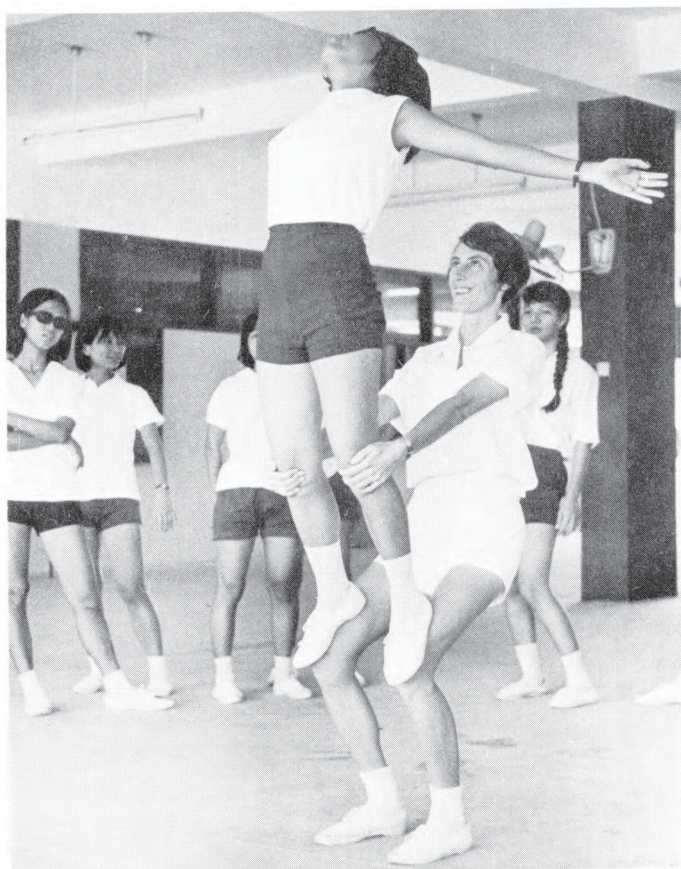
The following pages show a few of the 676 Canadians serving overseas in educational capacities during 1967-68. The pictures are all by courtesy of the Canadian International Development Agency; the quotations are from the contributors to this issue of the **McGill Journal of Education**.

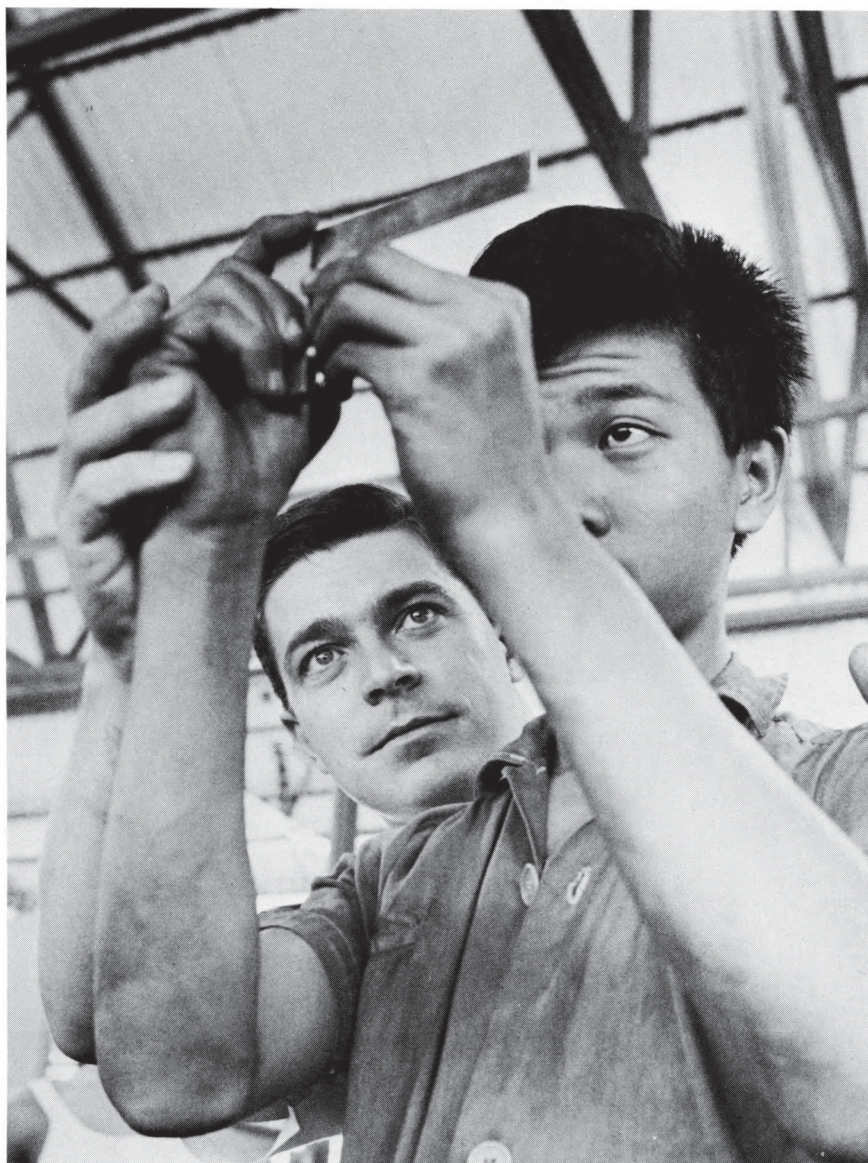
M.G.

Next Issue: **The Educational Gaps**

What kinds of problems are likely to arise on a foreign assignment? Will I be teaching in an autonomous university or will I be teaching in an institution little more than a department of the ministry of education? Will I be as free to teach and to conduct research as I have been at home?

— H. D. Morrison





It is one of the contradictions of our time that, in an age of internationalism, education in all countries continues to be oriented very much towards the nation state.

— David Smith

In brief, the need to be realistic in all aid programs is accentuated by the fact that, both historically and culturally, developed societies have a patronizing aura about them that needs to be muted.

— Joseph Katz

Until the developing countries fully realize the economic, social and political importance of their language programs, take definite steps to establish specific, limited linguistic objectives, and organize their education systems to support these objectives, there is little hope of their freeing themselves from the communication difficulties which presently divide and depress them.

— Monika Kehoe



Education for international understanding is not competitive with the view that students should know and observe the norms of their own society.

— Douglas Ray

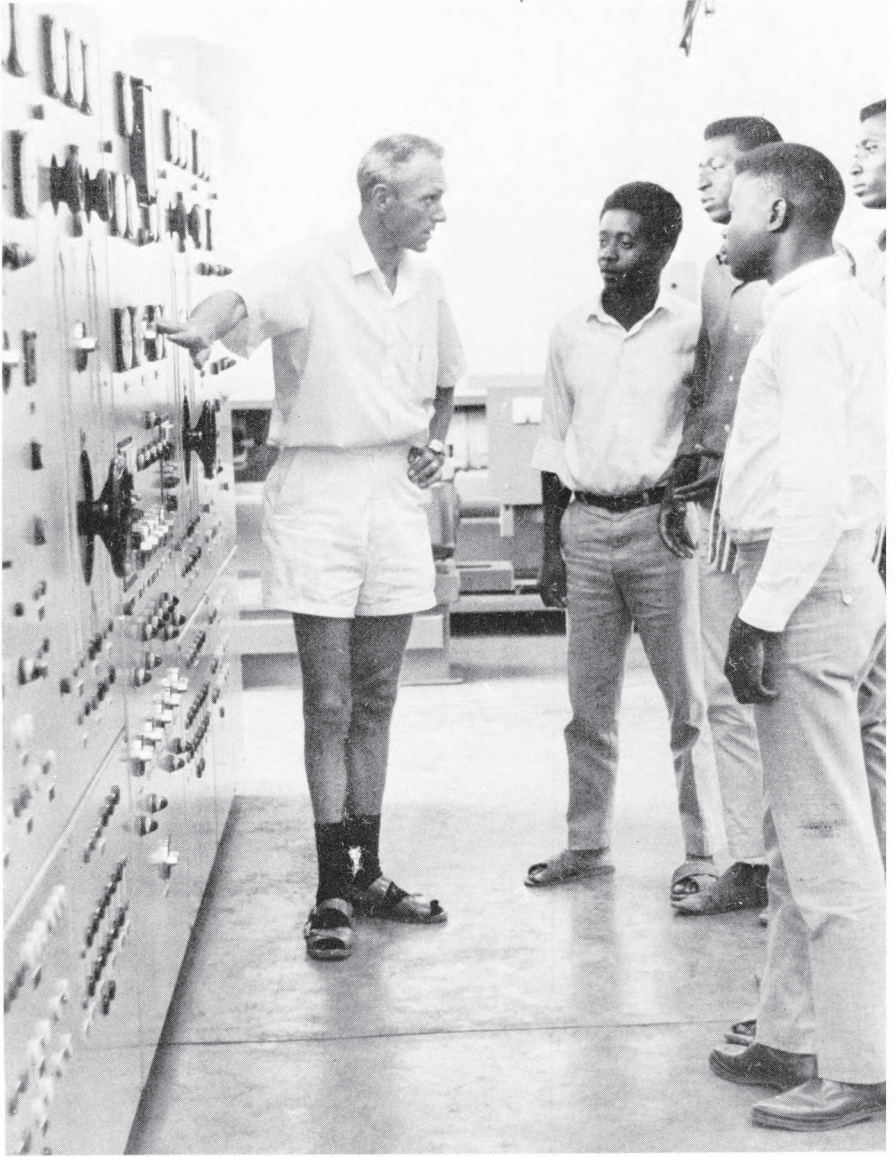
As we sat on our verandahs watching the great black clouds . . . little did we realize that a storm of a different nature was developing, a storm that would bring all teaching in the university to a halt for half a year, would ruin the careers of many students, and would change the lives of all expatriate staff.

— H. D. Morrison

On April 2, 1969, the Canadian House of Commons received a report about the External Aid program which revealed in part that in no year, between 1964 and 1969, had expenditures reached the level of parliamentary appropriations and authorizations . . . These unexpended funds pose a question in the face of the avowed aim to raise Canada's level of aid to 1% of our GNP.

— Joseph Katz





It is no wonder that the prime demand being made in every university around the world is the student's right to say what and how he will be taught.

— Joseph E. Di Bona

The system of values implicit in Western education runs strongly counter to traditional [Liberian] institutions, threatening the tribal authority structure and consequently giving rise to strong opposition within the family and tribe.

— Ronald Wintrob



While Canada's international peace-keeping efforts have attracted world attention and while Canada's place in international trade and commerce has also been firmly established, it is to Canada's advantage to give books and pupils a higher international priority than planes and bombs.

— Joseph Katz