

THE DEVELOPMENT OF A DESIGN FOR A HIGH SCHOOL
LEVEL CROSS-CULTURAL PROGRAM DIRECTED
TOWARD WORLDMINDED
ATTITUDES

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CHAPTER I

INTRODUCTION TO THE STUDY

As the twentieth century began the world was split into what might be termed "mini-worlds." Isolation and fragmentation kept societies apart and misunderstanding and economic differences brought nation to war against nation. Two world wars and smaller armed conflicts have occurred which have served only to deepen the breach between peoples and nations. The selling of arms has developed into one of the world's main industries while peace and understanding seem only to glimmer softly in the afterglow.

Dramatic political and geographic changes have occurred since the end of World War II; they continue at the present time. Nearly a quarter of a century passed with the western world knowing little if anything at all about the world's most populous nation, China. Tendencies toward hyper-nationalism must be checked if any attempt at

solutions for the problems of the world are to be found.

Frankel stated the case well:

We can ignore the international scene; we can courteously salute its existence and then go on as though nothing was affected; we can recognize how little we really know or feel about the facts of life in other parts of the world and take steps to repair this state of affairs. Whatever we do, however, we make a decision that has not only national but international import. We shall educate or mis-educate for world responsibility. We cannot avoid doing one or the other.¹

In recent years technology has hurled the world into contacts and relationships which were hitherto unknown. Communications via satellite, rapid air travel to any corner of the globe, and the growth of the multinational business community demand better understanding of other cultures and societies. Addressing himself to the topic Lawrence Stessin wrote:

With the number of multinational companies rising, many American businessmen and women are experiencing various degrees and kinds of culture shock in their eagerness to adjust to the manners and mores of new environment.²

¹Charles Frankel, "Education for World Responsibility: An Old Phrase, A Transformed Problem," Education for World Responsibility (Washington, D.C.: Bureau of Public Affairs, 1966), p. 15.

²Lawrence Stessin, "Culture Shock and the American Businessman Overseas," Exchange, Vol. IX #1, September 1973, pp. 23-25.

Preparing today's youth for world leadership roles brings into focus a newly recognized role for United States education and for the educational delivery systems for other nations. Does the traditional study of history and social studies adequately prepare students for the kinds of global problems and differences which must be resolved? Do traditional classroom lectures conjure sufficient understanding and empathy on the part of the students for other peoples and cultures?

Carrel M. Anderson of the Office of International and Special Projects of The University of Alabama made this statement at the conference on Teacher Education and Worldawareness in November, 1974 at The University of Alabama:

International/intercultural programs are not new in American schools, colleges, and universities. However, new objectives, a new role, new programs and a new kind of success are needed in this field... The rationale often developed regarding the question of international/intercultural education links such programs not so much to theories of a better world, but to survival of the world.³

College and university students have become involved in travel and academic programs abroad and have indicated

³Carrel M. Anderson and J. Conrad Willmon, Report of the Conference on Teacher Education and Worldawareness, (The University of Alabama, College Of Education, February 1975), p. 4.

a desire to know and understand the world better. This is evidenced by the already large and steadily increasing number of programs and courses being offered abroad by American colleges and universities. Some beginnings are being seen on the secondary level, too. Several commercial organizations such as the American Institute of Foreign Study and the Foreign Study League offer travel/study programs for high school students in many parts of the world.

The attitude to know, to understand and to touch personally other cultures and societies is indicative of the spirit of young people today. Educators are in a unique position to expose students to information and skills needed to develop a better world concept and leadership capabilities.

In order to provide students with the leadership qualities mentioned above, teachers first must be properly trained and orientated to worldawareness..

Addressing himself to the problem, Anderson also stated:

The international orientation of instructional personnel is essential if international education is to be effective. The international dimension may be successfully diffused into the curricula, but if the teachers are parochial and chauvinistic in their attitudes, the results will be disappointing

and frustrating... Recognition of the international attitude required by the modern teacher places an added responsibility upon the teachers of teachers and their institutions, upon local systems, and upon institutions of higher education to retrain or reorient present personnel.⁴

Increasing numbers of students and teachers are becoming cognizant of the fact that education need not be an academic exercise confined to the classroom. Academic programs can consist of activities which include a search for depth and understanding by observing first hand other cultures and by participating in language and area studies other than English and the American culture. This seeking of global information and the attitude of reaching out to touch in social exchanges serves to promote human interchange with the hopeful result of understanding and appreciation.

The Associate Commissioner for International Education in the United States Office of Education, Robert Leestma, made note of three crucial facts with which American education must come to grips:

1. The intellectual boundary lines between problems commonly labeled "foreign" and "domestic" are often artificial and misleading.

⁴Ibid., p. 8.

2. A general education at any school level is incomplete without an international dimension.
3. It is essential for every citizen to understand more about the ethnic diversity and cultural pluralism of our time.⁵

Reality for some high school teachers and students is beginning to occur in that the world can be their classroom. Culture and language are becoming the tools for learning; understanding and friendship are the objectives of the lessons learned. As more and more teachers interact internationally and acquire basic knowledge of international interaction, they can foster and develop their own school programs for students at the home school and in other cultural environments.

The late Secretary General of the United Nations, U Thant, made this statement pertaining to man's need to understand cultures distinct from his own:

In today's shrinking world, neighbors are across the oceans, down the continent, and in every corner of the world. Time is different, so is dress, language, even food. But for all to live as neighbors, mankind must understand each other.

⁵Thomas J. Landers, "Cross-Cultural Experience: A Vital Component of Inservice Education", Bulletin of the National Association for Secondary School Principals, Vol. 57 #372, April 1973, pp. 92-95

Understanding is impossible without communication. That which is unknown often seems forbidding, even wrong. Man must learn other ways of life besides his own.

Peace and order in the world are not the exclusive business of statesmen, diplomats and international officials. They are the urgent business of all men and women who are capable of wishing for a better world for their children and their fellow men.⁶

The organization and effort directed toward the development of cross-cultural experience for secondary level students may, perhaps, be something which some teachers have considered. While no small undertaking itself, it is, perhaps, one solution to the generation of worldminded attitudes in young people today, i.e., attitudes which foster understanding of other cultures and societal groups. There is evidence that the widening gap between the demands and the needs of the United States and the world community is increasing and the ability of American education to meet them more remote.⁷

Statement of the Problem

The problem treated in the study was the lack of an available design for the organization of a cross-cultural

⁶Live and Study Abroad, International Cultural Exchange, Ann Arbor, Michigan, p. 1.

⁷James M. Becker, "World Affairs in Our Schools and in Teacher Education," Education for World Responsibility (Washington, D.C.: Bureau of Public Affairs, 1966), p. 2.

program for high school students specifically directed at the inculcation of worldminded attitudes. While growth in worldminded attitudes may be acquired in other ways, a procedural design of a system to develop a cross-cultural program by teachers has not been available. If schools and teachers are to explore cross-cultural and international programs for their students and offer them the opportunity to help develop worldmindedness, a process should be available to them which would serve as an organizational guide.

Statement of the Purpose

The purpose of this study was to generate the design for a generic model of a cross-cultural program for high school students to foster worldmindedness. A study was made of the values inherent to nationalism and juxtaposed with seven social values associated with the concept of worldmindedness. The requirements for a process model were developed and an implementation plan was carried out in a case study with students from St. Petersburg, Florida. Survey instruments which were normed and available were utilized. In addition some instruments were specifically developed for use in the study. These instruments were generated to detect a broadening of a student's awareness of the world and its needs as a result of participation in

a cross-cultural experience. .

Statement of Procedure

The procedure for this study included a survey of appropriate literature which indicated the following matters of significance:

1. A definition of nationalism and its attributes;
2. The values common to the nationalistic person;
3. The need for cross-cultural interaction in the world today;
4. Student travel around the globe and cross-cultural programs now existing on the secondary level;
5. Cross-cultural perspectives for teacher and teacher training programs;
6. Broader exposure of teachers to the world community and common problems; and
7. Identification and analysis of the concepts of worldmindedness in the education of youth.

The study then developed a generic model indicating the concept of a cross-cultural program whose object was worldmindedness. The requirements inherent in the development of a cross-cultural program were generated. From these requirements a general process model was developed.

Instruments available as well as those which were developed were applied to students who formed the experimental group and the control group. The instruments related to social values were considered to be common to the worldminded person and based upon a study by Rosalind Beimler.⁸ Survey instruments were used which indicated student attitudes, opinions, and comments regarding the concept of worldmindedness.

From the process model an implementation plan and case study were made with an appropriate analysis of the data. The data generated from the survey instruments were presented in table form. Student's comments were also presented as part of the resulting data obtained. From the case study and the analysis of the data recommendations were made to improve the process model.

Significance of the Study

The model generated by the study should prove useful for all U. S. secondary schools that wish to develop

⁸Rosalind Rosoff Beimler, "An Exploratory Study of the Relationship Between Cross-Cultural Interaction and the Social Values of 'Concerned Worldmindedness' Held by Multi-National Student Groups at the American High School in Mexico City", (Ph.D. dissertation, Michigan State University, 1972), pp. 43-45.

cross-cultural programs directed toward worldmindedness. The suggested design should be able to be utilized with minimal adaptation for unique local circumstance. If the model proves useful in this sense, a general increase in the quality of education related to worldmindedness could be expected.

Organization of the Study

The study was divided into five chapters.

Chapter I contained the introduction to the study, a statement of the problem and purpose, procedure and organization, and limitation and definitions of the study.

In Chapter II, the relevant literature is reviewed regarding nationalism, cross-cultural programs for students, and the concept of worldmindedness for students and teachers.

In Chapter III, a presentation of the generic model for a high school cross-cultural program was made with the requirements for such a program. A presentation of the survey instruments used in the study was made.

Chapter IV contains a process model for a cross-cultural program and an implementation plan.

Chapter V contains a presentation of a case study involving students from St. Petersburg, Florida.

Chapter VI contains a summary, conclusions, recommendations for further study and implications of the study.

Limitations of the Study

The study was limited to those programs and activities of the cross-cultural model considered basic to its development. The study was also limited by basic assumptions in the generic model that the values selective in the Rokeach Scale are, in fact, related to worldmindedness. The reliability of the instruments used was limited by the time frame involved of six-weeks, the number of students participating, the data available, and the similarity between the two test groups. The religion of the students and directing teacher, the test of the model in a country of predominantly the same religion, and the religious involvement of the students in the experimental group were also limiting factors.

Definitions of Terms

Attitude. The relation of one's feelings or preference for something as viewed positive or negative which results in a position or choice.

Cross-cultural interaction. That activity which relates to interpersonal transaction between people of one

culture or nationality and the people of another culture or nationality. The term will be used to cite activities and learning experiences which require or encourage the student to cross over a cultural bridge.

Feeling. That unreasoned attitude which results in a tendency to prefer or select something.

Model. A model is an unchanging abstract representation of a part of reality at a given point in time.

Rokeach Value. "An enduring belief that a specific mode of conduct or end state of existence is personally and socially preferable to alternative modes of conduct or end states of existence."⁹

Value System. A hierarchial ordering of those ideas and goals which have importance to a person.

Worldmindedness. The ability of a person to see the world in a global perspective and view its needs and priorities as related to the common good of all mankind. The term will be used to refer to a growth in understanding or awareness regarding other peoples and cultures as evidenced through a developing concern for the world surrounding us.

⁹Milton Rokeach, Beliefs, Attitudes and Values, Jossey-Bass, Inc., San Francisco, California, 1968, pp.159-160.

CHAPTER II

REVIEW OF THE LITERATURE

Literature was reviewed which briefly traced the historical perspective of cross-cultural programs in the twentieth century since World War I. The need for successful cross-cultural interaction by students around the globe was explored with a focus on the resulting growth in world-minded attitudes. Insights which contributed to the problem of cross-cultural experiences and the qualities of personality and values considered common to the worldminded person were explored.

A Brief Historical Review of the Development of Cross-Cultural Programs since World War I

International educational development may be divided into three distinct phases according to Wallace Anderson:¹

¹Wallace L. Anderson, "A World View for Undergraduates," Saturday Review, August 20, 1966, p. 50

Phase I. Between World War I and World War II programs devoted to the study of international relations and affairs with emphasis upon politics and diplomacy were developed almost exclusively on the university level.

Phase II. During the post World War II period programs aimed at area studies, such as European, Asian, Russian, etc., were developed and were both broader and more specialized than those of Phase I. The study of cultures past and present and language learning were given priority attention. Both of these phases have been geared, generally, to the graduate level students, while programs for the undergraduate experienced an unsystematic growth. Undergraduate programs were orientated toward Western civilization primarily.

Phase III. The basic thrust of this phase is to project undergraduate study beyond the limitations of the Western world and it is still in the beginning stages.²

United States universities which have programs in international education have emphasized the sending and receiving of students and/or professors. More than twenty percent of American colleges and universities were

²Ibid.

involved in some type of exchange program by 1970.³ Edward Weidner categorized these programs as follows:

1. Programs aimed at study abroad (formalized during the 1920's). Originally concentration was made on the junior year abroad type program. More than 600 United States institutions carry some type of study abroad program in their current curriculum and approximately two-thirds of these are centered in European countries.

2. Programs aimed at bringing the current 120,000 foreign students to American campuses each year,

3. Programs aimed at preparing students to enter the foreign service. Currently there are about 95 programs in this area; this includes the Peace Corps.

4. Programs aimed at teacher/professor exchange and normally involve the fields of language and culture. More than 170 such programs operate at the present time.

5. Programs aimed at a religious emphasis.

6. Programs aimed at providing technical assistance to developing nations.⁴

³Edward W. Weidner, "U.S. Institutional Programs in International Education," Phi Delta Kappan, LI (January, 1970), p. 239.

⁴Ibid., pp. 239-242.

Today's Need For Increased Cross-Cultural Interaction

According to the literature it has been generally accepted among most authors reviewed that tendencies toward nationalism pull nations apart and fail to resolve the many crises which the world faces. Nations appear to grow ever more dependent upon one another for their basic needs such as food and energy; yet they find it nearly impossible to understand one another and live in peace.

The crucial need for international understanding for the preservation of peace was stressed by the Secretary General of the United Nations, the late U Thant, in a 1968 speech in New Delhi:

From the days when men lived in small isolated tribes, through the political leaps forward which were represented, first, by the formation of city States and then nation States, right up to the present era when an international community is struggling to consolidate its precarious existence, every step forward on the highway of history has been the result of co-operation.

Today, what was merely desirable and useful in past years, has become essential. Today, cooperation is not only a natural condition of human progress, but the pre-condition of continued human existence itself.⁵

⁵U Thant, Portfolio for Peace: Excerpts from the Writings and Speeches of U Thant, Secretary-General of the United Nations, New York, United Nations, 1968, p. 9.

New frontiers in international education are clearly discernible and evidenced by the variety and number of international institutes, committees, councils, and commissions which have been recently established.⁶ Anderson made the statement with which many will agree that there is a "need to extend the international dimension from the colleges and universities to the kindergarten."⁷ Americans may soon know more about the surface of the moon than they know about the cultures, problems and aspirations of the millions of non-Americans who coinhabit this planet, too.⁸

The above indicates a dual purpose need which is surfacing as a result of past experience in international education programs. Bowles agreed when he observed:

1. There is a need for a fresh, extensive consideration of the many opportunities which international educational programs bring to U.S. campuses and schools.

⁶Frank Bowles, "American Responsibilities in International Education," International Education: Past, Present, Problems and Prospects (Washington, D.C.: Committee on Education and Labor, House of Representatives, 1966), p. 9.

⁷Anderson, "A World View for Undergraduates," p. 51.

⁸John Brademas, "A New Federal Role," Saturday Review, August 20, 1966, p. 52.

2. There is need for a definite commitment to relate these important activities to the heart of all levels of the education ladder.⁹

Looking from the personal dimension, cross-cultural interactions seem more and more a positive experience. Through travel and cross-cultural contact an individual helps establish self identity; the image of self as a person and citizen. Through contact with other people he can discover himself.¹⁰ VanNieuwenhuijze observed:

In this century the social need for cross-cultural interaction is imperative. No longer is it a small elite that benefits from overseas education and contact, nor is the goal only personal fulfillment. The world is our world, and 'our' is just 'we' never mind the 'others.'¹¹

In Ina Corinne Brown's classic study of other cultures she made this statement which is as relevant today as it was in 1963:

⁹Bowles, "American Responsibilities in International Education." p. 15.

¹⁰Ithiel de Sola Pool, "Effects of Cross-National Contact on National and International Images," International Behavior: A Social Psychological Analysis, ed. Herbert C. Kelman, (New York: Holt, Rinehart & Winston, 1966), pp. 106-128.

¹¹C. A. O. VanNieuwenhuijze, Cross-Cultural Studies, (The Hague, Mouton, Co. 1963), p. 6.

How peoples of diverse races, culture, languages, religions, ideologies and political loyalties can share an ever shrinking planet has become the major unsolved problem confronting the human race in the twentieth century.¹²

There is a need for increased opportunities for foreign study and for work-study experience in other countries of the world. A broader opening and utilization of the world's resources for the education of Americans are vital and an extension of American resources for the purposes of education in other nations.¹³

Statistics reveal that ninety-seven wars were fought from the end of World War II to 1969, with an estimated twenty to thirty million deaths.¹⁴ The issues which seemingly underlie war and peace could be emphasized to stress the urgent need to develop meaningful international programs.

Few statements perhaps can quite sum up the need of positive cross-cultural interaction for making the world a better place than the words of Martin Luther King, Jr.:

¹²Ina Corinne Brown, Understanding Other Cultures, (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1963), p. 162.

¹³Bowles, "American Responsibilities in International Education," p. 15.

¹⁴Harold Taylor, "A Curriculum for Peace," Saturday Review, September 4, 1971, pp. 22-23.

"We have made of this world a neighborhood; now we are challenged... to make of it a brotherhood."¹⁵

Getting Involved With Mankind

During an interview conducted by John Egerton with Paulo Freire in the Saturday Review of Education, Friere remarked that without a global perspective people are apt to lose themselves in the alienation of daily life. He notes that Americans, perhaps, are too concerned with the rooms and not enough concerned with the whole house, the whole community, the world.¹⁶

Several good reasons for getting involved with mankind exist according to Alan Reich. There is common charity, a sense of common humanity, and common sense.¹⁷ People-to-people relationships through cross-cultural contact contribute to enhancing the understanding of human problems and increase the likelihood of meaningful cooperation toward

¹⁵Martin Luther King, Jr., International Education, Vol. 2 #1 (Fall 1972): p. 6.

¹⁶John Egerton, "Searching for Preire," Saturday Review of Education, March 1973, pp. 32-36.

¹⁷Alan A. Reich, "People-to-people Diplomacy: Key to World Understanding," Exchange, Vol. VIII #4, Spring 1973, pp. 21-28.

their solution. With the development of improved methods of communications throughout the world there will be a greater readiness to talk things over, to seek accomodation, to negotiate. People-to-people communications are becoming an increasingly dominant force in international diplomacy throughout the world, they play an increasingly important role in foreign relations by building the structure of peace.¹⁸

Edith King commented in her work on worldmindedness regarding the development of global responsibility in children:

We are preparing citizens for the cities of the future. We must begin when children are young--before the prejudices of the wider society have been internalized--to develop a sense of global responsibility.¹⁹

The Diplomacy of Friendship and Understanding

Students from the United States Dependents School in Vicenza, Italy, together with Italian students from the city of Trent, interacted for periods of time in the school

¹⁸Ibid., pp. 22-27.

¹⁹Edith W. King, Worldmindedness: The World-Context for Teaching in the Elementary School, (Dubuque, Iowa; Wm. C. Brown Co., Publishers, 1971), p. 13.

year. Don Nolder, coordinator for intercultural education for United States Dependents Schools, pointed out several levels of student involvement with a foreign nation: simple information acquired through reading and from teachers, visits to sites, monuments and the like, and participation in joint activities. The last and most important level is that of friendship which is acquired by living, studying and playing together.²⁰

The American Field Service which acts to bring young people from one country to live for a time with a family in another country disconcerted this fact:

...These 2600 youngsters are part of a total of some 12,000 teenagers who criss-cross the globe each year in several privately sponsored teenage exchange programs. They would rather play guitars than politics, but they may be the most influential ambassadors their country ever sent abroad. Because, like pebbles thrown into a pond, they make ripples that extend far beyond them to the families and towns and churches and schools that adopt them and these too become part of the global community.

Why are these kids so influential? Because, to put it colloquially, they get you where you live. In a world where everything foreign tends to be abstract and stereotyped, they bring their countries and their cultures

²⁰Allen Dale Olson, "Classe Della Neve", Phi Delta Kappan, Vol. LIV, #4, December 1972, pp. 226-229.

right next door.²¹

Flex Robb observed that short-term international study and travel by teachers is a growing link of furthering world awareness, "...a year devoted to a cross-cultural experience can be the mountain-top circumstance that transforms a reasonably good faculty member, or one who has lost his zip, into a professor characterized by excitement and verve, broad perspectives, and widened horizons of human concern."²²

Increased studies during the past few years concerning the relevance of informal nongovernmental communications activities as to the matter of war and peace occupy social scientists. Reich remarked:

Research scholars such as Dr. Herbert Kelman at Harvard University are seeking to develop a more scientific base for these transnational cross-cultural communications activities.

The research suggests that the existence of informal communications tends to reduce tension when conflicts of interest occur.²³

²¹Leslie Berg Milk, "That's No Diplomat--That's My Brother!" Exchange, Vol. IX #23, Fall-Winter 1974, p. 4.

²²Carrel M. Anderson and J. Conrad Willmon, Report of the Conference on Teacher Education and Worldawareness, The University of Alabama, College of Education, 1975, p. 44.

²³Reich, People-to-People, " p. 23.

Cross-cultural contacts through direct personal relationships contribute to the understanding of human and international problems and certainly increase the likelihood of meaningful cooperation and the creation of a climate of peace and understanding. "The development of international understanding has been a frequently enunciated goal of our school system,"²⁴ stated John A. Laska, Director of the Center for International Education, at the University of Texas at Austin.

Pavel A. Kashoutine of the Soviet Union stressed "that educating for international understanding does not preclude love of the motherland and would, in fact, strengthen one's concern for his country."²⁵

The gradually increasing number of cross-cultural programs in American colleges and universities gives evidence to the need for these programs as well as the

²⁴John A. Laska and William S. Bailey, "Education for International Understanding", International Education, Vol. 2 #1, Fall 1972, p. 70.

²⁵Pavel A. Kashoutine, "The Roles of The Teacher and the Strengthening of International Understanding and Peace". A paper read at the Meeting of Experts on Education for International Understanding and Peace with Special Reference to Moral and Civic Education. August 17-18, 1970, Unesco House, Paris, France. (Mimeographed).

recognized fact that they play a key role in establishing understanding and friendship between peoples of distinct cultures.

Student Travel Around The Globe

Annual increases in the number of United States passports issued each year indicate the ever increasing number of Americans venturing to foreign lands. In 1970, 2.2 million passports were issued and twenty-five percent of these were to students and teachers.²⁶

Like the middle-class businessman on an American Express package tour, the younger tourist may desire the fun, pleasure, and excitement that comes from new surroundings. But he is also seeking a deeper understanding of himself through experimentation with different roles and life styles.²⁷

Ithiel de Sola Pool stated that "Foreign travel is a means of testing one's identity against ways of life, and in that way rediscovering one's identity."²⁸

²⁶United States Bureau of the Census, Statistical Abstract of the United States, 1970, Washington, D.C., p. 207.

²⁷Rodney J. Hinkle, "Have Knapsack--Will Travel," International Educational Cultural Exchange, Vol. VIII #3, (Winter 1972-73): p. 39.

²⁸Ithiel de Sola Pool, "Effects of Cross-National Contact," p. 124.

Rodney Hinkle of Boston University's School of the summer travel experience for students complements the formal, structured approach of the academic year.²⁹

Joshua S. Golden believed that:

Following World War II, education abroad programs began to expand massively, and by 1966 it was estimated that over 10,000 undergraduates were participating in more than 300 college-sponsored study abroad programs.³⁰

Students from various state colleges and universities are attending classes in Mexico, Canada, Italy and India at International Study Centers opened by the American Association of State Colleges and Universities.³¹

Study abroad programs have been in effect for a number of years at schools such as the University of California, Harvard University, the University of Alabama, and the University of Texas. Breakthroughs from the traditional programs in foreign language and culture are more numerous, i.e., the International Education program at The University

²⁹Hinkle, "Have Knapsack," p. 43.

³⁰Joshua S. Golden, M.D., "Student Adjustment Abroad: A Psychiatrist's View," Exchange, Vol. VIII #4, (Spring 1973), p. 29.

³¹Frances Adams, "State Colleges Go Global," Exchange, Vol. VIII, #1 Summer 1972, pp. 65-69.

of Alabama and the junior year abroad program for engineering students from the University of Wisconsin.

On the domestic high school level very few school sponsored programs have been studied. Numerous international programs of private or commercial interest exist for high school age students around the globe. The Council on International Educational Exchange located in the United Nations Plaza in New York listed some of the following international programs open to high school students at the present time:

1. Homestays and school attendance at local secondary schools in countries of Europe, Asia, Africa and Latin America. Summer or academic year. Juniors, seniors enrolled in high schools that have sponsored an AFS student from overseas. American Field Service, 313 East 43rd Street, New York, N.Y. 10017.

2. Language study, travel and homestay in Germany, England, Spain, France, Greece or Japan. Grades 9-12. Northfield Mount Hermon Summer School, Mount Hermon, Mass. 01354.

3. Language and culture study in Arcachon, France. 6 weeks. Ages 15-18. American Council on the Teaching of Foreign Languages, 62 Fifth Ave., N.Y., N.Y. 10011.

4. European contrasts: city vs. country in Greece, Italy, Switzerland, France and England. Friends World College, Lloyd Harbor, Huntington, N.Y. 11743.
5. School year abroad in Germany, Spain, France, Grades 11-12. Phillips Academy, School year Abroad, Andover, Mass. 01810.
6. South American study tour to Venezuela, Peru, Colombia, Ecuador. Ages 16-19. The Choate School, Wallingford, Conn. 16492.
7. Australian Jamboree and Friendship Tour. Ages 14-18. National Council, Boy Scouts of America, North Brunswick, N.J. 08902.
8. International camper exchange in Japan. Ages 14-17. International Student Service, National Board of YMCA's, 291 Broadway, N.Y., N.Y. 10007.
9. Camel safari to Lake Rudolph: 3 weeks wildlife observation with camelback trek across Kenya's Northern Frontier District. Friends World College, Lloyd Harbor, Huntington, N.Y. 11743.
10. Work camp in the West Indies. Ages 16-18. Operation Crossroads Africa, 150 Fifth Ave. New York, N.Y. 10011.

11. New Dimensions in Mexico. Home hospitality, language training and travel. High school sophomores, juniors, and seniors. School for International Training, Brattleboro, Vermont 05301.

12. School attendance at various secondary schools in Israel. 10 and 11th grade students. Department of Education and Culture, World Zionist Organization, 515 Park Ave., New York, N.Y. 10022.³²

Other high school level programs which operate in Mexico include:

1. Instituto de Estudios Iberoamericanos in Saltillo, Coahuila, Mexico. Grades 7 to 12. Apartado Postal 358, Saltillo, Coahuila, Mexico.

2. Instituto Tecnologico y de Estudios Superiores de Monterrey. Minimum age 15. Escuela de Verano, Instituto Tecnologico, Sucursal de Correos, J, Monterrey, N.L., Mexico.

3. University of San Diego, San Diego, California, Grades 11-12. University of San Diego, San Diego, California 92110.

4. Hillsborough Community College, Tampa, Florida 33622.

³²Council on International Exchange, "High School Students Abroad", 1973, 777 United Nations Plaza, New York, N.Y. 10017. pp. 17-32.

This listing is by no means complete, but certainly indicative of international travel/study opportunities open to teen-agers throughout the world. Many private school programs which are teacher-organized, and large corporations which commercially operate international programs for high school students were not listed.

Referring to student travelers abroad as "knapsack nomads", Rodney Hinkle alleged that students may be "... searching for and finding within foreign travel something which educators have been unable to provide in traditional academic settings. And, if so, educators should reassess the foreign travel experience..."³³

Worldmindedness and the Teacher

An editorial in International Education states the famous preamble to the Constitution of the United Nations Educational, Scientific, and Cultural Organization: "That since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed."³⁴

³³Rodney Hinkle, Have Knapsack, p. 37.

³⁴International Education, Vol. 2 #1, Fall 1972, p. 2.

Anand Malik asks the question: "Do educators have a role, even a minor role, in making this assertion of UNESCO a reality."³⁵

The same editorial continued:

Democracy as a political system is based on the concept of a pluralistic social system and depends upon teachers and social philosophers to continuously nurture its pluralistic base. If democracy is to survive, people of different races, colors and languages must learn to live in peace with each other within their own countries and in the world at large.³⁶

Edith King stressed throughout her book on world-mindedness how teachers must present a world perspective, a sense of global responsibility, a sense of citizenship in the global community to their students.

It is Harold Taylor who created the word "world-mindedness"... an image is arising of a new kind of man in the world, a national citizen with international institutions, conscious of the age that is past and aware of the one now in being... the teacher who shows others that throughout their lives they must learn to care for someone else's life with concern and tenderness.³⁷

The 1968 statement of the Committee for Economic Development stressed the point that far too many teachers today know too little about human motivation and behavior,

³⁵Ibid.

³⁶Ibid.

³⁷Edith King, Worldmindedness, pp. 193-194.

or of the social and cultural forces which affect the individual: "Schools of education should generate a greater concern for human values in a technological, industrial, and urban age and prepare teachers to contend more effectively with the practical problems that arise in daily experience of their pupils ³⁸

The Associate Commissioner for International Education in the U.S.O.E., Robert Leestma, cited three crucial facts with which American education must come to grips:

1. The intellectual boundary lines between problems commonly labeled "foreign" and "Domestic" are often artificial and misleading.

2. A general education at any school level is incomplete without an international dimension.

3. It is essential for every citizen to understand more about the ethnic diversity and cultural pluralism of our times.³⁹ He continued:

³⁸Research and Policy Committee of Committee of Economic Development, Innovations in Education: New Direction for the American School, Committee on Economic Development, New York, 1968, p. 51.

³⁹Thomas J. Landers, "Cross-Cultural Experience: A Vital Component of Inservice Education." NASSP Bulletin, Vol. 57, #372, April, 1973, p. 94.

Cross cultural experiences must be a vital part of the teacher's preparation and professional growth, Educational travel is not just pleasurable; it is absolutely necessary to develop the international understanding and perspective needed.⁴⁰

Addressing himself to the same issue Harcleroad stated:

...A liberally educated person in the last quarter of the twentieth century must know and view the entire world reflectively in a way our fathers viewed the Mediterranean countries and Western Europe. Anything less will sell our children short and provide them with too limited an opportunity to be truly "free, liberally educated persons."⁴¹

Teacher Education Required Increased Worldawareness

The establishment of goals in the development of programs and curriculum is an essential element in seeking to develop international understanding or knowledge of other cultures. Paul H. Masoner pointed out several of the components for the establishment of programs:

The field of general education offers almost unlimited opportunities for the intercultural and international component of teacher education... Comparative education becomes a vehicle for the development of broad learning and understandings relating to other peoples... the techniques of teaching may be the most important in assisting both young and experienced teachers in their efforts to bring about the development of intercultural and international understanding among the children of America's.

⁴⁰ Ibid.

⁴¹ Ibid.

classrooms... Experimental or field-based education may well be one of the most significant opportunities for the achievement of those goals of teacher education related to the intercultural and international dimension.⁴²

One of the themes at the 1970 World Conference on Education sponsored by the Association for Supervision and Curriculum Development, National Educational Association, incorporated this thought:

The need of the educator to broaden his loyalties and to help the younger and older members of this geographic community to do likewise means that members of a world community of educators can be effective only if they relate to other communities in discourse and to people in all walks of life. As William Sayres put it, 'we need to move with greater cultural sensitivity within as well as across national boundaries.'⁴³

A report by Derek L. Burlison at the same conference on education suggested that:

Teacher education should include a package of experience that will provide some specialization in giving a cultural view of the world. Teachers must become aware of the richness of various cultures.⁴⁴

⁴²Paul H. Masoner, "Developing an Intercultural and International Dimension in Teacher Education," Teacher Education and Worldawareness, The University of Alabama, College of Education, 1975, p. 32.

⁴³Alice Miel, "Toward a World Community of Educators: Unity with Diversity," Educating the Young People of the World, A Report of the World Conference on Education sponsored by the ASCD Commission on International Cooperation in Education at Asilomar, California, March 5-14, 1970, p. 84.

⁴⁴Ibid. p. 127.

"Short-term international study and travel by teachers is a growing means of furthering world awareness," stated Felix Robb.⁴⁵ Addressing himself to the training of teachers in colleges and universities he continued that world awareness and shared human concerns are critically needed in this turbulent, increasingly violent era.⁴⁶

In April, 1973 an international conference, sponsored by the Charles F. Kettering Foundation and the Gottlieb Duttweiler Institute, concerning global education, was held in Zurich, Switzerland. The following excerpt related to the importance allocated to teacher training:

All participants endorsed the critical importance of teacher training... The American Association of Colleges for Teacher Education (AACTE) has confirmed the limited interest in international education within teacher-training institutions. It was reported by Dr. Frank Klassen, a conference participant and director of the International Programs of AACTE, that only eight percent of the 225,000 teachers graduated each year in the United States have any access to information, analysis, or experience in the international field... In another survey by AACTE, it was reported that of 900 deans of education polled from colleges and universities... 60 percent of them said they had 'absolutely no interest in international education'. Another 40 percent said they were interested, but of these only ten percent

⁴⁵Anderson, "Teacher Education," p. 44.

⁴⁶Ibid. p. 47.

indicated that their institutions provided any opportunity or resources for international studies.⁴⁷

The same conference went on to state that global education should include acquiring sensitivity and understanding of other people's cultures and values. The optimum international education program within a formal school setting should permeate the entire system.⁴⁸ King addressed this concern as follows:

To further the world perspective travel experiences with an educational basis and appropriate planning should be a basic part of the teacher training curriculum... Not only should foreign language teachers and specialists have sojourn experiences as an integral part of their training; so too should all teachers be involved in spending some of their university training in other societies, countries, sub-cultures or groups, abroad or in America.

We need teachers and administrators who will be leaders in our society, showing the public and other institutions of our culture that young children are growing up in a global community... We need to throw off the idea that learning about world cultures and societies is the province of the elite... today everyone is involved in the world; knowledge about the world's people is a necessity, not a luxury... Teachers

⁴⁷William P. Shaw, "Global Education: Helping Secondary Students Understand International Issues," The report of the international seminar sponsored by the Charles F. Kettering Foundation and Gottlieb Institute of Zurich, Switzerland, April 1973, p. 10.

⁴⁸Ibid. p. 14.

must see the curriculum as including a world perspective, worldmindedness, a belonging to the global community as an integral part of teaching in the society of the future.⁴⁹

The Relevant Issue of Worldmindedness

Preparing today's youth for world leadership roles faces the American educators. Felix Robb observed: "I view the teaching world awareness as being close to that once sacrosanct trio God, Country, and Motherhood." ⁵⁰ King described her concept of the term 'worldmindedness' as:

The concept of worldmindedness means instilling a sense of global responsibility within the individual, be he child or adult. Being worldminded encompasses far more than merely bettering intergroup relations, and utilizing audiovisual aids to effect such attitudes. Worldmindedness is based upon humanistic philosophy, grounded in the arts and humanities and the major contributions the social sciences bring to furthering knowledge about the human condition.⁵¹

Worldminded concepts in education should include the notion that mankind has certain qualities and needs in common including such things as peace, self-preservation, and basic human satisfactions. All of these needs

⁴⁹King, Worldmindedness, pp. 203-204.

⁵⁰Anderson, Teacher Education, p. 37.

⁵¹Ibid. p. 4.

transcend national boundaries.⁵²

Daniel Jordan, a psychologist and musician, has described worldmindedness in a rather unique manner:

Essentially, worldmindedness does not have to do with material things so much as to do with an acceptance of others, a feeling of comfortableness and an appreciation for diversity in the human race. That's what really worldmindedness means. You have one great musical instrument with 3½ billion notes on it, notes of different colors, black, white and 'cracked'; high, low and middle. Everybody's in the world. And the music that the worldminded person plays uses all the notes.⁵³

Theodore Rice reported from the World Conference on Education and stated: "Since prejudices, like human conflicts begin in the hearts of men, properly-oriented education can contribute to the resolution of conflicts and the promotion of attitudes favorable to peace and understanding among peoples."⁵⁴

The seminar also included, as Rice reported; a statement on philosophical views:

As educators, we pledge ourselves to the creation of a climate conducive to the humanizing of all institutions influencing the minds of adults as well

⁵²Shaw, Global Education, p. 6.

⁵³Daniel Jordan, "Developing the Values of Worldmindedness" Presentation for the Arts and Humanities Institute, University of Denver, Denver, Colorado, 1968, p. 4.

⁵⁴Miel, Educating the Young People, pp. 127-128.

as children and youth... We will work for the elimination of barriers to understanding, international cooperation, and human development... Because of the world crisis today, we recognize an extreme urgency for action. We therefore call upon educators around the world to join us in making a personal and professional commitment...⁵⁵

Paul G. Orr, Dean, College of Education, University of Alabama, observed in a recent book on the American Overseas School:

America is a microcosm of the world; rich/poor, slums/wealthy suburbs, good schools/poor schools, prejudice/tolerance, good jobs/bad jobs, selfishness/altruism, Societal problems cannot be solved until man identifies with mankind. We can seek lasting solutions by looking at the problems of the world and in most cases, considering America as a part of the world; otherwise we merely cloak cultural imperialism.⁵⁶

Former President Lyndon B. Johnson related the possibility for international peace to the teacher-learning experience of the classroom in an address to Congress in 1966.

Schooled in the grief of war, we know certain truths are self-evident in every nation on earth; Ideas, not armaments, will shape our lasting prospects

⁵⁵ Ibid., p. 128.

⁵⁶ Paul G. Orr, Research and Information Base: The American School Overseas, (Unedited draft of forthcoming publication), Prepared for: The Near East/South Asia Council for Overseas Schools 1972 Conference, Tehran, Iran; November 1972, p. 6.

for peace. The conduct of our foreign policy will advance no faster than the curriculum in our classrooms. The knowledge of our citizens is one treasure which grows only when it is shared.⁵⁷

If ideas, the curriculum, and knowledge possessed by the citizens of a given country are the important components in the quest for peace then perhaps a peace curriculum should be developed. There is really no place to go to learn the quest of peace, yet there do exist institutions which dictate how to fight a war. The quest for worldmindedness must move toward the common interests of all countries involved. International education cannot be the concern of only one country, but the concern of all.⁵⁸ Programs developed must seek to impart an understanding of the cultural historical, and social setting of the many societies with which the future of the United States is intertwined.⁵⁹

⁵⁷ Lyndon B. Johnson, "The Role of the Government," (a message to Congress, February 2, 1966), International Education: Past, Present, Problems and Prospects (Washington D.C.: Committee on Education and Labor, House of Representatives, 1966), p. 17.

⁵⁸ Ibid., p. 17.

⁵⁹ Ward Morehouse, "World Affairs in Our Schools and in Teacher Education," Educating for World Responsibility (Washington, D.C.: Bureau of Public Affairs, 1966), p. 35.

The Concept of Nationalism

Many of the fundamental traits of nationalism were developed by the ancient Greeks and Hebrews. Both groups had a clearly defined awareness of being different from all other peoples: the Hebrews from the Gentiles and the Greeks from the Barbarians. Kohn asserted that modern nationalism has acquired three essential traits from the Hebrews: the idea of being the chosen people, the emphasis on a common stock of memory of the past and of hopes for the future, and finally national messianism.⁶⁰ Kohn defined nationalism in these terms: "Nationalism is a state of mind, in which the supreme loyalty of the individual is felt to be due the nation-state."⁶¹

Konstantin Symmons-Symonolewicz explained nationalism somewhat differently:

Nationalism is the active solidarity of a larger human collectivity which shares a common culture, or a common fund of significant experiences and interests, conceives of itself as a nation, and strives for political unity and self-government.⁶²

⁶⁰Hans Kohn, Nationalism: Its Meaning and History, New York, Van Nostrand Reinhold Company, 1971, p. 11.

⁶¹Ibid. p. 9.

⁶²Konstantin Symmons-Symonolewicz, Modern Nationalism, New York, The Polish Institute of Arts and Sciences in America, Inc., 1968, pp. 27-28.

Emerson defined the subject in these words:

Nationalism is a modern phenomenon obscurely, but certainly a product of the economic, political, and cultural conditions which the Industrial Revolution characteristically brought into being.⁶³

The word nationalism was coined late in the eighteenth century and became common terminology late in the nineteenth century. Carlton Hayes described it as "a sentiment in which patriotism is fused with nationality, or to put it another way, a belief that an individual should be loyal to his nation, its land, its values and its state."⁶⁴

Ten basic attributes of nationalism were described by Boyd Shafer:

1. A certain defined territory or land inhabited by a people or desired by them. They believe that the land belongs to them or should belong to them and think of it as their own.

2. A people, called the nation, who share or hope to share a common culture, language, literature, symbols, customs, and common manners.

⁶³Ibid., p. 32.

⁶⁴Boyd C. Shafer, Faces of Nationalism: New Realities and Old Myths, New York, Harcourt Brace Jovanovich, Inc., 1972, p. 17.

3. There must exist some dominant social institution (Religion or Church) and economic order (capitalist or Communist).

4. A common independent or sovereign state or the desire for one must exist. This includes the concept of self-determination which arose during the French Revolution era.

5. Belief in a common history and a common ethnic origin is shared.

6. Preference is shown for fellow nationals who share the common culture, institutions, interests and heritage.

7. A shared common pride in achievements of the past and present, more often military and economic than cultural and social. A shared common sorrow in tragedies, generally military.

8. A shared indifference or hostility to other (not all) peoples similarly organized. In new nations this is most often directed toward the imperialist nations that once ruled or still do.

9. Devotion to the fatherland or nation that embodies or symbolizes the territory, the people, the culture, the institutions, and heritage shared in common or that

the people think they have in common.

10. A shared hope that the nation and the individuals belonging to it will have a secure and happy future.⁶⁵

While no one author lists in table form the values found in nationalism, several authors seem to agree that certain values are inherent in the behavior of the nationalist.

1. Unity. "Once men formed a people... then this new consciousness of nationality would become a potential center for new patterns of individual and social behavior, and of political action."⁶⁶ "The essential aspect of unity of a people is the complementarity or relative efficiency of communication among individuals--something that is in some ways similar to mutual rapport, but on a larger scale."⁶⁷

2. Strength. "Situations of strength, hardness, or power, ... arise where two or more systems... come into contact, when they are similar enough to interact yet different enough to be at least partly incompatible with each

⁶⁵Ibid., pp. 17-20.

⁶⁶Karl W. Deutsch, Nationalism and Social Communication, New York, The Technology Press of The Massachusetts Institute of Technology, 1953, p. 71.

⁶⁷Ibid., p. 155.

other. In these situations, then, arise the age-old questions of life and politics: 'Who conquers whom?'...⁶⁸

3. Strong willed. Consciousness of nationality might harden into will and result in the refusal to accept communications conflicting with, or even merely different from the national separateness, or the national unity, or the image of a national character adopted as a goal. "The hardening of the 'national will' would mean the closing of the 'national mind.'"⁶⁹

4. Loyalty. Nationalism could become an all-inclusive or unique and only loyalty for an individual as it did in individual cases like Hitler and Stalin.⁷⁰

"To possess the national characteristics was to be virtuous ... patriots brought pressure upon these who did not conform outwardly, conform, insisting that their fellows be cast in the national mold."⁷¹

5. Pride. Adolf Hitler's concept of pride is stated by Shafer: "For only when a man has learned through

⁶⁸Ibid., p. 47

⁶⁹Ibid., p. 155.

⁷⁰Shafer, Faces of Nationalism, p. 248.

⁷¹Ibid. p. 249.

education and school to know the cultural, economic, and above all the political greatness of his own Fatherland can he and will he gain that inner pride in being permitted to be a member of such a nation ⁷²

6. Patriotism. For the patriot the ends of self interest and national interest, of individual career and the national welfare, become much the same. For most diplomats, military officers and officials the interest of their own country becomes paramount.⁷³ "For Daniel Webster, patriotism produced 'an elevation of soul' that lifted a man 'above the rank of ordinary men... Above fear, above danger, he feels that the last end which can happen to any man never comes too soon if he falls in defense of the laws and liberties of his country."⁷⁴

7. Honor. To the nation must be given devotion and love and to its authorities or their offices honor and respect. The nationalist sees that God, nature, or historical circumstance, or all three, has given his nation a mission, a destiny that all good patriots should see fulfilled.⁷⁵

⁷²Ibid., p. 245.

⁷³Ibid., p. 245.

⁷⁴Ibid., p. 245.

⁷⁵Ibid., p. 255.

The nationalist sees the doctrines of his nation in its constitution (holy book), and its laws (its moral commandments), which all citizens must obey. Shafer stated: "His nation, further, had a body of beliefs and customs, ill-defined, it is true, but still to be venerated and protected because they were 'American,' 'British,' 'French and marks of membership in the nation."⁷⁶

The review of literature is limited in its scope of nationalism to the above values.

Summary

The literature reviewed issues pertinent to historical perspectives of cross-cultural programs in education. The issue of worldmindedness in students and teachers was explored and indicated a need for a marked increase in cross-cultural programs for students and teacher awareness of the issue.

Little research has been done on cross-cultural programs for secondary school students in United States schools. The literature reviewed related to the broad field of cross-cultural program in education and most

⁷⁶Ibid.

references made were to college and university programs.

Many authors cited the need for cross-cultural programs and worldawareness for all levels of education.

CHAPTER III

PRESENTATION OF A GENERIC MODEL FOR A HIGH LEVEL CROSS-CULTURAL PROGRAM WHOSE PURPOSE IS INCREASED WORLDMINDEDNESS

This chapter is dedicated in part to the development of a generic model for the development of a cross-cultural program for high school students directed toward worldmindedness.

Wurtele defined educational models when he wrote:

The picture portrayed here is one of formidable theoretical and statistical obstacles to the development of adequate planning models. Though many of the models are still in fairly exploratory states the extensive current interest in such efforts may be some indication of a growing sense on the part of planners of importance of such endeavors, and may provide some hope for significant theoretical breakthroughs in the not too remote future. Due to the complexity of the educational system (vast numbers of inter-dependent variables, complicated and not too well understood relationships, changing patterns), as well as the complex array demands upon the system from other sectors of the economy,

mathematical models may evolve into indispensable tools for rational and consistent planning.¹

Models used in educational planning serve to represent generally a portion of reality which is sufficiently accurate to provide alternative futures for planning. Common characteristics of models were described by Burkett:

All models, regardless of how abstract or concrete, have certain characteristics by which their usefulness may be judged. These include: 1) the model is complete; 2) the model reflects an operational reality; 3) the model is understandable; 4) the model encourages further analysis; and 5) the model encourages feedback.²

There are several advantages in using models in a systems approach to planning. The model, for example, (1) provides a basic representation of a complex real world problem; (2) indicates possible information gaps which may not have been evident; (3) prods the planners to analyze in depth realities which are related to the problem; and (4) often provide the least expensive way to carry out specific objectives.³ Any given model will have certain

¹Zavia S. Wurtele, Mathematical Models for Educational Planning (Santa Monica, Calif.: System Development Corporation SP3051, 1967), p. 18.

²William Eolin Burkett, "The Development Of A Systems Approach to the Management of a Local School District Food Service Program" (unpublished Ed.D. dissertation, University of Alabama, 1971), p. 61.

³Richard H. P. Kraft and Raymond F. Latta, "Systems

limitations simply due to the fact that it is only an abstraction and it is presented in symbolic terms.⁴

The systems approach which is used in the development of the models in this study has been defined by Carter as follows:

It should be emphasized that systems analysis involves a systematic and rational set of procedures by which an attack on a given educational, social, or technical problem can be approached. The mere listing of the various steps of systems analysis and attention to feedback force a careful consideration of the many different factors which influence the outcome of a particular project. Moreover, there are sophisticated techniques of analysis which can be used. Application of methods of mathematical analysis, modeling, simulation, scheduling, budgeting, etc., can make the full system analytic approach ... rigorous and precise...⁵

In the systems analysis each component of the system is isolated for study in order to understand more fully its relationship and interaction with all other components of the system. Carter listed eight components of systems analysis:

Engineering Techniques: Embarrassment or Opportunity for Today's Educators?" Educational Technology, IX (September, 1969), p. 28.

⁴Ibid.

⁵Launor F. Carter, "The Systems Approach to Education: Mystique and Reality," Educational Technology IX (April, 1969), p. 30.

1. State the real need attempting to be satisfied.
2. Define those program objectives which contribute to meeting the real need.
3. Define the constraints of the real world which any proposed system must satisfy.
4. Generate alternative systems.
5. Choose the best alternative(s) by careful analysis.
6. Implement the alternative(s) selected for testing.
7. Evaluate thoroughly the experimental system.
8. Feedback the modifications based on the experimental and real world results and continue the cycle until the objectives have been satisfied.⁶

The generic model of cross-cultural interaction is represented by two nations joined through the medium of a cross-cultural program. (Figure 1) Each nation has attributes which may distinguish it from the other. These attributes might be stated as:

⁶Ibid., pp. 23-24.

1. Language. A different language may be spoken in the two countries linked through a cross-cultural program; this requires that efforts be made to understand and communicate by the participants in the program.

2. Religion. Religious beliefs between the countries may be different; this could encourage in program participants a desire for a better understanding of these religious beliefs.

3. Politics. The political make-up of each nation might be distinct and require a greater awareness and understanding of its methods of operation.

4. Economics. The economic conditions of a country may differ from a partner nation in a cross-cultural program; this should encourage participants to attempt to understand the economic conditions better after exposure to them.

5. Values. The value system of the inhabitants of one country may differ from another country. Understanding and appreciation of another's values can result from positive cross-cultural interaction.

6. History. The historical perspective of the nations involved in a cross-cultural program may have distinct backgrounds and views regarding historical

developments. Such views should tend to broaden a participants understanding of the issues.

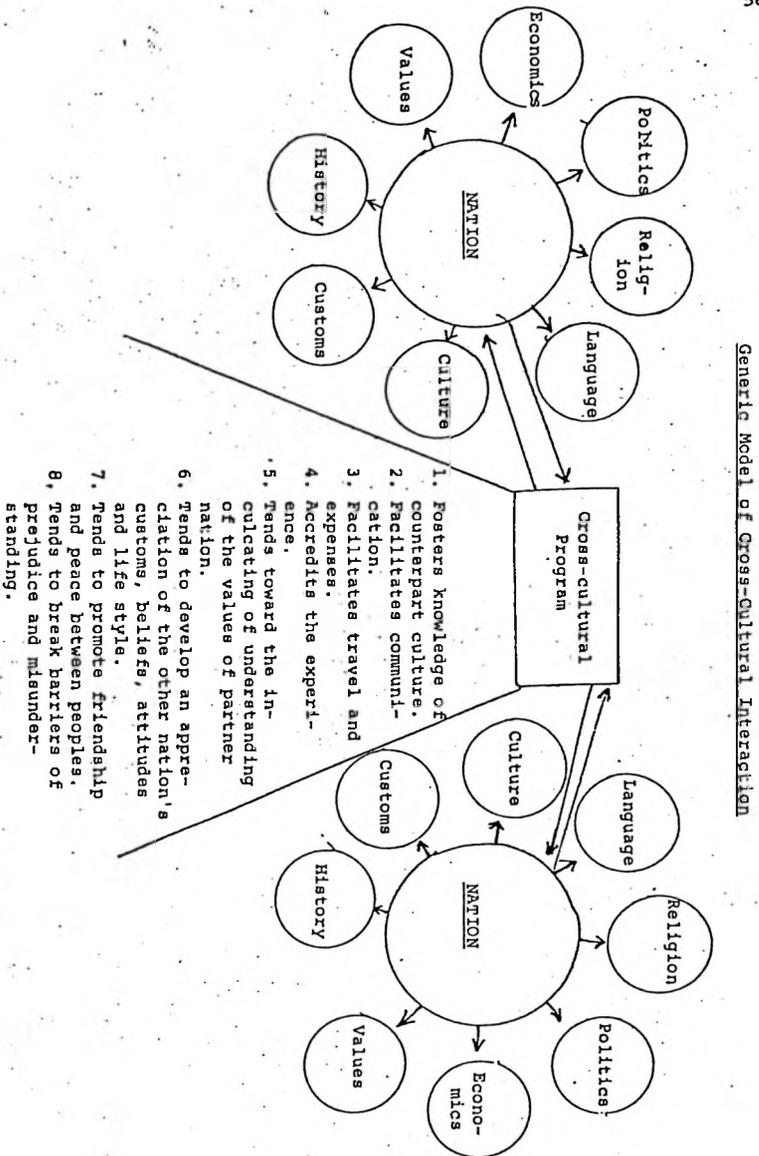
7. Customs. The customs and behavioral patterns of nations linked by a cross-cultural program may be distinct and prompt participants to more readily identify with and understand these customs.

8. Culture. Cultural differences between countries may be varied. Participants in a cross-cultural program are presented with an opportunity to better understand the cultural heritage of the nation being visited.

The linking of the two nations through the cross-cultural program may have several effects on the participants in such a program:

1. It may foster knowledge and understanding of the culture in the counterpart country.
2. It may facilitate communication.
3. It may facilitate travel and expenses.
4. It may accredit the experience academically.
5. It may tend toward the inculcating of understanding of the values and mores of the partner nation.
6. It may tend to develop an appreciation of the other nation's customs, beliefs, attitudes and life style.
7. It may promote friendship and peace between

Figure 1



peoples of the two nations.

8. It may break down existing barriers of prejudice and misunderstanding.

A conceptual model (Figure 2) showing the values related to nationalism and the values related to worldmindedness is presented. Based upon a review of the literature regarding nationalism and Beimler's study of the values attributed to the worldminded person, a chart is presented placing the values of nationalism and worldmindedness in juxtaposition.⁷ (Chart 1)

The Conceptual Model for a Cross-Cultural Program

A high school level cross-cultural program whose stated purpose is growth toward worldmindedness is made up of contributions from several groups with constraints imposed by each. (Figure 3).

Students. Definite input from students concerned activities, living arrangements, supervision and responsibilities involved.

⁷Rosalind Rosoff Beimler, "An Exploratory Study of the Relationship Between Cross-Cultural Interaction and the Social Values of 'Concerned Worldmindedness' Held by Multi-National Student Groups at the American High School in Mexico City (Ph.D. dissertation, Michigan State University, 1972), pp. 43-45.

Figure 2

A Model Showing the Values Related to Nationalism and
the Values Related to Worldmindedness.

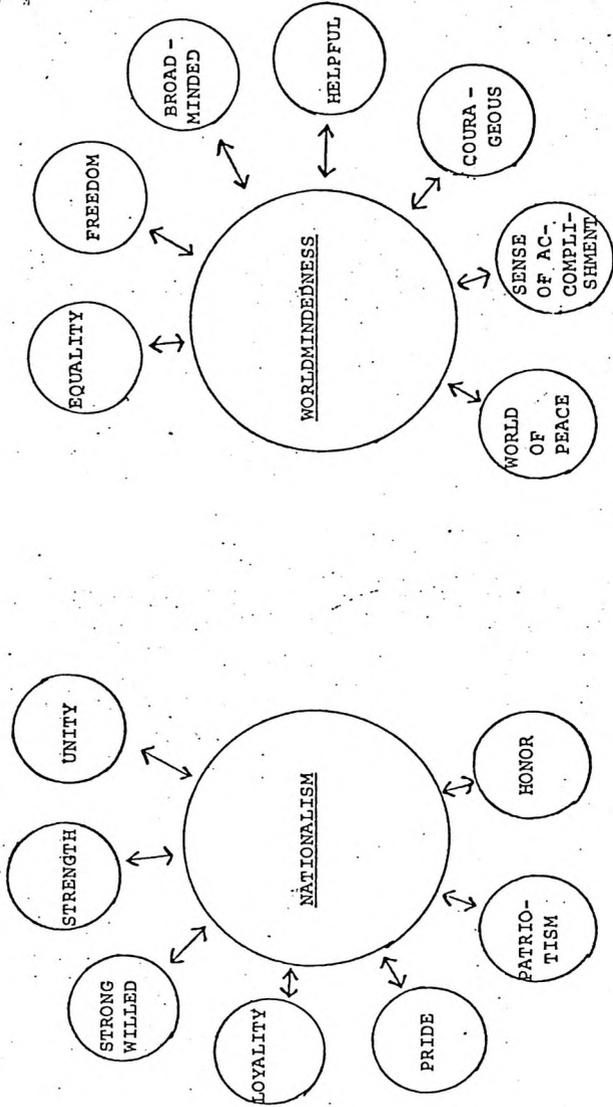


CHART 1

A Model of the Values of Nationalism
in Juxtaposition to the Values of
Worldmindedness

<u>Nationalism</u>	<u>Worldmindedness</u>
1. Unity	1. Equality
2. Strength	2. Freedom
3. Strong willed	3. Broadminded
4. Loyalty	4. Helpfulness
5. Pride	5. Courage
6. Patriotism	6. Sense of Accomplish- ment
7. Honor	7. A World at Peace

Directing Teacher. The directing teacher carries the load for the development and implementation of the cross-cultural program and is bound by the constraints imposed by the other groups. The input of the directing teacher into the program development is critical to the creation of the program and acts as the catalyst for the other groups.

School Administration. Program input from the school administration generally conforms to the stated goals and objectives of the school philosophy. Constraints are developed to indicate areas of responsibility in the program operation and in the role of the school.

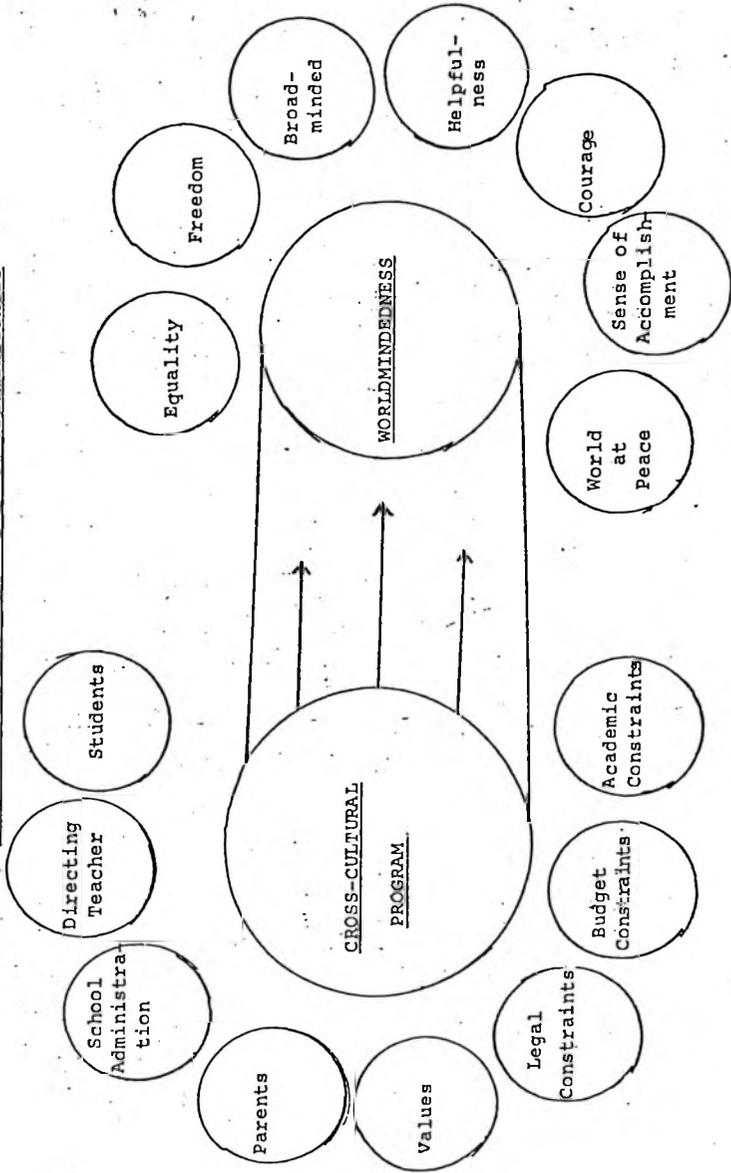
Parents. Parental input concerns the care and supervision of students and general program objectives.

Values Held. Constraints developed from religious convictions, prejudices and mores cause certain program activities to be determined.

Legal Constraints. Certain constraints are established by the country being visited as regards minors and foreign nationals entering the country, as well as those legal constraints pertaining to responsibility of all parties involved.

Figure 3

Interaction of Selected Groups of Importance in the Program Design
and Related To the Objective of Worldmindedness



Budget Constraints. Program activities are limited by those budgetary constraints imposed.

Academic Constraints. Academic objectives built into the program define the best usage of time while in the foreign country.

Input from each of the above groups develops programs which are suited to the local needs of the school and students involved.

Group Interaction With the Directing Teacher

The directing teacher in the development of a high school cross-cultural program is the person responsible for the development of the program once the aims and objectives have been set forth. Several groups interacting with the directing teacher are conceptualized. (Figure 4.)

Budget. Program activities, methods of transportation, travel, and lodging are areas which have to be balanced as the program is developed.

Parents. Contact with the parents of the students involved in the cross-cultural program must be maintained in order to obtain the suggestions which this group has to offer.

Students. Student involvement in the orientation

to the country and culture to be visited requires frequent sessions with the directing teacher.

School Administration. Close contact between the directing teacher and the administration is important for the development of the program and the cooperation and endorsement of the school.

Airlines. The making and confirming of air transportation involves the planning of the directing teacher.

Rental Bus Company. The directing teacher has to develop a schedule for rental bus usage covering field trips and ground transportation within the country being visited.

Hotels. Contact with the hotels where the group is to be lodged requires correspondence and confirmation.

Host School. Arrangements for use of the facilities of the host school are arranged in advance as well as the involvement of the host school in the program operation.

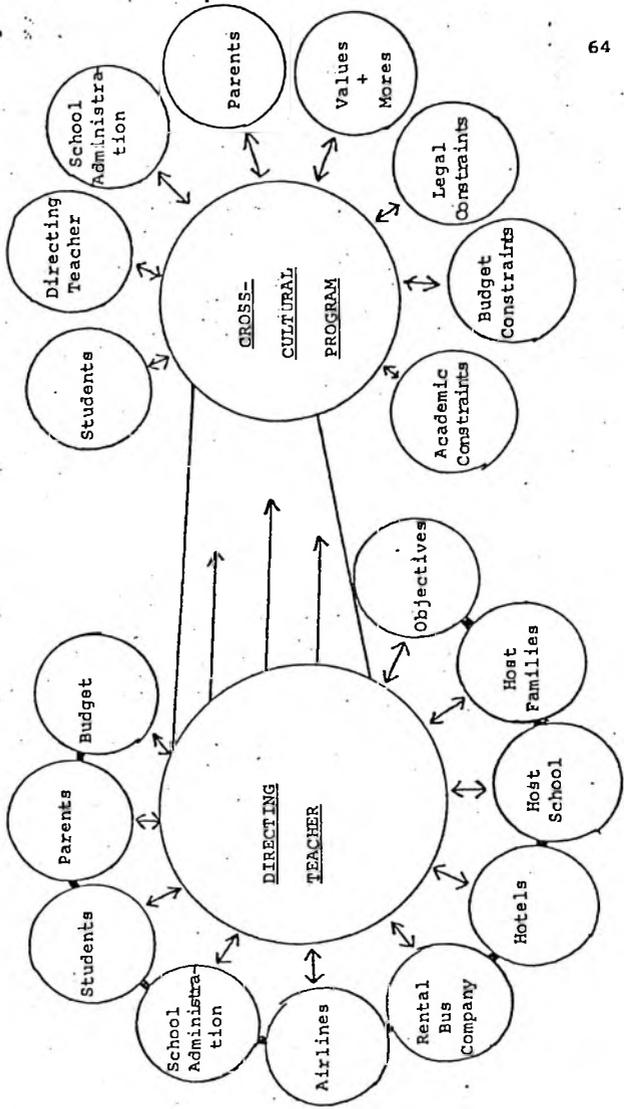
Host Families. Arrangements with the host families must be made in advance and involve correspondence as to their receiving of students into their homes.

Objectives. Stated objectives of the program must be considered by the directing teacher as the planning procedure occurs.

Figure 4

Model Showing Interaction of Selected

Groups-The Directing Teacher



The directing teacher has responsibilities to each of the groups and for the coordinated development of the overall cross-cultural program. While some duties and activities may be shared with a counselor or another teacher, the directing teacher is ultimately responsible for the total program.

From the foregoing generic model it is reasonable to conclude that the requirements for any process model for the implementation of a cross-cultural program aimed at an increase in worldmindedness must address at least the following areas:

1. Student Selection Process. Some method of determining student eligibility into the program must be set.
2. Academic Objectives. Determination must be made of what academic objectives are to be attained in the program.
3. Budget Constraints. Determination must be made of what the program will cost and how the monies will be generated for its operation. What limitations are determined by the money available must be assessed.
4. Personnel Constraints. Determination must be made of the competence of staff members directing the

cross-cultural program and their ability to meet the requirements determined.

5. Logistical Requirements. Planning must be made to house, transport, feed and meet the needs of the participants of the program.

6. Institutional Constraints. Determination must be made of the limitations imposed by the institution sponsoring or endorsing the program.

7. Supervision Requirements. Determination must be made of the amount, type and responsibility for supervision of students in a cross-cultural program.

8. Legal Constraints. Determination must be made of what legal constraints are imposed regarding responsibility and care for the operation of the program and its participants.

9. Related Interest Groups. Consideration must be made of those related groups which are involved in the program, for example, parents, teachers and host families.

10. Cross-Cultural Contact. Determination must be made as to how participants will be able to have positive cross-cultural contact with people from the host country.

11. Orientation Development. Determination must be made as to the ingredients of an orientation program for

program participants and related groups.

12. Pre-Post Program Evaluation. Determination must be made to evaluate the program before and after implementation.

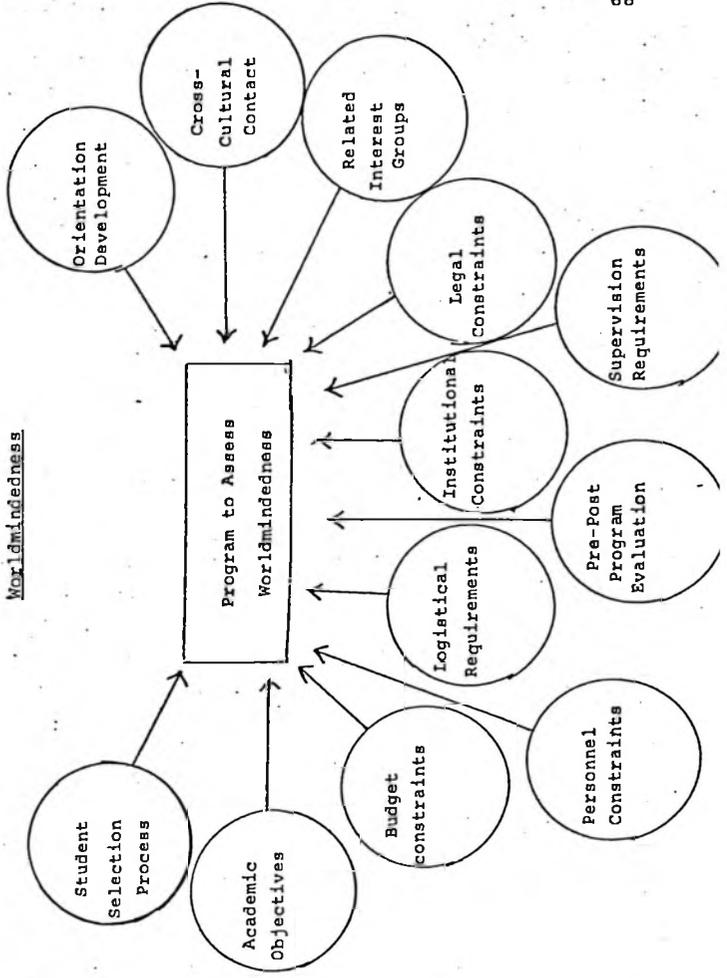
Figure 5 shows a model for the requirements of a program designed to assess the concept of worldmindedness.

Figure 5

The Requirements for Any Program Designed to

Assess the concept of

Worldmindedness



CHAPTER IV

A PLANNING MODEL FOR A HIGH SCHOOL LEVEL CROSS-CULTURAL PROGRAM

From the requirements determined conceptually in Chapter III, the following planning model was generated.

A conceptualized model of the planning chart (Chart 2) showing the related activities in sequential stages of implementation is shown. (Chart 3)

Stages one through four must be developed individually in sequential order. The fifth and sixth stages can be dealt with at the same time; this prepares the next stage of the program itinerary. The eighth and ninth stages are related with input from eight to nine. The tenth and eleventh stages can be worked individually in order while twelve and thirteen may be worked on at the same time. The remaining stages must be developed in order as they occur.

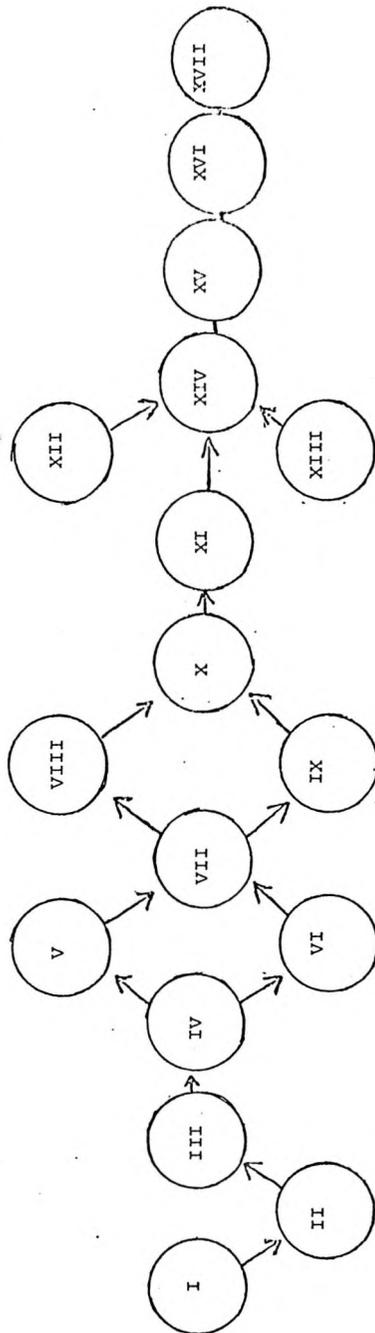
CHART 2

MONTHLY PLANNING CHART FOR A CROSS-CULTURAL
PROGRAM BASED UPON THE SCHOOL CALENDAR

<u>Month</u>	<u>Planning Activity</u>
September	I. Determining prerequisites for the directing teacher II. Preparing the initial proposal
October	III. Searching for information IV. Assimilating the information and deciding what activities to incorporate into the program
November	V. Developing the academic program VI. Planning the homestay
December	VII. Estimating the cost
January	VIII. Planning the program itinerary IX. Updating the proposal X. Recruiting students
February	XI. Funding ideas and student involvement
March	XII. Developing documents and setting datelines
April	XIII. Making reservations
May	XIV. Making final arrangements
June	XV. Meeting at the airport XVI. Arriving at destination XVII. Reconfirming reservations for field trips

Chart 3

CONCEPTUALIZED PLANNING CHART SHOWING THE RELATED ACTIVITIES IN SEQUENTIAL STAGES OF IMPLEMENTATION



It may happen that certain activities will require more time than others. The monthly breakdown is primarily a guide for the teacher preparing a cross-cultural program. Some activities may be started sooner than indicated on the schematic, but certainly should not fall behind in the scheduling.

The following is an expansion of the above planning chart. The sub-points present a detailed explanation of what is required to accomplish the tasks listed in the chart.

I. Determining Prerequisites for the teacher:

Prerequisites for a teacher planning the development of cross-cultural program:

- A. A minimum of three to five years of teaching experience would seem to be invaluable aid to the teacher thinking of developing a program of his/her own. Such a teacher should understand teenagers; her schedule must be such that she can travel with them under most circumstances. Unlike the classroom, the cross-cultural program will put the teacher in almost continuous around-the-clock contact with the students.

- B. Some knowledge of the foreign language of the country where the proposed program is to take effect would be of great value to the organizing teacher. In most cases it is the teacher who must confront foreign nationals with basic questions for directions and help.
- C. A teacher planning a cross-cultural program would find it very advantageous to have had some personal experience in travel outside of the United States and preferably to the country where the proposed program is to take place.
- D. Careful thought should be given to companion teachers/counselors who will be assisting in the program. They should serve to complement the directing teacher's qualifications and if possible add some ability or experience which the directing teacher might lack.
- E. Very early in the planning stage before too much time and energy have been spent, a talk with the school principal or director is important. The teacher should obtain the necessary permission to make some preliminary investigation into the feasibility of a cross-cultural

program within the school. The directing teacher should present his interest in developing a proposal outlining the objectives of the program. Without this basic permission from the administration then any further attempt to develop a program would be improper.

II. Preparing the Initial Proposal.

The preparation of an initial proposal to be submitted to the administration should be one of the first concerns of the teacher in preparing to develop a cross-cultural program. It should include the following points:

- A. The objectives of the trip should be stated simply; this supports the basic intentions in the proposal. In addition, consideration should be given to the program aspects, academic, travel, or any combination thereof that should be developed. The program might have high academic goals or it might stress religious objectives.
- B. Procedures for implementing the stated objectives should be developed.
- C. Once the proposal has been written it should be submitted to the administration as soon as

possible for recommendations and acceptance.

The administration of the school must be aware of the proposed plan and the implementation procedures.

III. Searching for information.

The search for information should begin as soon as possible. The directing teacher must identify the type of information needed and where it can be located. The type of information needed will depend somewhat on the objectives of the proposed program; nevertheless, the following are some basic information questions which can be identified:

- A. What is the airline cost for group travel?
- B. Where can information on the country, cities to be visited, points of interest and as much information as possible on the culture and background of the country be located?
- C. What type of ground transportation exists in the places to be visited?
- D. What are names and addresses of hotels in cities where an overnight visit is contemplated?
- E. What does food cost where the group will be traveling?
- F. What are the admissions costs to museums,

theaters and the like which will be visited?

Where does one begin to look for the answers to these questions?

- A. Airline costs could be substantiated by calling the airlines serving the country and speaking with the company representative for group tours. Another possibility is, of course, a local travel agent.
- B. Information on the country, cities, points of interest, and the like can be obtained from a number of sources. Abundant literature is available from the department of tourism in most foreign embassies and consulates.

Local travel agents, too, will have material on the country which includes many varied activities.

- C. School personnel who have had personal experience in the country should be consulted--as should teachers and professors in neighboring schools and colleges. Colleges or universities in the area might have similar programs and could offer valuable advice in program formation.

- D. Ground transportation in the country to be visited can be a very serious problem in any cross-cultural program. Serious consideration must be given to economical transportation after arrival.

Local public transportation could be used; renting a large bus-like vehicle from companies which specialize in such rentals might be advantageous.

- E. Names and addresses of hotels can be obtained from travel directories and from numerous publications about the country which lists accommodations. The teacher may write directly, or work with a travel agent for comparative price information as to net cost for group accommodations.

IV. Assimilating the information and deciding what activities to incorporate into the program.

Once the teacher has gathered sufficient information the task begins of deciding precisely where to take the group, what kind of activities meet the proposed objectives, travel costs, hotels and food costs, ground transportation cost, and all related items which are to be

included into the program. (It must be sorted and sifted until there is a workable package for this aspect of the program.)

- A. The limitations of the group must be determined, the objectives set and how they can fit together to begin developing an idea of the program envisioned. If the program is partially academic then consideration must be given to this aspect of the objectives as the program begins to develop.

V. Developing the academic program:

The proposed program may include non-academic activities. These could include interest areas which might help to establish positive cross-cultural ties.

VI. Planning the Homestay:

If a homestay type of program is considered, certain procedures should be followed in its development.

- A. Contact should be made with the authorities of a local secondary school and develop with them the use of their school as a base facility as the arrangements for the homestays with the families of children who attend their school.
- B. The homestay has many advantages for the

development of cross-cultural relationships for students, but it is also more difficult to develop and especially to control.

- C. The homestay for a student in the home of foreign nationals is a total immersion into the culture, behavior, customs and life style of the people. It can be a genuinely rewarding experience if well programmed and supervised, or a serious tragedy if the planning lacks attention to detail.
- D. While standards can be set by the teacher as to the type of home selection and what is expected by the host school, it is difficult to control its responsibility in the performance of this task. It may happen that while everything may appear well-planned, upon arrival the homestays have not been finalized. This means that students may be shifted from one family to another during the first days. This can be very discouraging to students and a serious problem to the successful development of the program.
- E. The host school should provide the names of the

families who are going to receive students from the United States into their homes; perhaps a letter of welcome from the families to the students would be in order prior to the beginning of the program.

- F. Some contact between the family and the American students before the program begins would be a very reassuring feeling to the students and also make them feel that someone awaits their visit with a welcome.

In developing the academic program the host school can be very helpful in obtaining bilingual teachers in the subject areas contemplated. These teachers' names and commitments should be supplied well in advance of the actual program.

Information on schools to contact for the possible development of a cooperative program for a cross-cultural project might again spring from local college and university staff personnel who have had contact in the country and could recommend a school or schools with whom contact could be initiated.

The homestay program may be either one in which a fee is charged for the time the student is living in the home or perhaps the families might receive the students into their home without charge.

VII. Estimating the cost:

It becomes necessary to synthesize the total program picture in order to compute a cost estimate and to break down the figures into categories such as the following:

- A. Round-trip air fare
- B. Room and Board (if a homestay)
- C. Bus rental or land travel
- D. Hotels for overnight trips
- E. Food expense when traveling
- F. Admissions to museums, theater, etc.
- G. Chaperones' expenses
- H. Instructional materials
- I. Teachers' salaries
- J. Miscellaneous expenses such as tips, minor medicines, and unexpected expenses which may occur
- K. Additional programs or activities which may be planned are not included in the above

Some determination must be made from these basic costs, and an approximate per student cost made for the entire program. Allowance should be made for at least a ten percent increase in prices from the time that this estimate is made to the time that the trip actually occurs. Some rates in hotels are seasonal, and care must be taken to have an accurate understanding of rates.

VIII. Planning the Program Itinerary:

Serious development should begin to take place as to the itinerary and program schedule. The following points should be given special attention when developing the plan:

- A. The dates of the trip should be finalized.
- B. Dates for special events in the country or fiestas in which the group will want to participate should be determined.
- C. Intersperse the overnight field trips if there are to be any throughout the program and try to plan with variety leaving the highlight of the trip until the end or approximately near the end.
- D. The days for museums, archeological trips and special activities for the group should be planned.
- E. Determine the academic program around the

previously mentioned activities in such a way that full advantages of the local environment are utilized.

The development of this basic calendar will help, too, to finalize some of the cost estimates, especially transportation. When possible schedule activities and field trips to places in close proximity.

IX. Updating the proposal:

At this point the proposal should place in a clear perspective all that the program will entail, its cost, and program plans. The administration needs these facts, especially to protect the program itself. The project must be understood and approved in its final form.

Detailed information about the academic programming, housing or homestay arrangements, and program objectives must be entered in the updated proposal.

X. Recruiting Students:

Student recruitment at this point should be in operation. Some limitation should be set from the start as to the maximum size for the group. Generally in such a program as this eight to ten students per counselor is a comfortable proportion. A minimum number of students are necessary to make the program operational. Size factors

include the housing facilities available to accommodate the group; seating capacity on a bus if extensive use is to be made of bus rental for land transportation, and the manageability of a group which will be fairly mobile.

Some recruitment suggestions might be the following:

- A. Placing posters in classrooms and around the school buildings.
- B. Erecting some type of display with pictures and realia depicting the country to be visited.
- C. Discussing the program in classes and perhaps in an assembly of the student body.
- D. Showing films and slides which are available commercially and which treat the country and places to be visited.
- E. Once a small nucleus of students shows interest they can become a most effective tool for recruiting more students. They can help prepare slide or filmstrip programs on the country and present them in classes.
- F. Present the program to parent groups and clubs.
- G. Utilizing guest speakers from the country to be visited and/or foreign students from that country who may be studying in a nearby university.

- H. Asking the local school newspaper to carry an account of the proposed program.

The type of program being developed may cause some conditions and restrictions to be imposed. It may be, for example, limited to students who have had one year of foreign language, or perhaps not be open to freshmen or possibly require a certain grade average. Some criteria are important; possible troublemakers, students who may wish to attend for reasons other than the objectives of the program, and students who have specific health problems may need to be excluded. Nothing can be more disheartening than to arrive in a foreign country with a student who has his ideas as to what to do, where to go, and how to spend his time. Later aggravations can be avoided by careful screening in the beginning.

A faculty awareness program should be undertaken to acquaint all faculty members with the objectives of the program. They, in turn, could discuss the program in their classes and possibly develop interest among students.

- XI. Funding ideas and student involvement;

Student involvement in the development of the program from this stage is very important. Obviously, student input has occurred prior to this time in the planning; at

this point they should be become an integral part of the total planning.

- A. The student manual or guidebook can be developed at this point almost entirely by the students. It will contain the itinerary calendar of activities, a thorough breakdown of all the points of interest to be visited with information background, some history of the country and the people, and a comprehensive booklet which will contain pertinent facts and information on all the activities that will occur and places that will be visited. Street names of the various cities and towns that will be visited could be included as a helpful aid when traveling. Currency exchange chart, postal rates for letters home, metric conversion tables, and similar facts could be included.
- B. Apart from the guidebook preparation, students could prepare some assignments which are pertinent to the topic of cross-cultural relations and the culture and country to be visited for class presentation.

- C. A series of orientation meetings should occur periodically as the group develops from the recruitment program; this gives the student some idea of what to expect when he arrives in a foreign country. Preparation must be made in these informal sessions to prepare the student for the culture shock which may be experienced as well as changes in food, behavior patterns and, in general, the different life styles.
- D. An additional activity for the group or departing students is to investigate the possibility of organizing several projects to raise funds for their trip. Several motives may exist for engaging in money-raising activities.
1. Monies raised can be divided among the group to lower the individual cost.
 2. Monies raised can be allocated for specific cost factor in the program, i.e., bus rental.
 3. Monies can be allocated for a scholarship for a student who cannot attend due to financial problems, but who has the desire and meets the qualifications of the program.
 4. Monies can be allocated for some type of 'thank you' to the host families and friends prior to return home.

5. Monies can be used for a special activity such as a fiesta, dance, or outing.

The projects can be operated by the students in the form of rummage sales, bake sales, donut sales on Sundays at nearby churches, car washes, raffles and other similar school type projects.

XII. Developing documents and setting datelines:

In the development of the recruitment program an application form must be developed. It should include some of the following points and perhaps others of local choosing:

- A. A brief description of the program stating where it is to be held, dates, sponsoring group, and objectives.
- B. Total cost of student participation less personnel spending monies. That this cost will include: food, transportation, lodging, etc.
- C. A deposit might accompany the application; it could be refunded in case of cancellation.
- D. Refund policy should be enacted. Prior to a certain date a full refund would be made; after certain dates a percentage may be deducted.

- E. Students name, address, home phone, class level, age, other personal data which might be of specific importance and the students signature.
- F. Parental signature on the application is advisable to insure parental awareness from the very beginning.
- G. A doctor's signature indicating the student is physically able to participate in the program and has no disabling sickness is needed. The program director decides whether a simple statement is sufficient or a separate form demanding a more thorough examination is necessary. Perhaps no medical examination or doctor's signature is necessary.
- H. With the return of the application, the student should attach two recent, small photographs. One will be send to the host family prior to arrival; the other will be filed for an emergency.

An additional document which may be necessary is a notarized letter of permission from the parents stating that their son or daughter may travel to a specific country

with the designated school group. For example, Mexico demands such a letter; it must be presented to Mexican immigration authorities upon arrival.

Each student will need, depending upon the country being visited, a birth certificate, a passport (not necessary in the case of Mexico), and a tourist visa permit usually obtainable through the airline which will be used.

Deadlines must be established for return of the application blanks, the deposit, the balance of payment, birth certificates, photos and any other required form that the program may specify.

Evaluation of the cross-cultural program should involve instruments which may be applied to the students before implementation of the program and again at its conclusion. During these final last few weeks before departure these instruments should be applied.

XIII. Making reservations:

Once the number of participants has been decided and the program and dates for the calendar have been fixed, it becomes necessary to:

- A. Make airline, hotel and other pertinent reservations at this time. The directing teacher may elect to do this personally or may use a

local travel agent. Since hotel costs have already been determined, this is relatively simple. It is important if the program functions effectively and without inconveniences.

- B. The arrangement with the transportation company handling the land travel should be concluded at this time. A copy of the proposed itinerary is sent to the company specifying the days and, if possible, the hours used each day.

XIV. Making final arrangements:

Several weeks before the departure date or the end of the school term, an informal get-together with the parents and the students of the group should be arranged. The purposes are to erase any doubts that the parents might have and to develop strategies for the final days before departure. Generally, it is the first time the student has traveled on his own; the fears and uncertainties of foreign travel occasionally require some reassuring on the part of the directing teacher and the chaperones.

Some important points that must be covered at this meeting include:

- A. A clear statement of the school responsibility in the formation of the program, expected

behavior from the students, and what procedure will be followed in case of a serious problem in this regard should be made.

- B. One may elect to use optional or required insurance for travel, medical and baggage coverage. Several commercial insurance firms offer this coverage for only a few dollars per student. It can prevent headaches on the trip and relieve the directing teacher of this responsibility.
- C. Final departure arrangements should be announced, i.e., the meeting place at the airport and other details. Either promote cars, car-pooling, or a local school bus could transport students to the airport.
- D. A description of necessary clothing and personal items the students will need should be distributed.
- E. Parents should be given a list of all the students who are going with their home telephone and address. A student might call home and request his parents to convey a message to another student's parents.

- F. The address where the students can receive mail should be given the parents; a telephone number where someone can be reached in case of an emergency should be disseminated.
- G. As a public relations gesture, a school administration or the principal might be present at departure time to wish the group a successful trip and to answer any questions that parents may wish to address to him.

In addition, good public relations demand that the school inform the local newspapers and TV stations of the impending cross-cultural program for students from the school. A photographer might photograph the group for a story on the program.

A final reconfirmation of airline tickets and departure time is in order during the last two or three days prior to departure. A letter reconfirming arrival to the host school, families, and bus rental company would be helpful.

XV. Meeting at the airport:

- A. At least ninety minutes between the designated meeting time at the airport and departure should be allowed. The luggage check requires time

and there always are one or two stragglers.

Photographs and farewells take time; a few words of orientation by the directing teacher is important at this time. Assignment of students to groups with their respective chaperones and stressing again the role of the chaperone and his responsibility to know where and what the student is doing at all times should be stressed.

- B. As a matter of convenience each counselor should carry the documents for the students in his group. Students should not carry their own birth certificates, visas, passports or tourist cards. The loss of any of these documents in a foreign country can result in a time consuming ordeal which could possibly be avoided by letting the counselors be responsible.
- C. Most airports or airlines will provide a special room or lounge for the group to assemble prior to departure if prior arrangements are made. This arrangement mitigates the possibility of students wandering around the airport prior to departure.

- D. Since alcohol is served to passengers on an airplane, students often have a tendency to celebrate. The counselors should be aware of this practice and suggest some restrictions regarding the use and/or abuse of alcohol.

XVI. Arriving at Destination:

Arrangements should have been made in advance to have members of the host school and families of the students present to meet the airplane. It can be a strange and lonely feeling to arrive in a foreign country with a group of students with no one to welcome or help organize the group.

Several factors which need attention at this time include:

- A. Customs and immigration will be the first order of business after retrieving the luggage. The students must stay in their group with their respective counselors as they pass through these points of inspection. Welcomers can assist in the orderly processing of passage through customs.
- B. Once introduction to the families has been made and students are assigned to their respective

homes, prior arrangement for an orientation with students and the host families as soon as possible demands action. At this orientation stress the objectives of the program, especially the role families will play in the cross-cultural benefits and the responsibility of the students while living in their homes and the way they are expected to behave, should be stressed.

- C. Students should be urged to write a short note to their families as soon as they have settled in their new homes. Parents will be anxiously awaiting this first letter which will assure them that all is well with their child. The paper and stamped mailing envelopes for this first and very important letter home could be provided.
- D. A meeting with the students is necessary within the first day after arrival to discuss their new environment and immediate plans in the program. The first days after arrival are the most important ones. The program must move and spirits must be kept high if homesickness and over-reaction to the initial cultural shock

are to be avoided.

XVII. Reconfirming reservations for field trips:

The first days after arrival are extremely busy for the directing teacher. Included in these activities must be the following considerations.

- A. Reconfirm reservations for field trips immediately.
- B. Hotel reservations for some field trips can wait until after arrival if the program has a longevity expectation of thirty days or more. Short visits demand that these arrangements be made well in advance. Not only should reservations be confirmed, but reconfirming as well as making absolutely sure that there is no misunderstanding should be a standard practice. An informal approach often results in mix-ups.
- C. Reconfirm all prior arrangements made by mail with every company, organization and person with whom contact was made. Reconfirm costs and services or whatever else has been arranged; never rely on arrangements made prior to arrival. Businesses operate differently in a foreign country and one must be prepared to expect

delay and change. Early reconfirmation in person will help avoid many of these potential problems; the telephone is not as effective as a personal meeting in regards to these matters.

This chapter has developed a model for teachers or schools to follow in organizing and developing a cross-cultural program for secondary level students from the United States. It has attempted to correlate the various steps required in the development of the program with a chronological timetable based on the school year. A case study based on the model was developed at St. Petersburg Catholic High School in Florida and its program which operated in Mexico City during the summer of 1974.

The type of program a teacher or a school wishes to organize is inconsequential as to its basic development which the model attempts to illustrate. Factors regarding the objectives, program development and type of living arrangements preferred can be incorporated into the model with little or no change. The importance of the model is in the organizational sequence and step-by-step development of the overall cross-cultural program.

The rewards of developing a cross-cultural program within a school by the teachers and students contain benefits

far exceeding those which can be had in a commercially sponsored program. Rewards for both students and teachers are daily during the program as they experience the fruits of their planning and preparation.

The benefit of a school developed program can be said to focus on the particular needs of the students of that school, the personal objectives which the group has developed, and the flexibility provided in planning and development which a commercially offered program could not match.

A presentation of the evaluative instruments used in the study follow.

The Evaluative Instruments Used In
The Cross-Cultural Model

The following instruments were used in evaluating the cross-cultural program for high school students:

1. Rokeach Value Survey (Appendix K): The Rokeach Value Survey consists of 36 value laden words which must be ranked in two separate sets of 18 words each in the hierarchical order of personal preference.

1. Rokeach, Milton, "The Rokeach Value Survey", Michigan State University Bulletin, Department of Psychology, 1970.

The author described the survey as follows:

...provides a simple method for measuring human values. It consists of 18 terminal values-end-states of existence and 18 instrumental values-modes of behavior. The respondent ranks each set of 18 values in order of their importance as guiding principles in his daily life.

Seven values from the group of 36 tend to show a concern for humanity as of higher priority than personal satisfaction and achievement. These seven socially minded values seem to be reflective of the "worldminded" person.¹

The seven social values are:

1. A world at peace (free of war and conflict)
2. Equality (brotherhood, equal opportunity for all)
3. Freedom (independence, free choice)
4. A sense of accomplishment (a lasting contribution)
5. Broadminded (open minded)
6. Courageous (standing up for your beliefs)
7. Helpful (working for the welfare of others)

¹Rosalind Rosoff Beimler, "An Exploratory Study of the Relationship Between Cross-Cultural Interaction and the Social Values of 'Concerned Worldmindedness' Held by Multi-National Student Groups at the American High School in Mexico City," (Ph.D. dissertation, Michigan State University, 1972), pp. 43-45.

Terminal ValuesInstrumental Values

A comfortable life	Ambitious
An exciting life	Capable
A world of beauty	Cheerful
Family security	Clean
Inner harmony	Forgiving
Mature love	Honest
National security	Imaginative
Pleasure	Independent
Salvation	Intellectual
Self Respect	Logical
Social recognition	Loving
True Friendship	Obedient
Wisdom	Polite
	Responsible
	Self controlled

It was projected that students who ranked the identified seven social values high would be worldminded young people in as much as their concern seemed to be focused on the common good of all men and transcends personal preferences.

The Rokeach Value Survey was administered to both groups of students in the pre-summer survey and again in the post-summer survey.

2. Questionnaire A (Appendix K): This sociometric instrument demanded information such as name, grade level, and the date of the survey. It requested information as to how they planned to spend their summer vacation and their responses to questions concerning the value of visiting other countries and improving their understanding of other cultures.

The questionnaire consisted of the following items:

A. NAME (Names were removed after tabulation of data and are not reported in the study)

B. GRADE (requested for purposes of tabulation only)

1. How do you expect to spend your summer vacation?

___ a. Working for the most part

___ b. Relaxing at home

___ c. Traveling for pleasure primarily

___ d. Attend summer school here at home

___ e. Study and travel outside of the U.S. primarily

The purpose of item one was to determine what plans the student had for the way in which he would spend the summer vacation.

2. What do you think will be the most significant achievement you will have by the end of the summer?

- ___ a. A monetary increase
- ___ b. Educational development
- ___ c. Relaxation and a good time
- ___ d. A combination of a and c
- ___ e. A combination of b and c
- ___ f. Personal growth, development, and broadening of insights as a result of new experiences and learning
- ___ g. A combination of b, c, and f
- ___ h. A hot, sultry, and uneventful summer

The study asked each student to consider what the most significant achievement he expected to attain as a result of the way in which he planned to spend the vacation.

3. Do you think there is much to be gained by visiting or spending time studying in a foreign country during a summer vacation? (Yes or No)

The question was asked in order to determine if any attitude and difference was visible between the two groups in relation to traveling and studying outside the country during vacation. The group going to Mexico for the summer

might possibly reflect a stronger attitude than the group not going.

4. Do you think a foreign experience for a student during the summer would: (Yes or No)

- a. Provide new insight into cultures and beliefs different from our own?
- b. Provide a gain in a student's self-confidence and reduce dependence on family or friends?
- c. Become sensitive to the opinions of others and more understanding of other points of view?
- d. Be an experience which can be achieved equally as well at home or anywhere in the United States?
- e. Bring a better understanding of our own culture and our own country?
- f. Provide a better understanding of the values and life styles of people different from us?
- g. Be a costly experience reserved only for the upper-class and affluent kids?

- ____h. Be o.k. if you can take all the change, the dirt, bad water and food, but really little educational value?
- ____i. Be an experience which one day I hope to have myself?
- ____j. To study in a foreign country is like brainwashing and makes you less American?

Question 4 was designed with ten sub-parts to be answered by a yes or no response. The question attempts to compare the two groups in their appraisal of the value of a foreign summer experience. It asks their opinion as to what the effects of such an experience might be in their own case and if it would provide new insights into their own culture as well as the culture of another country.

This survey was given to both groups only in the pre-summer study.

3. Questionnaire B (Appendix k): The purpose of this survey was to determine what pre-conceived ideas students might hold regarding other countries and cultures. It attempts to see what, if any, prejudices students might hold and also their opinion as to instruction they have received in school regarding other cultures.

The questionnaire consisted of the following 20 items:

1. Do you believe that life in other countries is harder and more unpleasant than life in the United States? (Yes or NO)
2. Would you prefer to visit another country
 - a. alone,
 - b. on an organized tour,
 - c. with someone you know who has been there before.
3. Would you be afraid to go to another country and live, eat, and so as the people of that country? (Yes or NO)
4. Do you feel that you have a good knowledge of life in other countries? (Yes or No)
5. Have you ever lived or traveled outside the United States for more than two weeks? (Yes or No)
6. Do you see much positive value in studying or visiting other peoples, cultures, and countries? (Yes or No)
7. Do you believe our schools provide adequate insight into the life, culture, and beliefs of other peoples? (Yes or No)

8. Do you think that the teachers who do instruct about other countries and peoples are sufficiently knowledgeable themselves? (Yes or No)
9. Where do you think you have most learned about other cultures, peoples, and countries?
- a. Foreign Language
 - b. Social Studies
 - c. Religion
 - d. Home
 - e. Other _____
10. Would you be hesitant to date a young person from another country or culture? (Yes or No)
11. Do you think your parents would be hesitant about your dating a young person from another country or culture? (Yes or No)
12. Do you think that most Americans understand or appreciate other peoples or cultures? (Yes or No)
13. Do you think that Mexicans, Central and South American people are "Americans" too? (Yes or No)
14. Do you think it is fair to make comparisons between countries? (Yes or No)
15. Do you think the American military presence in other countries gives a positive image of the United States? (Yes or No)

16. Do you think the term "Ugly American" or "Yankee Imperialist" strikes the image most people in other countries have of us? (Yes or No)
17. Do young people in other countries enjoy music, dancing and dating like American youth? (Yes or No)
18. Do young people in other countries have to make the best of life without cars, rock-stereo, refrigeration and indoor plumbing? (Yes or No)
19. Do you think that foreign schools and educational programs are inferior to ours? (Yes or No)
20. Do you agree with the statement that the American people are the happiest people because the quality of living in the United States is the best?
(Yes or No)

Item one asks the student's opinion on the difficulty of life in other countries as compared to the United States. It attempts to determine what impression the student has of life in other countries.

Item 2 asks the student to specify how he would prefer to visit another country. Answer C was used to show preference for the school program.

Item 3 attempts to discover what fears a student might have about visiting another country. An affirmative answer would show hesitation due to fear, prejudice or some other unknown cause not within the scope of this study.

Item 4 inquires into what the student thinks he knows about other countries.

Item 5 attempts to determine whether or not the student has ever stayed more than two weeks in a foreign country. It attempts to eliminate those trips to a Niagara Falls or a short visit to Mexican border towns because they fail to present a broad exposure to a foreign country or culture.

Item 6 looks for the student's reaction to the value of studying other peoples. Is the student interested or does he have a closed mind on the subject.

Item 7 questions the student on his impression of what schools are doing on providing insight into foreign cultures and countries. His answer would be based on his/her own experience in grade school, junior high and high school.

Item 8 questions the student regarding the teachers he/she has or has had and their knowledge of foreign countries. It asks the student to evaluate their teachers in this regard.

Item 9 makes inquiry as to where the student feels he or she has learned most regarding other countries or cultures.

Item 10 deals with the student's attitude toward dating someone of another country and culture. It attempts to determine if there is any prejudice or bias or some unknown factor which would not allow the student to accept the idea of dating.

Item 11 asks the student to express what he thinks his parents would say if he were to date a young person of another country or culture.

Item 12 asks the student to generalize an opinion on the understanding or appreciation of other peoples and cultures by the American people. A positive answer would seem to indicate some bias on the students' part for the purposes of this study.

Item 13 questions the student as to whether or not he/she feels that the people of Mexico, Central and South America are "Americans" too. The study looks for a positive response which would show a more open attitude to accepting these people as co-habitants of the American continent.

Item 14 questions the student on the fairness of comparing countries. An affirmative answer would indicate

bias or favoritism for this study.

Item 15 asks the students their opinion as to the image the United States military presence in other countries creates. This study looks for a negative response indicating that military presence in foreign countries is viewed by people there as less favorable.

Item 16 asks the student's opinion regarding the image that people in other countries hold of the United States.

Item 17 asks the students opinion as to the likes and dislikes of young people in other countries. A positive answer is sought showing that young people everywhere share a great deal in common.

Item 18 questions the student on the possible hardship of life for young people in other countries. A negative answer would show the student to be better informed and aware that life for young people in other countries often resembles his own.

Item 19 asks the student to form an opinion on foreign schools. An affirmative answer would indicate some bias or feeling of United States superiority for purposes of this study.

Item 20 asks the student to agree or disagree with

statement which says the American people are the happiest people in the world because the quality of life in the United States is the best. A positive answer would indicate bias for this study.

Now this questionnaire was given to both groups of students at the beginning of the summer and at the end of the summer. Student responses were compared between the two groups and the same group in the pre-summer survey and the post-summer survey.

4. Survey Form C (Appendix K): The survey consists of 12 problem statements which the student is asked to rank in the order in which they would handle the problems assuming they had such power.

Four of the twelve statements are related to world or global problems while the other eight are national, state, local or personal problems. A high ranking of the four world or global problems would indicate a more world-minded attitude and hence characteristic of the "world-minded" person.

The four statements which are world or global minded are:

_____ A peaceful solution to the Middle-east and other conflicts.

___ A better and more balanced way of life for people everywhere.

___ A world at Peace

___ Adequate food and clothing for the world's needy

The other statements which either are national, state, local, or personal are:

___ Our state as #1 for quality of living

___ Self financial security, good job, money in the bank

___ City population control made workable here

___ Freedom to go where I want and do what I want when I want

___ National and local leaders with honesty and integrity

___ County sewer and building restrictions resolved

___ Eliminate welfare by providing jobs for everyone

___ Love, romance, adventure and not worry about the troubles of the world

Survey C was administered to both groups of students in the pre-summer survey and in the post-summer survey. Comparisons may be made between the two groups as well as within the same group.

5. Questionnaire D (Appendix L): This instrument formed a part of the post-summer survey of all students studied and was the only instrument which was not repetitive from the pre-summer survey.

Aside from the student's name and grade which were used only in the statistical procedure the following items were asked:

1. During the summer did you primarily: (Circle letter)
 - a. work
 - b. relax at home
 - c. travel for pleasure
 - d. attend summer school at home
 - e. study and travel outside of the United States

If you answered C or E please specify the name of the area or country where you spent most of the summer.

2. Would you consider your summer to be educationally profitable? (Yes or No)
3. Did you meet or come in contact with people of another country or culture? (Yes or No)
4. Was this contact more than a casual meeting? (Yes or No)

5. Did your contact with these people or this culture cause you to change any ideas or pre-conceived images you may have had of them?
(Yes or No and comment)
6. Did you learn anything new about other peoples or cultures that you think is of significant value? (Yes or No and comment)
7. Was your contact with another people or culture a real highlight in your life? (Yes or No)
8. Do you think there is much value in spending time during vacations in other countries to learn of other cultures and ways of life?
(Yes or No)
9. Did your summer vacation (Circle one)
 - a. fall short of,
 - b. achieve,
 - c. exceed,the expectations you envisioned before its start?
10. Do you think there has been a substantial growth and development in you over the summer because of the way you spent your vacation? (Yes or No and comment)

11. Do you think you have something substantial to share with your classmates this school year as a result of the way you spent your summer?
(Yes or No and comment)
12. Do you feel you have new insights into international affairs, worldmindedness and the world community of nations as a result of the way you spent your summer? (Yes or No and comment)

Item 1 asks the student to identify the way in which he/she spent the most part of summer vacation.

Item 2 inquires as to whether the student found the summer to be educationally profitable.

Item 3 questions the student on whether or not he/she came in contact with someone from another culture.

Item 4 is a continuation of item 3 in that it attempts to identify whether the contact was casual or not.

Item 5 follows four in that it asks the student to specify in a comment if the contact with a person of another culture caused him/they to change any pre-conceived image which they might have had regarding these people or cultures.

Item 6 continues in the same sequence as five and asks the student to make a direct comment on what he has learned of other peoples or cultures which he think is of significant value.

Item 7 questions the student on whether or not he feels that meeting someone of another culture was a highlight in his life.

Item 8 asks the student the same question which was asked in the pre-summer survey regarding the value of going to a foreign country to learn the culture and way of life. A comparison can be made of the pre-summer response and the post-summer response.

Item 9 asks the student to rate how the summer vacation measured up prior expectations. For the students in the experimental group this question is of particular importance in that it attempts to show whether the image the student held before going corresponded to the past-summer reality of the cross-cultural experience.

Item 10 asks the student to comment on whether or not there has been a substantial growth and development in him as a result of the way in which he spent his summer.

Item 11 questions the students as to whether they feel they have something substantial to offer their

classmates during the school year as a result of the way in which they spent the vacation. The question primarily looks for new attitudes or lessons learned as a result of cross-cultural experience.

Item 12 inquires as to what new insights the student might have gained over the summer into international affairs, worldmindedness, and the world community of nations. Again the quest is probing the students who had the cross-cultural experience to express themselves.

Chapter IV contains the implementation of the model for cross-cultural interaction with the students from St. Petersburg Catholic High School in St. Petersburg, Florida who formed the experimental group. The resulting data from the evaluative instruments are also presented.

CHAPTER V

A CASE STUDY OF THE FLORIDA CROSS-CULTURAL EXPERIMENTAL PROGRAM

The implementation of the basic model by the experimental group from St. Petersburg Catholic High School follows the same sequential order as the model itself. Whenever changes or adaptations were made to accommodate to local circumstances they were explained. The various forms, proposals and articles of correspondence which pertained to the Florida program are mentioned and reference made to the proper place in the appendices.

- I. Determining prerequisites for the directing teacher: The Florida program followed the basic model in this area. The directing teacher was fluent in the language of the country being visited and had spent considerable time in that country. He had

previous experience in directing student groups in other international programs.

- II. Preparing the initial proposal. Appendix A presents a copy of the preliminary proposal as developed by the directing teacher.
- III. Searching for the information: Appendix B contains a list of books, pamphlets, and assorted materials used by the Florida summer program in its development.

Under item C of this section of the model, ground transportation in the country being visited, the Florida program considered it a difficulty to use public transportation all the time. Such a method was used by the students to attend classes when they were held at the host school. For all group travel and field trips a bus was rented; this proved to be an inexpensive and convenient method of transportation. Through a local contact the name of a bus rental company in Mexico City was obtained. Correspondence with the company determined that they would provide the transportation needs for duration of the six-week program. The cost was

approximately one-third of commercial type bus rentals. Appendix C contains a copy of one of the final letters of communication with the bus company quoting prices. Also included is a comparative price list from a commercial organization which specializes in arranging student programs.

- IV. Assimilating the information and deciding what to do: The Florida program followed the basic model in the area.
- V. Developing the academic program: The Florida summer program developed two academic courses in history and six levels of Spanish language study. The concept of a classroom on wheels was used to make the study of these subjects continuous during the six-week program. Instruction occurred at historical and archeological sites and points of general interest. The academics and the students were constant companions wherever they went on field trips and other such events. When traveling, certain times were set aside for study, class, and/or discussions.

This idea for the program was obtained from a University of Alabama cross-cultural program which operated in Mexico City in the summer of 1973.

Appendix D contains the Florida summer academic program.

- VI. Planning the homestay: The Florida program failed to follow the basic model in the development of the homestay program. Because of inadequate preparation in this regard the host families were not totally finalized until after the group had arrived. This proved a disadvantage to the students and was an underlying problem during the length of the program.
- VII. Estimating the cost: Appendix E contains the Florida summer program cost estimate and appears in the updated proposal. In addition to the cost breakdown per student, additional objectives for the financing of the program are included. Monies for the additional program activities which were mentioned did not materialize. The program received a few hundred dollars which was generated by the student group dances, car

washes, and such activities. The money was used to help meet program costs which increased because of a spiriling inflation at the time. The homestay room and board cost indicated in the proposal also was later changed; no charge was made by the host families for providing homes for the students.

An example of cost change due to inflation is the air fare. In November, the airline quoted a cost for the round-trip flight at \$140.00. In June the price increased to \$224.00. The basic cost charged each student was not changed; adjustments within the program were made to balance the expenses with monies available. Changing the homestay arrangement and deleting the salary for the directing teacher provided extra money.

- VIII. Planning the program itinerary: The Florida program followed the basic model in this regard.
- IX. Updating the proposal: Appendix E contains the full updated proposal for the summer program as developed by the directing teacher.
- X. Recruiting students: The basic model was

followed in the recruitment of students for the program.

- XI. Funding ideas and student involvement: The program followed the basic model as to funding ideas. The students sponsored dances, car washes, rummage sales, and donut sales.

The students prepared the guidebook which was used in the program (Appendix B). The sources used by the students in the guidebook preparation appear in Appendix B.

- XII. Preparing documents and setting datelines:

Copies of the application forms used for the Florida Easter program and the summer program and a copy of the form used for the notarized letter of permission required from the parents appear in Appendix G.

- XIII. Making reservations: Referring to part B of the basic model, a copy of the Easter itinerary used by the group and forwarded to the bus rental company may be found. The summer group used the itinerary printed in the guidebook found in Appendix F.

- XIV. Making final arrangements: Referring to part

B of the basic model, the Florida group offered insurance coverage as an optional item open to students at extra cost. The directing teacher and the chaperones recommended that this become a part of the overall cost and included in the program.

Referring to item F of the basic model, copies of the baggage and a list of items needed for the trip are contained in Appendix I. A statement of additional costs which the students would encounter outside the program limits also appears. Referring to item G of the basic model, the Florida group made a rather unique public relations gesture. The Spanish department of the high school received a daily subscription to the Mexico City newspaper El Universal. Students used these papers in class for translations and familiarity with the culture. The directing teacher wrote the editor requesting permission for the group to visit the newspaper and its production facilities during its visit to Mexico City. The fact was mentioned that students in Spanish classes had become familiar with the

paper and considered it a "friend" to be visited while in Mexico. The editor cordially invited the group to visit the paper and be guests of the El Universal at a banquet in the groups' honor.

The students wanted to show their appreciation for this invitation. A plaque was designed in bronze and mounted on wood and readied for presentation to the editor of the newspaper at the proposed banquet. These words inscribed in Spanish on the plaque said: "TO THE MEXICAN PEOPLE - PEACE AND FRIENDSHIP - FROM THE STUDENTS OF ST. PETERSBURG CATHOLIC HIGH SCHOOL, ST. PETERSBURG, FLORIDA - PRESENTED TO EL UNIVERSAL APRIL 8, 1974."

In addition, the Mayor of St. Petersburg presented a key to the city to the group to present to the editor of the newspaper at the banquet. With these two gifts in hand and the spirit they carried in their hearts, the students made a profound impact upon the Mexican people. The full story of the event was carried on page one of the El Universal on April 9, 1974.

Appendix J contains the letter from the editor of El Universal inviting the group to visit the newspaper and to attend the banquet.

- XV. Meeting at the airport: The Florida program followed the basic model as outlined.
- XVI. Arriving at the destination: The Florida program followed the basic model as outlined.
- XVII. Reconfirming reservations for field trips: In reference to item A of the basic model, the Florida program found that the Mexican Department of Tourism was most helpful as well as influential in making many of the hotel arrangements. They actually telephoned hotels throughout the country to secure reservations where field trips were planned. This was done at no cost; in several cases the Department was able to obtain rates lower than those published by the hotels.

The Population Used in the Study

The evaluative instruments were used in connection with a total of eighteen students from the tenth, eleventh and twelfth grades which formed the experimental group for the cross-cultural program from St. Petersburg Catholic High

School. Another eighteen students from the same high school and grade levels formed the control group and did not engage in travel outside of the United States during their summer vacation. The instruments used in the study were applied to both groups of students before and after the summer vacation period. Grade levels for both groups consisted of 8 tenth graders, 8 eleventh and 2 twelfth graders. The experimental group consisted of six boys and twelve girls. The control group consisted of ten girls and eight boys.

The following method was used to select the 18 students who did not participate in the cross-cultural program. Four teachers in the areas of mathematics, chemistry, foreign language, and social studies were asked to select a group of students whom they thought would conscientiously answer the questions on the survey instruments and willingly participate in the study. None of these students had plans prior to summer vacation to travel outside of the United States during the summer break.

The resulting data are not expected to be statistically acceptable; instead they imply only a change in student attitudes and values.

Rating of Items In The Instruments

The instruments were scored by tabulating the sum: total of students responding either yes or no on the questions which required such a response as well as the multiple choice questions which required the selection of a letter response.

The Rokeach Value Survey (Chart 3 & 4) and the Survey Form C (Chart 5) were tabulated by adding the sum totals of rank position figures for each item. The sum totals then reflected the ranking of each item by the group in both the pre-summer survey and in the post-summer survey. The lower the number recorded, the higher the group ranked the item.

The resulting data from the two Rokeach Value Surveys (Charts 3 & 4) indicate little if any appreciable change between the experimental and the control group. Both groups, with the exception of the value entitled, Sense of Accomplishment, exhibited the same positive or negative rating change.

The author feels that this can be partially attributed to the great similarity between the two groups. In addition, the survey does not reflect the full impact of the cross-cultural experience on the experimental group.

CHART #4

THE ROKEACH VALUE SURVEY

Instrumental Value	EXPERIMENTAL GROUP		CONTROL GROUP	
	Pre-summer	Post-summer	Pre-summer	Post-summer
AMBITIOUS	157	192	158	160
BROADMINDED*	132	144	119	152
CAPABLE	199	175	214	180
CHEERFUL	192	178	174	194
CLEAN	256	248	255	241
COURAGEOUS*	148	155	121	167
FORGIVING	139	145	127	133
HELPFUL*	126	102	134	114
HONEST	78	57	116	99
IMAGINATIVE	198	206	231	183
INDEPENDENT	133	206	182	165
INTELLECTUAL	204	194	215	198
LOGICAL	222	188	207	210
LOVING	134	136	150	152
OBEDIENT	213	210	201	216
POLITE	228	226	231	198
RESPONSIBLE	129	130	113	115
SELF- CONTROLLED	190	186	190	201

*indicates those items which are considered social values to be found in the "worldminded" person.

CHART #5

THE ROKEACH VALUE SURVEY

Terminal Value	EXPERIMENTAL GROUP		CONTROL GROUP	
	Pre-summer	Post-summer	Pre-summer	Post-summer
Comfortable Life	244	273	238	260
Exciting Life	191	232	205	224
Sense of accomplishment*	169	64	151	178
World at Peace*	80	62	110	99
World of beauty	193	205	211	193
Equality*	104	103	113	37
Family security	168	185	166	124
Freedom*	126	91	144	104
Happiness	109	141	149	171
Inner harmony	171	153	168	158
Mature love	220	195	173	144
Pleasure	235	268	244	253
Salvation	175	173	192	183
National security	229	254	248	230
Self-respect	118	140	121	141
Social recognition	274	262	251	279
True friendship	153	155	126	121
Wisdom	119	122	108	120

*indicates those items which are considered social values to be found in the "worldminded" person.

Survey instrument C (Chart 5) presents the data generated by the groups surveyed and contrasts the pre-summer survey with the post-summer survey for each group.

Questionnaire A (Chart 6) lists the responses to the questionnaire by both the experimental group and the control group.

Questionnaire B (Chart 6) presents student responses to the questionnaire contrasting the two groups studied.

Questionnaire D (Chart 8) presents students responses from both groups as well as comments.

CHART #6

SURVEY C

Statement:	EXPERIMENTAL GROUP		CONTROL GROUP	
	Pre-summer	Post-summer	Pre-summer	Post-summer
Our state...	163	147	135	164
Self finan- cial...	123	149	140	155
A peaceful solution...*	80	89	97	83
City popu- lation...	147	169	158	143
Freedom to go...	125	134	173	139
A better and more...*	61	66	73	71
National and local...	84	90	69	98
A world at Peace*	36	36	56	59
County sewer and...	164	170	150	171
Eliminate welfare...	172	99	101	116
Adequate food...*	74	64	82	79
Love, romance adventure...	176	191	170	202

*indicates those items which show a "worldminded" interest.

CHART #7

QUESTIONNAIRE A

EXPERIMENTAL GROUP

CONTROL GROUP

Question:

1.	1-a 1-b 1-c 0-d 15-e	14-a 3-b 1-c 0-d 0-e
2.	0-a 0-b 2-c 1-d 0-e 5-f 10-g 0-h	2-a 0-b 0-c 3-d 1-e 1-f 11-f 0-h
3.	18 yes 0 no	18 yes 0 no
4.	a. 18 yes 0 no b. 18 yes 0 no c. 18 yes 0 no d. 4 yes 14 no e. 15 yes 3 no f. 18 yes 0 no g. 0 yes 18 no	a. 18 yes 0 no b. 10 yes 8 no c. 11 yes 7 no d. 3 yes 15 no e. 17 yes 1 no f. 18 yes 0 no g. 0 yes 18 no

Questionnaire A continues

h. 1 yes
17 no

i. 18 yes
0 no

j. 0 yes
18 no

h. 0 no
18 yes

i. 18 yes
0 no

j. 1 yes
17 no

CHART #8

QUESTIONNAIRE B

	EXPERIMENTAL GROUP	CONTROL GROUP
Question:		
1.	10 yes 8 no	13 yes 5 no
2.	2-a 1-b 15-c	1-a 2-b 15-c
3.	2-yes 16 no	1 yes 17 no
4.	6 yes 12 no	2 yes 16 no
5.	8 yes 10 no	1 yes 17 no
6.	18 yes 0 no	18 yes 0 no
7.	8 yes 10 no	9 yes 9 no
8.	14 yes 4 no	18 yes 0 no
9.	12-a 3-b 0-c 1-d 2-e (specified TV)	14-a 3-b 0-c 0-d 1-e (specified TV)

Questionnaire B continued

	EXPERIMENTAL GROUP	CONTROL GROUP
10.	2 yes 16 no	3 yes 15 no
11.	3 yes 15 no	1 yes 17 no
12.	2 yes 16 no	1 yes 17 no
13.	10 yes 8 no	10 yes 8 no
14.	5 yes 13 no	7 yes 11 no
15.	4 yes 14 no	7 yes 11 no
16.	7 yes 11 no	8 yes 10 no
17.	18 yes 0 no	18 yes 0 no
18.	11 yes 7 no	13 yes 5 no
19.	4 yes 15 no	8 yes 10 no
20.	2 yes 16 no	5 yes 13 no

CHART #9

QUESTIONNAIRE D

Question	EXPERIMENTAL GROUP	CONTROL GROUP
1.	0-a	12-a
	0-b	1-b
	0-c	5-c
	0-d	0-d
	18-e	0-e
2.	18 yes	10-yes
	0 no	8 no
3.	18 yes	7 yes
	0 no	11 no
4.	18 yes	2 yes
	0 no	16 no
5.	18 yes	1 yes
	0 no	17 no

The comments which pertain to item 5 are as follows:

THE EXPERIMENTAL GROUP:

"Before I had thought that, as in European countries, the young people were very aware of current international affairs, but in Mexico many are not, and in that respect they're just like many Americans."

"Many people erroneously think of the Mexican man as wearing a sombrero and a serape and sitting down sleeping on the street corner."

"I was able to see how much their ways are like to ours."

"There is no middle class in this country and still people get together well."

"I thought that Mexicans were not friendly, but I've met a few people and I've changed my mind."

"I didn't think they were so modernized, and yet, in this country so poor and uneducated."

"I didn't realize how completely different their social concepts could be."

"The people are very nice and especially the families who went out of their way to make us happy."

"With other foreigners I have met they seemed to like Americans, but when I saw these poor Mexicans I learned that they resent and dislike us for what we have and that they think we have too much because of their vast poverty."

"I really had very little idea what the Mexican people were like. I think I thought of them as a whole like Indians or rurals. This notion has changed."

"I found out that the Mexicans live very differently and the customs I had previously studied about began to make sense."

No comments were made by the CONTROL GROUP to question 5.

Question	EXPERIMENTAL GROUP	CONTROL GROUP
6.	18 yes 0 no	1 yes 17 no

The comments which pertain to item 6 are as follows:

The Experimental Group:

"The culture is somewhat different from ours in the way they do things and act."

"The higher class people think they are above the other people's standards."

"Very hard working people."

"I learned how they live their daily lives, about their political situation, their past and their traditions which still build up a large part of their modern-day society."

"In my ability to be independent and also in my ability not to be quite so self-conscious."

"I learned that each culture has a different way of doing things and America is the most different of all others. Other countries aren't different from us, we are different from them."

"I found the Mexican people on the most part very amiable and they always had a handshake and a daily greeting."

"I learned that the United States is truly a prosperous country and wealthy compared to Mexico and many other countries. I learned that poverty and a lack of education are enormous problems in Mexico and I can make similar assumptions about South America. I've learned that I'm lucky to have all I have."

"There are good and bad of all groups, you have to choose your friends."

"Not only did I learn the language much better, I learned a little of how people function under a different environment."

Control Group:

"Speaking of the Indians of New Mexico and Arizona, I didn't know a lot about them so I had no ideas to change. They live pretty much on a lower level than other people in those states."

Question:	EXPERIMENTAL GROUP	CONTROL GROUP
7.	17 yes 1 no	2 yes 16 no
8.	18 yes 0 no	18 yes 0 no
9.	2-a 2-b 14-c	4-a 6-b 8-c
10.	18 yes 0 no	12 yes 6 no

The comments which pertain to item 10 are as follows:

The Experimental Group:

"I gained a lot of knowledge about the way people live here and about the culture of Mexico."

"Understanding and visions of a beautiful country."

"I developed my knowledge of the history of Mexico and learned about the way of life."

"I have broadened my education about this country, its language, people and my own independence."

"I learned more of the people, culture and language of Mexico."

"I felt that I have become more of an individual and more independent."

"Good times and good discussions."

"I've thought so much on this trip and have most definitely learned more about myself as a person making it easier to understand other peoples and their thoughts and ideas."

"It helped me a lot to understand the ways and customs of the Mexican people and to realize how well off I am."

"I have learned to appreciate America more and more. It amazes me that I was too close to my own country to see the goodness in it."

"I have matured in understanding and acceptance of things I never really saw close-up--poverty and sickness."

"Seeing many parts of Mexico makes me appreciate all the things I have in my home in the States."

"You cannot help but be moved by some of the sights we have seen. I've grown in the sense that I feel I am and I must be important because I was lucky enough to be educated and to have my eyes opened to the problems of the world and I realize that one person can do a lot if he tries."

"I've learned to accept many things about these people. Mostly because they are poorer and less fortunate than me."

"I always saw pictures of the things we saw, but when you see them in person, it opens your eyes in a way that really makes an impression on you."

"It helped me develop my responsibilities."

"I realized how fortunate I am and how lucky I am to be a citizen of a great nation. I realized that there are more ideas than American ones."

Control Group:

"I got a job and the job is at many times trying to calm a customer over a mistake or misunderstanding."

"As far as knowledge goes about people who have served in the armed forces and their benefits."

"There is always a certain change, a maturing perhaps over the summer. Nothing spectacular this summer."

"Lots of experience at work and got to know a good friend more than before."

"I think it made me more responsible."

"I was a counselor at Camp Unitas, a camp for underprivileged kids for two weeks. I experienced more there in that short time than I have in my whole life. The kids were so loving, open, troubled and frustrated. I really grew with them."

"I had never been out West and it is great to learn facts and have fun at the same time."

"I spent two weeks at Camp Unitas and learned how grateful I should be that I have a family that love me."

"My likes and interests have changed and I view myself different now."

"I see myself a little better and understand my feelings towards certain situations a little more."

"I had a job and got work experience in the field into which I hope to go."

"All we did was spend the summer with relatives while my mom finished college."

"I earned a great deal of money and met new friends at work."

"I traveled up to Canada by trailer. I developed a greater understanding of other people and their way of life. I saw much more of the United States and really began to realize the great wealth of our land."

Question:	EXPERIMENTAL GROUP	CONTROL GROUP
11.	17 yes 1 no	6 yes 12 no

The comments which pertain to item 11 are as follows:

The Experimental Group:

"I can tell them the places I visited, the people I met, the way they live and everything I had to do with these people."

"There are so many different types of life styles in Mexico that the history books don't even mention."

"All the things I did and saw and the people I met and the difference in life style."

"I know about many historical places in Mexico and about the people."

"I've had the experience of traveling and meeting a different people and culture. I've seen and done so many things I want to share with others. I've been myself on this trip more than I've ever been. It's been an experience I'll never forget."

"I can tell them all about Mexico and if anyone wants to come I can tell them what is good."

"I have a lot to share because six weeks in a foreign country is a good amount of time to learn about the people and I know I'll be able to tell a lot about the Mexican way of life."

"I hope that I can persuade some of them to look into the history of foreign countries and perhaps visit some. I have learned a lot about foreign countries and cultures, but I have also gained a new perspective of America. I don't overlook the faults, but I can understand them better."

"A greater understanding of a different people a better knowledge of a place not as well off as the United States."

"Knowledge of the Mexican people and all the fun you can have in Mexico."

"I suppose and hope I will be able to share the many beauties and the great ugliness I have seen and hopefully express the need for concerned, informed, imaginative people to strike out against the injustices these people and people all over the world are experiencing. It's one thing to see movies and pictures, but quite another to be there."

"Just trying to relate the feeling would be all I'd try to do, but I'd just have to tell everybody everything because there was so much. It would take hours."

"My pictures and my adventures and what I have learned about these people and how they differ from us and our culture."

"I could contribute to discussions dealing with the people and places I've visited."

"I don't think so because most would not understand my feelings unless they had previously experienced it too."

Control Group:

"I believe I can share my understanding of people and their problems."

"As far as telling how I helped veterans so many ways to receive benefits."

"I would like to share my experiences about the kids at Camp Unitas."

"The different life styles and how bad the Indian villages looked."

"Kids are extra special human beings, 'cuz they are what will make the generation coming up. If people understood what conditions some people grow up (with no money, divorced parents, no love or care, etc.), they'd understand and accept others more readily."

"I saw various forms of farming and the differences between soil around the United States. I also lived in a small North Dakota town for a few weeks and experienced many new things."

Question:	EXPERIMENTAL GROUP	CONTROL GROUP
12.	15 yes 3 no	3 yes 15 no

The comments which pertain to item 12 are as follows:

The Control Group:

"I was able to understand better the political differences and trade relations."

"But only in a very small scale. Visits to many other countries would be needed to formulate sound ideas on such a topic."

"The government here is so very different from the United States. It's unreal. It makes you appreciate the freedoms and personal community power that each person has in the United States."

"I never knew anything about Mexico or its past or present history. This has helped me to understand more."

"As a result of my study of the Mexican revolution and my traveling throughout the country I think that I have become much more worldminded, realizing that there is much more than the United States."

"I have learned some things about my own country which is left out in the high school education there. I've learned that if it weren't for greed most countries could have good relationships."

"The more I see of this country and the more I learn, the more I realize that I know very little about foreign affairs, but I do have some new insights into different cultures."

"It was a little too short in my opinion to really get into the affairs of the nation. I was able to learn about the different classes of people though and the way they are treated and thought of."

"I've found out more about the government, the urban community and political aspects of Mexico as a result of this trip."

"Although I knew that United States business is big in other countries, I never knew how big

until I came here and talked with people and saw it. I also never knew how big and closely connected the C.I.A. is with this big business."

"I think from a general insight I have learned a lot about Mexico and its people."

"What the political and economical situation in other countries is like is a lot clearer to me now."

"I know more about their government and how it works. I don't like it at all."

"This way we can see the Mexican way of life and the Mexican the way of life of the Americans."

"Each culture has primarily the same ways of living. It is a matter of getting used to them."

Control Group:

"By following the news events more closely I have changed my feelings about other races of people to a more positive attitude."

"While traveling in the trailer we really experienced more of the United States. The United States with its fertile soil does produce much food which it shares with many countries. It has some foreign companies working with us to help meet the people's needs. On the trip we passed some military bases. All were helping improve our army. All around us were the effects of Watergate, the oil crisis, inflation and food shortages. The newspapers and magazines were constantly filled with international news of interest. At the same time the United Nations was busy keeping the peace. Everyday something happened which lead to new insights into international affairs."

Comments from students in the experimental group leads to conflicting impressions of the value of the cross-cultural program. Several weaknesses in the survey itself

fail to illicit answers to questions pertaining to growth and awareness in worldmindedness and the concern for the needs of others.

The author worked with this same group of students after the cross-cultural program ended; they exhibited leadership characteristics at their home school in food and clothing for the needy as well plus other school projects which required them to become involved in human relations. An effort was begun by the students to establish a school-to-school partnership alliance with a school in Mexico. Two members of the group have made positive plans to return to Mexico to work in a social apostolate during an up-coming vacation.

It is the author's feeling that considerable growth in worldmindedness and concern for the needs of others took place in the experimental group, but that the survey instruments were not sufficiently well designed to capture these changes in attitudes and feelings.

Often times the negative comments made by students reflected incidents which were unpleasant to them during their stay in Mexico. An example of such an incident would be the difficulty girls in the group had adjusting to the advances and the attitudes of Mexican boys. Several incidents

involving girls with problems in this area provoked negative reactions. These same girls, however, also exhibited leadership in developing projects for the needy after the program had concluded.

The same girls were also instrumental in conducting a clothing drive in Mexico for needy children in the village of Tula. The only student who rated the summer cross-cultural program as being below his pre-summer expectations did so, in all probability, because there was not sufficient involvement in working with the poor and becoming more involved in social projects.

Two boys in the group remained an additional two weeks in Mexico with the author and went to Indian villages in the state of Chiapas in southern Mexico with the intention of broadening their understanding of the social problems of the Mexican Indians.

Summary

The data presented in the evaluative instruments do not confirm nor deny any positive growth in "worldmindedness." This is due, the author contends, to the ineffectiveness of some of the instruments and lack of pointedness in pursuing the topic. The instruments were much too lengthy and often

times tended to be repetitive. They failed to ask the student if he would be more willing to contribute his time or effort toward working against world poverty and illiteracy as a result the summer program.

The data did confirm lessons learned regarding awareness of other cultures and a broadening of attitudes in the experimental group. Student comments showed a definite awareness of cultural differences and elicited a very strong sense of appreciation for the United States. Growth in worldmindedness should begin with an appreciation of one's own country and culture. This more than anything else can be noted in the experimental group and is a significant first step toward "worldmindedness."

CHAPTER VI
SUMMARY, CONCLUSIONS, RECOMMENDATIONS,
AND IMPLICATIONS

Summary

The purpose of this study was to generate the design for a generic model of a cross-cultural program for high school students to foster worldmindedness. As part of the investigation seven values which were identified with worldmindedness were contrasted with seven values that constitute nationalistic attitudes.

A survey of the related literature treated the need for international perspectives in education through cross-cultural interaction. The concepts of worldmindedness and nationalism were defined and the values associated with them.

The study included a generic model of cross-cultural interaction indicating attributes to be found in two nations linked together by a cross-cultural program. A conceptual model for a high school level cross-cultural program whose

stated purpose is growth in worldmindedness was represented.

A conceptual design showing the interaction of the directing teacher with the various related groups was generated. Also, a conceptual model showing the requirements of any program designed to assess the concept of worldmindedness in a cross-cultural program was presented.

A planning model for a high school level cross-cultural program was developed together with a conceptualized model of the planning chart. A seventeen-step process model was generated to indicate the planning order and development of the cross-cultural program by a high school teacher. A case study based on the model was presented with a group of students from St. Petersburg, Florida participating in a cross-cultural program which took place in Mexico.

The study concluded that the model presented in the study appears to be necessary; no model for high school teachers to use in developing a cross-cultural program was discovered. The literature revealed that furthering the concept of worldmindedness at all levels of education, but especially at the lower levels where few contributions now exist, requires additional research.

Because of the need for meaningful cross-cultural programs in education, additional research was recommended

to determine effective methods of implementing worldminded concepts on the secondary level.

Conclusions

On the basis of the findings of this study, the following conclusions were drawn:

1. The literature reviewed in this study revealed an urgent need for increased cross-cultural programs for students at all levels of the educational ladder.

2. The literature pointed out the lack of adequate cross-cultural and worldmindedness programs in the preparation of teachers in colleges of education.

3. The absence of literature regarding cross-cultural programs for domestic secondary education was notable.

4. The literature reviewed indicated the world need for increased understanding of the problems facing nations and the search for peaceful solutions to them.

5. The literature identified the serious need for incorporating global concepts into the teaching of today's youth.

6. The model presented in the study appears to be necessary; no model for high school teachers to use in developing a cross-cultural program was discovered.

7. The model appears to have satisfied the need for contributing to the development of worldminded concepts in education as indicated in the literature reviewed. The model developed the organizational framework for a teacher developed cross-cultural program for secondary level students directed toward worldmindedness.

8. The literature revealed that furthering the concept of worldawareness at all levels of education, but especially at the lower levels where few contributions now exist, requires additional research.

9. Concerted effort is required to improve the quality and effectiveness of international and cross-cultural programs if the trend toward isolationism, and hostile attitudes among nations is to be reversed.

Recommendations

The following recommendations for further study have resulted from this research:

1. Because of the lack of cross-cultural programs on the high school level, additional research and experimentation are required.

2. Because of the need for meaningful cross-cultural programs, additional research must be done to

determine effective methods of implementing worldminded concepts in secondary education.

3. Additional studies must be made of the effects of a cross-cultural experience on secondary students and a method developed to measure these results.

4. There is vital need for teacher training programs to incorporate positive cross-cultural and international experiences into the preparation of new teachers.

5. It is recommended that secondary schools and teachers view the positive value and need for cross-cultural programs for their students.

6. It is further recommended that the model developed for a cross-cultural program directed toward worldminded attitudes on the high school level be studied and evaluated by American high school teachers as a possible first step toward the development of their own cross-cultural program.

Implications

Cross-cultural understanding and international perspectives are becoming more and more a concern for educators in the preparation of today's youth for future leadership roles in the world. The role of the educational enterprise is changing in relation to the teaching of worldminded concepts and increased world awareness. An implication of this

study is that as this concern develops, the model for a secondary level cross-cultural program is one acceptable solution to aid in the preparation of youth in the fostering of worldminded attitudes.

Another implication of this study is that cross-cultural and international education should be broadened to include all levels of education. One means of effecting a positive change is by the implementation of cross-cultural programs by teachers. This study indicates the steps for a teacher developed cross-cultural program aimed at fostering worldminded attitudes.

The development of a cross-cultural program is possible with careful planning and leadership. An implication of this study is that some teachers possess the leadership qualities for developing their own program and should. As teacher training programs prepare more teachers with worldminded concepts more and more cross-cultural programs can become a reality.

Cross-cultural understanding and developed attitudes of worldmindedness may no longer be viewed as a luxury in education, but rather as a need. It is imperative that educational systems and teachers in all countries plan and effect educational experiences for their students which

will foster understanding and good will among all nations of the world and enhance the cause of peace.

APPENDIX A

Quarter Abroad Program:

Proposal One
10/27/73

Objective:

1. The intent of the program would be to provide the American high school student an opportunity to live and study in Mexico as a part of the academic program of his home school by spending a quarter abroad.
2. Students who participate would not lose credit nor find themselves behind in their home school, but upon their return be able to continue with their regular classes without difficulty.
3. Students who participate would receive broad exposure to the culture of the host country and experience a new dimension in their growing world of learning and development.

Facilities:

1. Base school facilities may possibly be arranged with any one of several private schools in the Federal District. The host school would have to provide physical facilities as well as provide a pool of

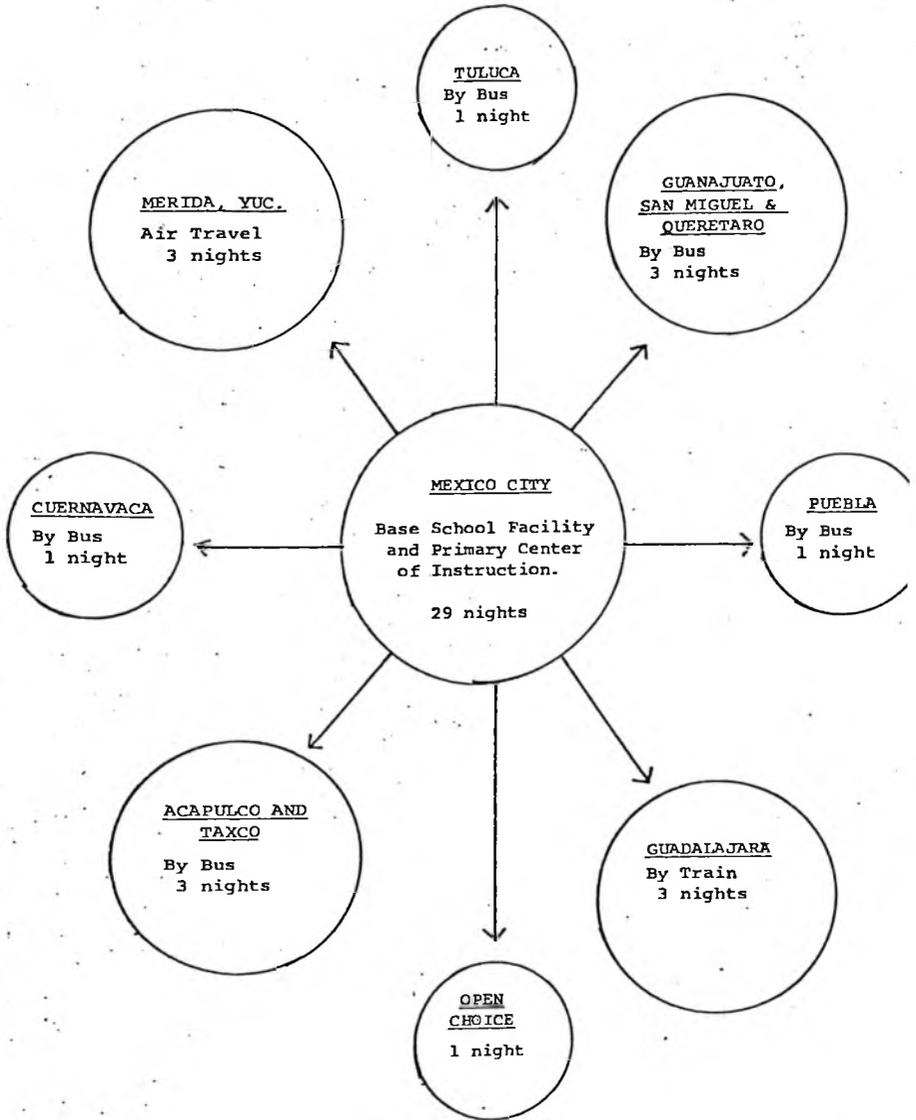
teachers from which the program may draw to fill the needs of the students participating. Such needs would include primarily teachers of Spanish and Mexican culture. Other instructional personnel would include competent teachers of English, the broad field of Math, Social Studies and Sciences.

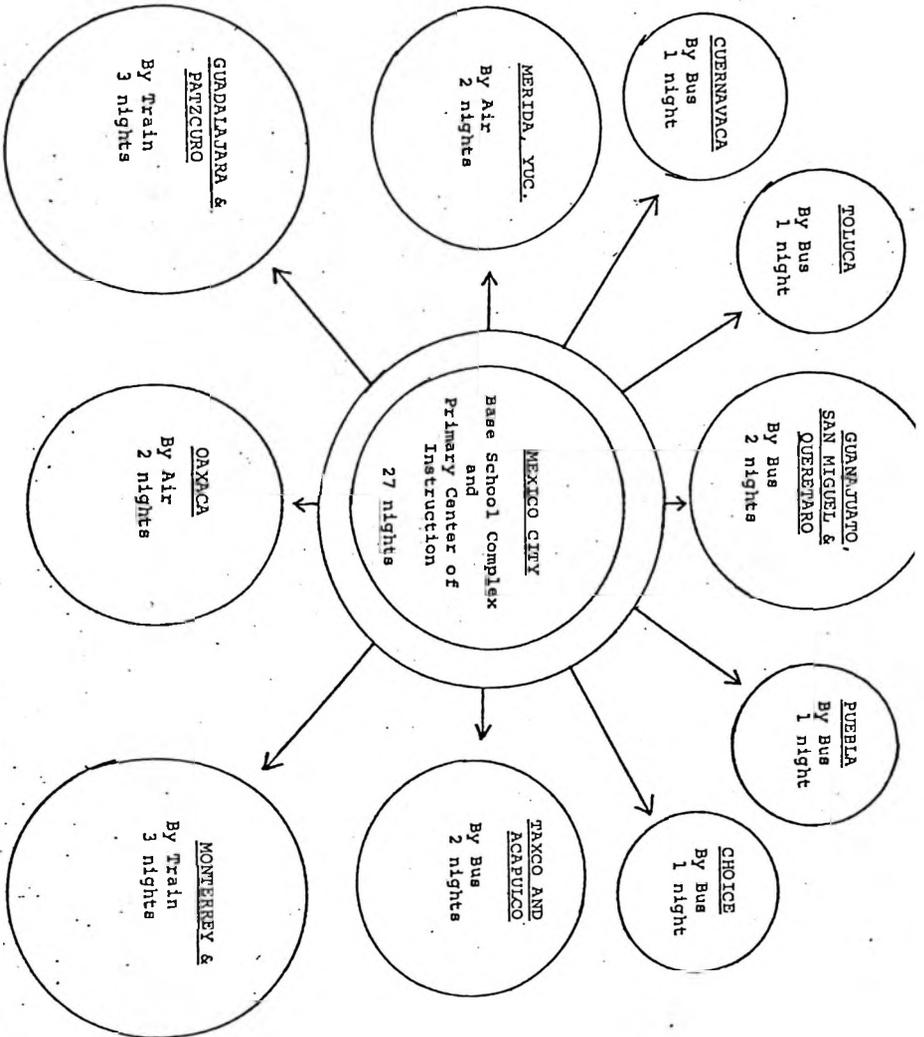
2. Housing can be arranged in one of two ways, dorm type or private homes.
3. Supervision can be arranged with teachers and/or counselors from the host school.

Program:

1. Students from the U.S. would bring with them the basic textbooks from their home schools as well as study packets or guides which can be pre-arranged with teachers from the students home school.
2. The base-school in Mexico City would provide instructional personnel to aid individual and small groups of students in their continuing programs from the home schools.
3. The base-school would provide special instruction in Spanish and Mexican culture and history.
4. A semi-classroom on wheels with language teachers accompanying students would take the students to

various parts of the Mexican republic. The accompanying diagram of time and cities will detail this program.





APPENDIX B

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APPENDIX C

ST. PETERSBURG CATHOLIC HIGH SCHOOL

6333 Ninth Avenue North
St. Petersburg, Florida 33710

Feb. 26, 1974

Sr. Jose Luis Gonzalez
Transportes Escolares
Georgia No. 194 Depto 11
Colonia Napoles,
Mexico, D. F. Mexico

Estimado Jose:

Gracias por su amable carta tratando el uso del autobus para mi grupo que viene en Abril. Adjunto mando una copia tentativa del horario que pensamos a seguir. Tal vez me puedes avisar si nos puede encontrar en el aeropuerto el domingo 7 de abril. Tambien me interesa mas o menos el costo del servicio total segun el horario.

Todos son muy animados sobre el viaje a Mexico y con ganas a conocer todo el posible. Espero que tu puedes ser nuestro chofer durante este tiempo.

Gracias por su ayuda y espero su contesta rapida para que podemos quedar seguro de transportacion alli.

Saludos.

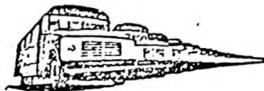
Atte.

Su Atto. y. S. s.

James W. Burke

Transportes Escolares

miembros de la
UNION DE TRANSPORTISTAS ESCOLARES. A.C.



México, D.F., 4 de Marzo de 1974.

Sr. James W. Burke
6333 Ninth Ave. North
St. Petersburg, Florida 33707

Muy Estimado Sr. James W. Burke:

Por medio de la presente aprovecho para saludarle muy cordialmente y para informarle con respecto al Servicio que necesitará en el mes de Abril próximo.

Primero le informo que para poderle dar el servicio necesitamos que nos mande informar el Horario exacto en que llegarán el día 7 de Abril, y posteriormente al estar ya Ustedes en México el Horario del Itinerario a seguir.

Los Servicios en Ciudad de los días: 7, 12, 14, -
les sale en \$60.00 la Hora, por ser días Festivos ó Domingos.

Los Servicios en Ciudad de los días: 11, 15, 16
les sale en \$50.00 la Hora, por ser días Normales.

El Servicio a Tepozotlán\$625.00
El Servicio a las Pirámides 625.00

El Servicio a Xochimilco 420.00
(incluyendo Lagunilla).....

Agradeceré que en caso de tener alguna duda al respecto, se sirvan avisarme.

La diferencia en precios anteriores se debe al fuerte aumento que tuvimos en la Gasolina aproximadamente en un 80% subió la gasolina.

Esperando poder servirles, me repito de Usted,
Atentamente.

OFICINAS:
AV. CHAPULTEPEC 184
ESO. CON FRONTERA, COL. ROMA

5 < 33-13-72
14-22-00
11-09-78

SR. JOSE LUIS GONZALEZ.
AV. INSURGENTES NORTE 200
ESO. CON ALZATE, COL. STA. MARIA

5 < 41-09-83
41-52-88
41-82-88

GARAGES: 5-23-72-43 • 23-64-84 • 43-63-08 • 28-78-50 • 48-09-84

VISITAS - PASEOS - EXCURSIONES Y TODO LO RELACIONADO CON EL TRANSPORTE

APPENDIX D

Academic Program For The Summer Session In Mexico:

1. One Unit of Spanish language instruction for first, second, third and advanced levels. Use will be made of texting, tapes, and audio/visual programs from St. Petersburg Catholic High. Teachers from the Hamilton School will provide learning assistance to the students as well as program coordinators for individual or small group work.

Some program materials for use in the summer include the following:

- a.) Zarabanda from the EMC Corp.
b.) Asi Son Los Mexicanos I & II from the EMC Corp.
c.) Spanish Conversation from World Publishing Co.
d.) La Vida En El Mexico de Hoy by Singer Corp.
2. In the area of social studies two courses are being conducted in the program. The first is a History of Mexico 1910-1925. Instruction will take place in English with some of the classes conducted at the Hamilton School and others at such places as the Museum of History, Chapultepec Castle and the Presidential Palace. The text for the course is:

Heroic Mexico by William W. Johnson

A second course will be offered in the area of the pre-columbian peoples. It is titled the People of Mesoamerica. Some classes will again be held at the Hamilton School while others will be at the Museum of Anthropology, Teotihuacan and other sites inhabited by the pre-columbian peoples. The text for the course will be:

Mexican Cities of the Gods (Praeger Publ.)

3. An important part of the program for the summer will be a series of seminars on the topic of Peace. The achievement of Peace can perhaps be realized by an understanding

of what Peace means to individuals and the world in general. We will schedule a series of seminars with key speakers from the Mexico City area to discuss with the students the following or related areas on the subject of Peace.

- a.) What Peace means to the individual.
- b.) The Theology of Peace for the Christian.
- c.) Working for Peace.
- d.) Peace and the Brotherhood of Nations.

APPENDIX E

Quarter Abroad Program and Summer Pilot

Program in Mexico City 1974

Submitted by:

James W. Burke

November 23, 1973

Proposal:

Quarter Abroad Program for High School Students--
Pilot Program for Summer 1974 in Mexico City

Prepared by:

James W. Burke November 23, 1973

Introduction:

There is an increasing number of young people becoming involved in study abroad programs. This international and intercultural living and study experience can be a most profitable one for a student fortunate enough to participate in a program which specifically is tailored to his educational level and preparation.

It is true, perhaps, that prejudices and stereotyped opinions of other races and cultures are introduced at a very young age. It is also true, perhaps, that a meaningful international and intercultural experience at a still relatively young age would stimulate a broadening of attitudes, values and worldmindedness. Ideally then it would seem that the earlier a young person can be exposed to positive values

on the international and intercultural level the better this young person will develop and hopefully make a positive contribution toward making the world a better place in which to grow up and live.

Objectives:

1. The intent of the program would be to provide the American high school student an opportunity to live and study in a foreign school for an academic quarter as a part of his home school's quarter abroad concept.
2. The home school's curriculum would accompany the student to the foreign school. The student's studies at the home school would not be interrupted by the student's departure since the home school's curriculum travels with him and enables the student to carry on his studies while away, and also to resume them upon his return with no loss in programming or coverage.
3. Students from the U.S. would bring with them the basic textbooks from their home schools as well as study packets or guides which can be pre-arranged with the teachers of the student in the home school before leaving. These packets or guides would

outline the work the student is to cover and the assignments to be completed during his stay abroad.

4. The base-school facility in the foreign country would provide instructional personnel to aid individual and small groups of students in their continuing programs from the home school. These teachers would be briefed before the arrival of the students as to the work each student is expected to cover and the type of special assistance the students will be needing in particular activities.
5. The base-school facility in the foreign country would provide special instruction in the learning of the language of that country as well as special seminars on the history and culture too.
6. A classroom on wheels with language, history and culture teachers accompanying the students would be able to take the students to areas of interest within the area of the school and provide instruction at the site or area visited. This concept of instruction is consistent with the program's key idea that the world is the classroom and a diversity of learning experiences will broaden the students interest and awareness.

7. The foreign school, its teachers and facilities would become a resource center for the American student in his continuing educational program from home while at the same time realizing an international and intercultural experience. The host school would have to provide the physical facilities as well as a pool of teachers from which the American students may draw upon to fill their particular needs. Some classroom work with students and classes already being operated by the host school would be necessary. Instructional personnel would require bi-lingual teachers competent in English, the general fields of math, sciences, social studies and the arts.
-

Pilot Program for Summer 1974:

Location:

Mexico City, Mexico

Duration:

Six weeks--June 17th to July 28th (tentative)

Host School:

Hamilton School
Alpes Num. 1140
Mexico 10, D.F. Mexico

Program Offerings:

1. One unit of Spanish language instruction in a program that is pre-arranged for the students prior to their leaving. Primary use will be made of the texting, tapes, and audio/visual programs of the home school. Teachers at the Hamilton School will provide learning assistance to the American students as well as program coordinators for individual or small groups. Partial programming materials which have already been selected for the summer program include:
 1. Zarabanda— By the EMC Corp.
 2. Asi son los Mexicanos By the EMC Corp.
 3. Spanish Conversation by World Publishing
 4. LaVida En El Mexico De Hoy by Singer
2. One half unit of history. A special course with texting, assignments and areas of concentration will be prepared by the Social Studies department. The Hamilton School will provide an instructor or series of lectures by different speakers to parallel the course. The course will be based on Mexican history from 1910 to 1925, the Revolutionary Period. Texting for this includes:

Heroic Mexico by William W. Johnson
3. On half unit in Pre-columbian History based on the

early civilizations of Meso-america. Course requirements will be pre-arranged, and The Hamilton School will provide instructional personnel for coverage in this area. Texting for this course includes:

The First Americans by G.H. S. Bushnell

4. Credit will be extended by the home school for the successful completion of study in this program.
5. A program director from the home school will be responsible for the selection of students, the programs being offered, the operation of the program while in Mexico City, and necessary arrangements required to facilitate the program's successful operation.

Housing:

1. Housing will be made in selected homes of Mexican families in Mexico City. More than one student, probably three to five would be staying in the same home.
2. Location and placement of the students in homes will be handled by the Hamilton School.
3. Estimated cost for room and board per student for the six weeks is estimated at \$125.00. Actually the student will be spending only 29 nights in

the city out of the 42 day period. The other days are overnight and weekend excursions to other areas.

School Bus:

1. Rental of a school bus will be necessary during the six-weeks to carry students to the various centers, museums, and historical sites in and around Mexico City. The estimated cost for this rental based on four days a week usage could run approximately \$700.00.

Teacher cost:

The estimated cost of two language teachers, two history teachers and some guest lecturers would be approximately \$500.00.

Program Director cost:

The program director, who is also chaperone and teacher would receive a stipend of \$800.00 plus his expenses.

Estimated Per Student cost:

The following is a breakdown of the cost per student, but does not include the cost for three items which we hope can be funded separately, namely: 1.) Program operation and development, 2.) teacher salaries,

3.) program director's salary. The pilot program is limited to approximately 20 students, and is meant to be one of evaluation for a more complete program. The pilot program, because of its limited member, is expected to cost more. We also feel that since it is a program we ourselves are developing that some funding be found to support its development over and above the individual student cost. Complete student cost would reflect the following breakdown:

1. Round trip air fare Tampa to Mexico-----\$140.00
2. Six-weeks room and board in a Mexican home---\$125.00
3. Additional travel and overnight accomdations to:
 - a.) Queretaro, Guanajuato, San Miguel de Allende
 - b.) Guadalajara
 - c.) Puebla and Cholula
 - d.) Acapulco and Taxco
 - e.) Alternate city to be selected by the whole group sometime during the six-week stary-\$140.00
4. Admissions to museums, ballet, special attractions etc.-----\$140.00
5. Chaperone's expenses-----\$ 30.00
6. All additional food expenses incurred during travel days and excursions-----\$145.00
7. Consideration to SPCH for credit and course offerings-----\$ 10.00

8. Miscellaneous expenses such as tips, special instructional materials and unexpected expenses
-----\$ 25.00
9. Total student cost for the six-week program exclusive of any personal spending money for gifts or purchases.-----\$665.00

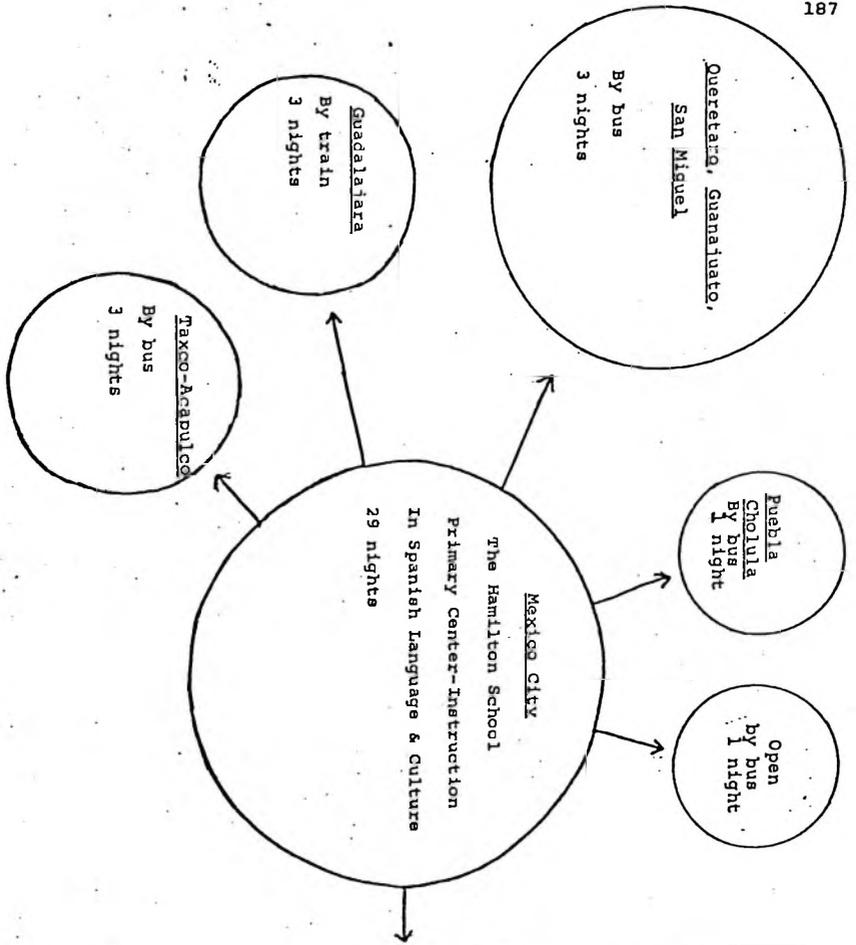
The appended schematic will reflect the breakdown of the six-week or 42 day period of the stay in Mexico. A day by day itinerary will be finalized by the program director upon his arrival in Mexico City and after meeting with the teachers of the Hamilton School. A partial schedule of major excursions will be made available to the students prior to leaving, but considerable flexibility must be maintained to take advantage of opportunities locally and weather considerations.

Preparations:

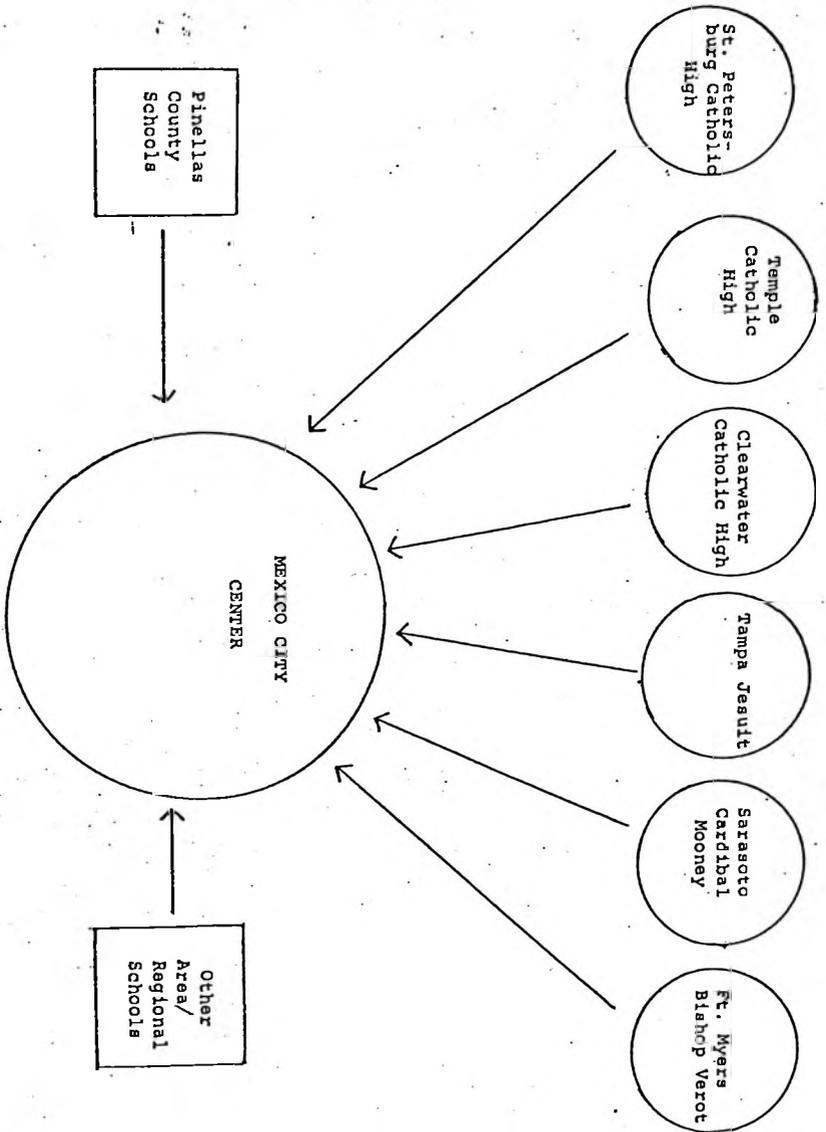
1. Preparations for the summer program include close contact with the host school in Mexico City for planning and development.
2. A spring trip to Mexico City at Easter is planned by

- the program director which would provide a final opportunity for working out details for the summer program with the staff of the Hamilton School.
3. Student orientation and preparation for the program including the organizing activities and projects to benefit their summer experience.
 4. Project presentation to support groups and administrative staff.
 5. The summer project would set the goals for a complete quarter abroad program during the academic school year of 1974-1975. Actual teacher interviews at the Hamilton School can be conducted as well as development of the host school's role in the quarter abroad program.
 6. Evaluation of students prior to participating in the program on attitudes of worldmindedness and cultural awareness compared with evaluation in the same areas after their return. Comparisons too with students who did not participate in such a program as compared with those who did participate.
 7. An evaluation by parents of their child of what, if any, change occurred in their child's behavior, maturity, intellectual and moral development, growth awareness and similar areas of interest.

8. An evaluation by the teachers at the home school of the student's change, development and awareness as a result of the participation in the program.
9. Consideration might be given to incorporate other diocesan high schools into the quarter abroad program upon successful completion of the summer pilot program.
10. Quarter abroad programming investigation is going on with schools in Haiti and the Dominican Republic. Successful completion of the summer pilot program will affect further development of these two programs. Bilingual, bi-cultural and international programs could then be realized in Spanish, French and English.



- Included in Mexico City Programming from Hamilton School:
1. Museum of Anthro.
 2. Chapultepec Castle.
 3. Pyramids Teotihu.
 4. Museum Modern Art.
 5. Xochimilco
 6. Cuzcuilco
 7. Cuernavaca
 8. Tula
 9. Basillca Guadalupe
 10. Toluca
 11. Tenango
 12. Zocalo
 13. Folklorico
 14. Metro
 15. Markets



Summer Pilot Program in Mexico City 1974:

Peace Studies

In conjunction with the pilot program for summer '74 we propose the initiation of Peace Center at the Hamilton School base facility. The study of peace is academic. The achievement of peace can perhaps be realized by an understanding of what peace means to individuals and the world, and the ways peace can be attained and maintained.

Several Universities are offering academic programs in Peace Studies and degrees as well.¹ We feel that the high school student is sufficiently mature and aware to explore the avenues of peace with perhaps profound impact.

During the six-week session we would like to schedule a series of seminars with lecturers from the Mexico City area to discuss with the students the following areas or related areas regarding peace:

1. What Peace means to the individual and to the world.
2. Thinking Peace--Living Peace.
3. The Theology of Peace for the Christian.
4. Working for Peace.
5. Peace as the world's only alternative.

1. Peace Studies, Phi-Delta-Kappan, p. 187, November 1973.

Supplementary cost for this program would be approximately \$125.00 with each lecturer being offered a stipend of twenty-five dollars for the individual seminar.

Appendix F

ITINERARY

- Monday
June 17
1. Departure from Tampa International Airport at 6:50 P.M. via Pan American Airlines flight #552. Arrival at Mexico City International Airport at 7:30 P.M. local time. Dinner will be served on this flight.
 2. Transfer from the airport and orientation. Introduction to host families.
- Tuesday
June 18
1. 9:00 A.M. Everyone meets at the Hamilton School for beginning of academic programming.
 2. Afternoon programs and study tours to be announced for the week.
- Wednesday
June 19
- 9:00 A.M. Classes at the Hamilton School.
- Thursday
June 20
- 9:00 A.M. Classes at the Hamilton School.
- Friday
June 21
- 9:00 A.M. Classes at the Hamilton School.
- Saturday
June 22
- Departure for the city of Puebla and an overnight stay. (See the section on Puebla for things to be seen.)
- Sunday
June 23
- Leave Puebla for the town of Cholula and a visit to the great pyramid of Cholula. (See Cholula under section on cities for activities and things to be visited.) Return to Mexico City Sunday evening.

- Monday
June 24 9:00 A.M. Classes at Hamilton School.
Announcement of afternoon activities for
the week.
- Tuesday
June 25 9:00 A.M. Classes at Hamilton School.
- Wednesday
June 26 Departure for Tula, Queretaro, San Miguel de
Allende, Guanajuato and Dolores Hidalgo.
(See section on cities for activities and
things to see and do.)
- Thursday
June 27 Field Trip continued.
- Friday
June 28 Field trip continued, with return to Mexico
City in the evening.
- Saturday
June 29 10:00 A.M. San Angel for a visit to the
Bazaar Sabado and the church of El Carmen.
- Sunday
June 30 9:00 A.M. All day trip to the Pyramids of
Teotihuacan and the Convent of Alcoman.
- Monday
July 1 9:00 A.M. Classes at the Hamilton School.
Announcement of the afternoon activities for
the week.
- Tuesday
July 2 9:00 A.M. Classes at the Hamilton School.
- Wednesday
July 3 9:00 A.M. Classes at the Hamilton School.
- Thursday
July 4 Departure for the City of Cuernavaca and an
overnight stay at the ancient spa of the
Emperor Moctezuma at Oaxtepec.
- Friday
July 5 Field trip continued with return to Mexico
City in the evening.
- Saturday
July 6 All day field trip to the snow-capped
volcanoes of Popocatepetl (17,761 ft.) and
Ixtaccihuatl (17,343 ft.)

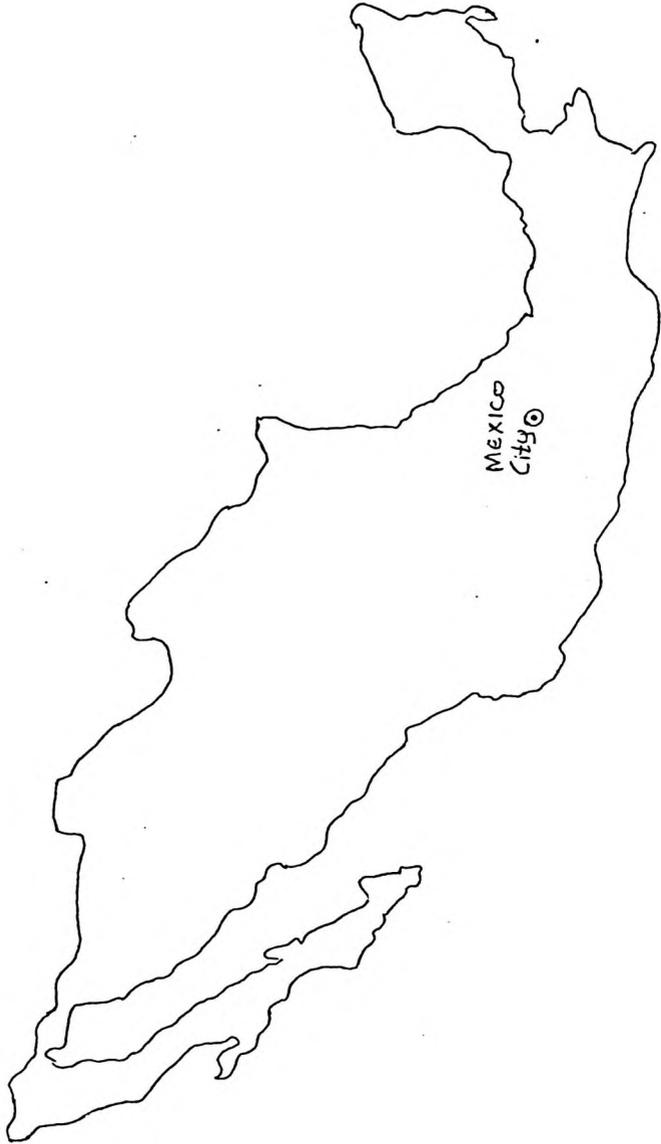
- Sunday
July 7 All day excursion to Xochimilco, the Lagunilla (thieves) Market and the Bull Fights in the afternoon.
- Monday
July 8 9:00 A.M. Classes at Hamilton School. Announcement of afternoon activities for the week.
- Tuesday
July 9 9:00 A.M. Classes at Hamilton School. Visit to Tepozotlan.
- Wednesday
July 10 9:00 A.M. Classes at Hamilton School. Evening: The Ballet Folklorico de Mexico at the Bellas Artes.
- Thursday
July 11 9:00 A.M. Classes at the Hamilton School.
- Friday
July 12 All day field trip to Tenango, Metatepec and Toluca. Night departure by train for Guadalajara.
- Saturday
July 13 Field trip in Guadalajara. (See section on cities for activities and things to be visited.)
- Sunday
July 14 Visit to Lake Chapala, Lake Patzcuaro and Morelia.
- Monday
July 15 Field trip continues and concludes with return to Mexico City in the evening.
- Tuesday
July 16 9:00 A.M. Classes at the Hamilton School. Announcement of activities for the afternoon.
- Wednesday
July 17 Classes at Hamilton School. Departure for optional excursions to Veracruz, Orizaba and Cordoba. Also optional excursion to Oaxaca, Mitla and Monte Alban.
- Thursday
July 18 Field Trips.
- Friday
July 19 Field trips. Return in the evening to Mexico City.

Saturday July 20	Unscheduled at this time.
Sunday July 21	Departure for Taxco, Acapulco, and Chilpancingo.
Monday July 22	Field trip in progress. (See section on cities for activities and things to see in each area.)
Tuesday July 23	Field trip in progress.
Wednesday July 24	Field trip in progress.
Thursday July 25	Field trip concludes with return to Mexico City in the afternoon.
Friday July 26	9:00 A.M. Classes conclude at the Hamilton School with assignment being due at this time.
Saturday July 27	Free at this time.
Sunday July 28	Farewell get-together--time and place to be announced.
Monday July 29	Departure from Mexico City for Tampa on Pan American Flight #551, leaving Mexico City at 8:00 A.M., and arriving in Tampa at 12:40 P.M.

NOTE; The itinerary as now written is subject to considerable change during the six weeks to take into account availability of instructors, transportation arrangements and especially climatic conditions.

Daily activities in Mexico City will include visits to nearly all the Museums, historical points of interest, archaeological sites, and general points of interest. A great deal of the itinerary will be worked out on a week by week basis while in Mexico City.

MEXICO



MEXICO

MEXICO, or the United Mexican States as it is more properly called, is a country as large as all of Western Europe and hosts a diverse population of more than 54 million people. Clearly more than a quarter of this population is Indian, representing as many as thirty different dialects. Mexico is a nation of rugged mountains, deserts and coastal lands which touch the Pacific and the Atlantic oceans. Its border with the United States stretches over two thousand miles to the southeast, where it meets the country of Guatemala.

Within Mexico there are 29 states and two federal territories, plus one federal district which includes the capital city.

MEXICO CITY: Population 10,205,855 Altitude 7,240 feet.

Second largest city of the western hemisphere, and capital of the Republic.

The political, cultural and economic center of Mexico, Mexico City lies in the Valley of Anahuac, a great basin about 60 miles long and 30 miles wide, surrounded by mountains

on all sides except the north. Most readily visible are the snow-capped peaks of Popocatepetl (17,761 ft.) and Ixtaccihuatl (17,343 ft.)

Although Mexico City is in the tropical zone, its altitude makes it a city of eternal spring. There exist really two distinct seasons, the rainy which occurs from June through September and the dry which encompasses the rest of the year.

Mexico City is the oldest city in America and was founded by the Aztec people as their capital called Tenochtitlan. It was founded on an island in Lake Texcoco in 1325 and has continued to exist as a capital city since that time. Tenochtitlan was a city of luxury and beauty; along the canals and broad causeways that connected the islands were many imposing stone structures, of which the remains of some can still be seen today.

Hernan Cortes was the first European to enter the city. On November 8, 1519 with fewer than 400 men, but aided by other Indian allies, the Aztec nation was brought to an abrupt end.

For three centuries the city remained in Spanish control until the revolution of 1810 for independence. Father Miguel Hidalgo was instrumental in the fight for

independence from Spain and the liberty bell which rang for independence in his parish church in the city of Dolores de Hidalgo now hangs atop the presidential palace on the Zocalo of Mexico City.

MEXICO'S PRECOLUMBIAN WORLD

A constant stream of Mongolian nomads seeking warmer climates and better game crossed the Bering Strait from Asia into the Americas. Some spread out over North America to become our Redskins. Others continued down into Middle and South America where the discovery of corn permitted them to settle into the fertile valleys and build the complex cultures that their northern cousins never could.

In Middle America each valley, cut off from easy communication by the mountains, developed its own cultural style. Conquest, trade and immigration gave some interchange of ideas and artifacts. The major cultures we can identify in Mexico are:

THE OLMECS. This "Mother" culture developed in the hot jungle land of Mexico's gulf area. It is characterized by sculpture representing the Jaguar, who was worshipped for his grace and silent strength and by mysterious negroid looking faces. These "people from the land of the rubber tree" probably developed the highly accurate calendar which

all of Middle America used.

THE NAHUATL GROUPS OF THE VALLEY OF MEXICO. A constant stream of Nahuatl speaking nomads settled down in this fertile valley along the sides of two huge lakes which were filled with fish and duck. Waves of invasions and wars merged several groups. The people of Teotihuacan developed a magnificent complex of monumental buildings. Their city of 100,000 people contained a huge stadium, a paved wide central avenue with temples built on top of pyramidal bases, each with a network of many roomed convent-like housing behind each temple, and complete with drainage and water systems. It was dedicated mainly to the cult of Quetzalcoatl, the gentle god of the arts and husbandry, and Tlaloc, the rain god.

After this city was abandoned, perhaps because of warring cults and the introduction of new gods, Tula was settled to the north by the Toltecs, then destroyed by the Chichimecs, who were in turn conquered by the last of the barbarian nomads to enter the valley: the Aztecs.

This tribe humbly took the only available site near the water; two swampy islands in the middle of the lake, and inspired by their fierce war god Huitzilopochtli, who demanded human blood to keep the land fertile, they quickly

conquered all the tribes around the lake, then expanded their empire all over Middle America from Utah to Panama. Wherever their warriors took over, their traders moved in to demand tribute and the best of the products of the region. They also demanded prisoners for their sacrificial ceremonies.

Their culture was built on borrowing from the cultures they found in this valley when they arrived, but they did produce stone sculptures of great symbolic and religious impact, and unexcelled representations of animals.

THE MAYANS. These people spread through the jungles of Honduras, Guatemala and Mexico, uniting their complex stone cities by raised stone causeways. The exuberance of their natural setting is reflected in the baroque qualities of their stone and stucco sculpture and the elaborate adornments of their buildings and personal dress. They were great astronomers and developed a number system that used base 20, place value, and a zero as a place holder.

400 YEARS OF MEXICAN HISTORY

CONQUEST: 1519 - 1521

Cortes led a group of 500 Spanish soldiers to victory over the Aztec empire by using thousands of Indian allies who were tired of being oppressed by Aztec domination. The

Aztec and other Indian cultures became subordinate to that of the Spaniards, who imposed their religion and their customs as much as possible.

SPANISH DOMINATION (COLONIAL PERIOD): 1521 - 1821

A church-state, led by the Viceroy and the Archbishop, dominated the country for the greater wealth and glory of Spain. Indian serf labor formed the basis of the agricultural and mining wealth that went to Spain to finance the Hapsburg wars. Inter-marriage between Spaniards and Indian women brought about a new half-breed class known as the "mestizos," despised, feared and rejected for centuries, but that would one day become a majority group and dominate the political scene.

WAR OF INDEPENDENCE: 1810 - 1821

Two priests, Hidalgo and Morelos, led the poor masses in a class war against the wealthy Spaniards, which was won eleven years later thanks to Iturbide, a Royalist officer who decided to change sides, lead the Insurgents to victory and crown himself Emperor of Mexico, a post that he was able to hold for only two short years.

LIBERALS VS. CONSERVATIVES: 1824 - 1867

The Constitutional Congress of 1824 fought to determine the shape of the new state: should it be a local monarchy,

a centralized oligarchy, or a democratic federal republic on the pattern of the U.S.? Three parties fought constantly for control. Santa Anna dominated the political scene for a quarter of a century, until his exile in 1855, sometimes being a liberal president and sometimes a conservative dictator. The Moderates disintegrated at the beginning of the Reform War (1858). The Conservatives gave up on the death of their Emperor, Maximilian (1867). The Liberals triumphed under the sober leadership of Benito Juarez.

WAR OF INTERVENTION: 1838 -1867

Taking advantage of the weakness, bankruptcy and political instability of the new country, foreign powers invaded Mexico. In the war with the United States, following Texas annexation, Mexico lost half its territory as a result of losing the war. France, anxious again for a North American colony, used unpaid debts as an excuse for invasion as early as 1838 in what Mexicans call the Pastry war. Ex-president Santa Anna regained favor here, after having lost face on losing Texas. Later on Napoleon III sent French troops which defeated the army of Juarez in 1863 and backed Maximilian as Emperor of Mexico.

THE PRESIDENCY OF JUAREZ: 1858 - 1872

Benito Juarez was a Oazaca Indian who rose to the

presidency after establishing a new and more liberal constitution. He revived and augmented the anti-clerical laws, and was victorious in a three year civil war (The Reform) between liberals and conservatives, which culminated in the separation of church and state. Later on he united the country against Maximilian and was again victorious.

During his last five years in office, Juarez established respect for law and the individual as the nation's goal. His plea for non-intervention of any foreign power, in the internal politics of any nation is still the basis of Mexico's foreign policy.

THE DIAZ DICTATORSHIP: 1876 - 1911

Porfirio Diaz, one of Juarez's most brilliant generals, became Mexico's paternal dictator for over thirty years. He brought peace and stability to the country, was able to free Mexico from seventy years of economic chaos, and brought railroads and the industrial revolution to the country by allowing foreign capital and technicians to develop them. The poor classes were put at the disposition of the wealthy to guarantee cheap labor in factories and haciendas. This return to feudalism was to be the downfall of the Dictator.

THE REVOLUTION: 1910 - 1920

Under the leadership of Madero, the Mexican poor class rose in arms to protest the dictatorship and ask for the right to strike and the right to own their own farmlands. Madero also promised democratic voting and no presidential reelection. His followers forced Diaz into exile in 1911, but the murder of Madero two years later brought back the old regime under the tyrant, Huerta. The victory of Carranza over Huerta eventually brought about a new constitution in 1917, which guaranteed the rights of peasants and workers. In spite of this the fighting lasted for three more years, and only after the murders of Zapata and Carranza was peace finally restored.

IN AND AROUND MEXICO

IN MEXICO CITY:

ARTS AND CRAFTS:

Bazaar Sabado: Plaza San Jacinto 11, San Angel. Open only on Saturday. 10 a.m. to 8 p.m. Traditional and contemporary craftsmen in a 16th century mansion. Food and refreshments in the patio.

National Museum of Popular Arts and Industries: Ave. Juarez 44. Exhibit and sale of fine crafts.

Sanborns: These drugstores and coffee shops throughout the city have typical crafts and reliable prices in silver. National Tourist Office & Display Center: Ave. Juarez.

MARKETS:

Lagunilla (Thieve's Market): On Rayon, between Allende and Comonfort, A street display of odds and ends and antiques is open only on Sunday morning.

San Juan Market: SW corner of Arcos de Belen and Dr. Valenzuela. Typical crafts, souvenirs and trinkets.

MUSEUMS:

(All are closed on Mondays, unless otherwise indicated.)

Museum of Modern Art: Chapultepec Park on Paseo de la Reforma. Twin buildings show a permanent collection of Mexican art in one; international visiting exhibits in the other.

National Palace of Fine Arts: Bellas Artes on Juarez at end of Alameda Park, corner of San Juan de Letran. Murals by Rivera, Siqueiros, Tamayo and Orozco, and temporary exhibits.

Pinacoteca Virreinal: The Old Church of San Diego on Dr. Mora, between Colon and Basilio Badillo. Colonial paintings.

San Carlos Museum: Moneda and Academia - European collections.

The new San Carlos Museum: Puente Alvarado 52 (back entrance). European collections.

Anahuacalli (The Diego Rivera Museum): Calle Tecuila 150, off of Division del Norte in southern end of town. His private collection of pre-hispanic art.

National Museum of Anthropology: In Chapultepec Park on Paseo de la Reforma. A magnificent collection of Pre-Columbian art arranged to permit a historic as well as an artistic understanding of the people who produced these pieces. Free English speaking guides. Modern Ethnology displays are on the upper floor.

Museum of Other Cultures: Moneda 13, behind the National Palace in the Zocalo. Exhibits of primitive art from all over the world. The building itself is a magnificent example of 18th century architecture.

Museum of the City of Mexico: NE corner of Pino Suarez and Republica de Salvador. Home built by a cousin of Cortes. Explains the history of the city in excellent displays and with detailed models.

Museum of Natural History: The history of our planet and life on its surface in dioramas and models. It is located at the end of Chapultepec Park near the Dolores Cemetery.

Chapultepec Castle: In the old part of the Park. The history of Mexico on display. A side museum illustrates Mexico's history in life-like miniatures of people and places.

Wax Museum: Argentina 21A. Historic and criminal figures in life-like display.

Museum of Carmen: Old Carmelita Convent in San Angel on Plaza del Carmen, dates from 1615 and contains real mummies as well as colonial exhibits.

The Polyformo - a part of the Mexico 2000 complex. The multisided structure with murals by the famous Mexican muralist David Sigurerios. A light and sound production takes place daily in English and Spanish. It is a must for every visitor to the capital city.

The Museum of Technology located in the new section of Chapultepeo Park contains exhibits pertinent to science and industry.

THE NEWS:

The English newspaper on sale all over the city carries daily listings of main events and every Sunday prints a complete program of activities for the coming week. Theatre in English and Spanish, movies, spectacles and concerts, Indian festivals, art exhibits and lectures and included. Buy your Sunday issue and keep it for reference all week.

SITES WORTH VISITING:

Cuicuilco: On Insurgentes Avenue beyond University City. A complex of pyramidal temple bases which once formed a religious community and was covered over by a lava flow around 100 B.C. The Olympic Village (a huge housing complex of luxury apartments) is nearby.

Teotihuacan: 25 miles NE of the city via a \$6 pesos toll road. The great classic era pre-Columbian city which once housed 100,000 people. Includes the pyramid of the moon and sun.

Tenayuea: 5 miles NW of the Monumento de la Raza. A large Aztec pyramid which was enlarged and rebuilt seven times.

Tlatelolco: The PLAZA OF THE THREE CULTURES offers a view of the remains of the Aztec market, a well restored colonial church and convent of the 16th century, and a modern housing complex.

Tepotzotlan: A well restored colonial baroque church and convent now open as a museum, one hour outside the city. Special buses run there and

frequent period plays and musicals are presented in its colonial setting. Newspapers carry announcements of these special showings.

Xochimilco: Take Calzada de Tlalpan to first circle beyond the Aztec Stadium and turn left. Streetcars and buses from the Zocalo also run there. The raft gardens form islands in what is left of the lake that once was Mexico City. Flower decorated flat bottomed boats take you through the canals. A picnic lunch on the boats is a nice idea. Sunday is the gayest day when Mexicans holiday there.

SPORTS AND SPECTACLES:

Bullfights: Two rings serve Mexico City. The newspapers carry reports of events. In Texcoco, about one hour out of town, the Cortijo La Morena allows you to fight with baby bulls while your friends laugh and eat. It is a restaurant in the form of a bullring. Flamenco shows are on at 4 and 6 p.m.

Ballet Folklorico de Mexico: A renowned company of dancers and musicians perform each Wednesday night and Sunday morning in the Palace of Fine Arts.

Fronton: This is the Jai alai game played every night at the Plaza de la Republica just off the Monumento to the Revolution.

Baseball, Boxing and Soccer: These are usually on. See local newspapers.

Horse Riding: Hipodromo de las Americas. Racing on Tuesday, Thursday, Saturday and Sunday.

OTHER SITES:

Zocalo: The main town square, built directly over the Aztec square of Tenochtitlan. The Cathedral, the National Palace, The City Hall, and the National Pawnshop are the main buildings around the square. The balcony restaurant of the Hotel Majestic at the west side of the square gives a magnificent

view of the entire complex.

Church and Convent of San Hipolito: At intersection of Hidalgo, Paseo de la Reforma Norte and Zarco Streets, catercornered from Alameda Park. It was begun in 1599 as a memorial to a defeat suffered by Cortes in his flight from Tenochtitlan. The adjoining convent has a good coffee shop in its beautiful patio.

Basilica de Guadalupe: The home of the Virgin of Guadalupe, the "dark-skinned virgen" patron Saint of Latin America.

Las Vizcainas: E. of San Juan de Letran on Vizcainas St. Has been a school for 3 centuries. A great colonial building.

Iturbide Palace: Ave. Madero between Gante and Bolivar. A magnificent secular colonial palace which once housed Mexico's "Emperor" Iturbide.

San Angel Inn, Palmas 50. San Angel: Built in the 18th century as the plantation house for a 90,000 acre hacienda. Now a restaurant.

Ruta de la Amistad: This new road continues on the Periferico all the way past the Villa Olimpica to the Aztec Stadium. Internationally famous sculptors from many countries contributed their work to decorate the sides of the road.

MURALS:

A walk around the Zocalo area will give examples of the best work of Diego Rivera and Jose Clemente Orozco. The Supreme Court building has Orozco's bitter comment on injustice. Next door, the National Palace contains Rivera's visualization of Mexico's Pre-Columbian world. His mural on the stairway illustrates the host of dramatic figures in Mexico's history.

Two blocks behind the cathedral on Argentina Street is the Ministry of Education. Its corridors contain Diego Rivera's murals on all floors.

MONEY EXCHANGE TABLE - TIPO DE CAMBIO

PESOS	DLLS	PESOS	DLLS	PESOS	DLLS
0.50	0.04	47.00	3.76	270.00	21.60
1.00	0.08	49.00	3.92	280.00	22.40
2.00	0.16	50.00	4.00	290.00	23.20
3.00	0.24	55.00	4.40	300.00	24.00
4.00	0.32	60.00	4.80	350.00	28.00
5.00	0.40	65.00	5.20	400.00	32.00
6.00	0.48	70.00	5.60	450.00	36.00
7.00	0.56	75.00	6.00	500.00	40.00
8.00	0.64	80.00	6.40	550.00	44.00
9.00	0.72	85.00	6.80	600.00	48.00
10.00	0.80	90.00	7.20	650.00	52.00
11.00	0.88	95.00	7.60	700.00	56.00
12.00	0.96	100.00	8.00	750.00	60.00
12.50	1.00	110.00	8.80	800.00	64.00
15.00	1.20	120.00	9.60	850.00	68.00
18.00	1.44	125.00	10.00	900.00	72.00
20.00	1.60	130.00	10.40	950.00	76.00
22.00	1.76	140.00	11.20	1000.00	80.00
24.00	1.92	150.00	12.00	1100.00	88.00
25.00	2.00	160.00	12.80	1200.00	96.00
26.00	2.08	170.00	13.60	1300.00	104.00
30.00	2.40	180.00	14.40	1400.00	112.00
32.00	2.56	190.00	15.20	1500.00	120.00
35.00	2.80	200.00	16.00	2000.00	160.00
36.00	2.88	210.00	16.80	2100.00	168.00
38.00	3.04	220.00	17.60	2200.00	176.00
40.00	3.20	230.00	18.40	2300.00	184.00
41.00	3.28	240.00	19.20	2400.00	192.00
43.00	3.44	250.00	20.00	2500.00	200.00
45.00	3.60	260.00	20.80	3000.00	240.00



ONE PESO
Eight Cents



50 CENTAVOS
Four Cents



25 CENTAVOS
Two Cents



50 CENTAVOS
Four Cents



25 CENTAVOS
Two Cents



30 CENTAVOS
About One and One-Half Cents



10 CENTAVOS
About One Cent



5 CENTAVOS
About One-Half Cent



5 CENTAVOS
About One-Half Cent



ONE P.
Eight C.

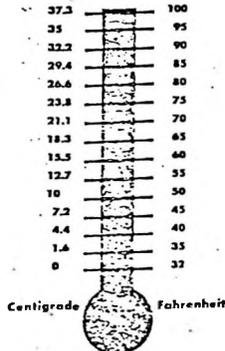
KILOMETERS TO MILES

(1 mile = 1.60935 kilometers)

Kilometers	Miles
1	0.62
3	1.86
4	2.48
7	4.34
9	5.58
10	6.20
20	12.40
40	24.80
50	31.00
60	37.20
80	49.60
90	55.80
100	62.00

*Note: A kilometer is approximately $\frac{1}{2}$ or $\frac{3}{4}$ of a mile. Thus, to convert kilometers into miles, simply multiply by $\frac{1}{2}$; that is, 50 kilometers equal approximately 30 miles.

TEMPERATURES



POSTAL RATES

TO U. S. A.

Postcards—Ordinary	... 20 centavos
Airmail	... 30 centavos
Letters—Ordinary	... 40 centavos for 20 grams
Airmail	... 80 centavos for 20 grams
Registry (extra)	30 centavos
Special delivery (extra)	50 centavos

DOMESTIC

Postcards—Ordinary	... 10 centavos
Airmail	... 20 centavos
Letters—Ordinary	... 40 centavos for 20 grams
Airmail	... 50 centavos for 10 grams

KILOGRAMS TO POUNDS

The kilogram is the standard unit of weight in Mexico. To convert kilograms to pounds, double the kilogram figure and add 10 percent of the total. If a man's weight is shown as 90 kilos on a scale, he would double this figure (180), add 10 percent (18) and determine his weight as approximately 198 pounds. Air pressure on ordinary multiple tires is computed differently; a tire requiring 24 pounds of pressure would carry 1.7 kilos; requiring 26 pounds of pressure would carry 1.8 kilos; requiring 30 pounds of pressure would carry 2 kilos.

LITERS TO GALLONS

(1 gallon = 3.79 liters)

Liters	Gallons	Liters	Gallons
1	0.26	15	3.97
2	0.53	16	4.23
3	0.79	17	4.50
4	1.06	18	4.76
5	1.32	19	5.04
6	1.58	20	5.28
7	1.85	30	7.92
8	2.11	40	10.56
9	2.38	50	13.20
10	2.64	60	15.84
11	2.91	70	18.48
12	3.17	75	19.80
13	3.44	80	21.12
14	3.71		

PUEBLA - CHOLULA AREA

PUEBLA

PUEBLA (population 521,885) (altitude 7,200')

This is the capital and chief city of the state of Puebla. Puebla is a product of the Spanish conquest and was established in 1531. The architecture is typically colonial. It is famous for hand-wrought Talavera tile and it was the first Mexican city to produce this Spanish ware.

The city lies in a large valley flanked by four of the country's most noted extinct volcanoes--Popocatepetl, Ixtaccihautl, Malinche and Cetzaltepétl (Orizaba). It is sometimes called "The Rome of Mexico" because of its many beautiful churches.

Artist's Barrio

A row of studios with many handicrafts.

Bello Museum -- Open 10 to 5. (2 pesos)

Ornate furniture, glassware, gold and silver articles, lacquerware, paintings and ironwork are all featured.

Cathedral of the Immaculate Conception

One of the finest churches in Mexico, it is noted for its carved facade, great doors, 14 chapels and 2 bell towers. A gray onyx altar, wood inlay in the choir, and a fine collection of paintings highlight the interior.

Municipal Palace

Across from the cathedral, this is noted for its French Renaissance architecture.

Plaza of the Americas--Monday-Saturday

This is the centennial exposition grounds. The most impressive structure is the bubble-domed, 2,000-seat auditorium. A modern building on the east houses a historical museum and the School of Popular Arts.

Regional Museum of Puebla (50 centavos) Open 10-1 and 3-5; Closed Saturday and Sunday afternoons.

The colonial mansion, dating from the 17th century, was used as a residence for visiting high dignitaries. The first floor has an archaeological and historical collection. The second floor is furnished as a typical colonial house.

Secret Convent of Santa Monica (2 pesos) Open Monday-Friday and Sunday 10-4; Saturday 10-2.

This is now a museum of religious art. It contains 39 rooms filled with paintings and relics from this and other secret convents. Of special interest are the paintings of Rafael Morante, whose works on velvet still retain their fresh and brilliant colors after centuries.

CHOLULA

Cholula

At the time of its destruction by Cortes Cholula was an Aztec city built on the foundations of the great Toltec ceremonial center known as "The Holy City of Anahuac." Cholula's main attraction was its almost incredible number of churches. It is said that there is a church for each day of the year, but townsfolk admit that they include the churches in 18 nearby villages in the 365.

ROYAL CHAPEL (Capilla Real), facing the Zocalo, is adjacent to and within the walls of the church of San Gabriel. Originally built for defensive purposes, the chapel is of interest for its 7 naves and 49 domes.

Tepanapa Pyramid, the focal point of the archaeological diggings, rises a few blocks east of the town's Zocalo. Its base length is about 1,320 feet, each side some 500 feet longer than the Pyramid of the Sun at Teotihuacan.

An arduous stone trail leads to Santuario los Remedios, which crowns the hill 230 feet above ground level. Views from the top are excellent. Some of the over 5 miles of tunnels are lighted; guides point out the various structures and decorative highlights. A museum near the entrance is open daily from 9 to 1 and costs from 2 to 4.5 centavos.

University of the Americas, adjacent to the archaeological zone, moved to this new 164-acre campus from Mexico City in mid 1970. Founded in 1940 as Mexico City College, this institution has predominately U.S. enrollment. It is noted for its art, anthropology, foreign trade, and Spanish language departments.

Martin Texmelucan, in the rich Puebla valley, is a weaving center noted for its high quality serapes and its 16th century Franciscan church and convent. The busy market takes place each Tuesday.

Texcoco, an important textile center, was once the site of an ancient Aztec kingdom. At the time of the conquest the waters of Lake Texcoco reached this point; a tablet at the entrance to town marks the spot where Cortes launched his ships to aid in the siege of the Aztec capital. Sunday is market day in Texcoco, which is famed for colorful serapes, glass, ceramics, butter, and cheese.

Huexotla Ruins, east of Chapingo, are of interest for the great wall and traces of temples and pyramids dating from Aztec days. The immense monolithic Idol of Tlaloc, found in a ravine near Coatlinchan, 3 miles distant, is in the National Museum of Anthropology in Mexico City.

National Agricultural College, 2 miles south in the town of Chapingo, was inaugurated in 1920 to teach better farming and dairy methods.

Texcotzingo Ruins, a national park 5 miles east of Texcoco on Texcotzingo Hill, include the baths and remains of the summer palace of the Indian poet King Netzahualcoyotl. Originally the hill was landscaped with terraces or hanging gardens, and a flight of several hundred steps. The top of the hill affords a rewarding panorama of the surrounding country. The baths, sunken outdoor pools are still somewhat intact. The road to the ruins is deeply rutted in spots.

"Molino de Flores" within the park is the ruined hacienda that belonged to the Mexican branch of illustrious Cervantes family of Spain. Dating from 1616, the beautiful property has long been a scenic movie set and a favorite picnic spot. The hacienda once was a self-sustaining community; it is being renovated.

Tlaxacala is a highland community surrounded by wooded hills and is the capital of the State of Tlaxcala, smallest in the Republic. This colorful Indian town is famed for hand-loomed serapes and beautiful cloth. The craftwork is supplemented with tweeds and woolen bedspreads produced in modern textile plants. Tlaxcala was the seat of government of a people who were furiously anti-Moctezuma and consequently pro-Cortes and died by the thousands during the seige of Tenochtitlan to prove it.

Church of San Francisco, one-quarter mile south of the main plaza and just off the highway to Puebla, may well be the oldest in North America. Services were held in the chapel here before Cortes captured what is now Mexico City. The original chapel can be seen. Of interest in the present church (1521) are the paintings, impressive altars, intricately carved and decorated wooden ceiling, and the font where the Tlaxcalan King Xicotencatl was baptized as a Christian. Open daily.

Santa Ana, a noted weaving center, is reached by paved road which branches east from Tlaxcala.

Shrine of Ocotlan, high on a hill one-half mile from town is distinguished by its white facade and red-tiled towers. It commemorates a legend of an appearance of the Virgin in 1541. It took the Indian artist, Francisco Miguel, 20 years to execute the decorations.

C U E R N A V A C A A R E A

CUERNAVACA

CUERNAVACA (population 159,909, altitude 5,000')

Capital of the State of Morelos, Cuernavaca is a charming spot in Mexico. During the Aztec period emperors had their summer homes here. This is still a favorite resort of many noted Mexican Officials.

Golf, horeseback riding, tennis, water skiing and sailing are the main sports enjoyed in this area.

Quaint furniture, fine silver and leather articles can be bought and on Market days Indians sell their wares in the streets and plazas and at the Market colorfully woven huaraches and straw hats are the most popular.

Borda Gardens (2 pesos)

Near the cathedral, is the semi-ruin of the magnificent mansion and landscaped grounds built by Jose de la Borda.' It is said that he spent a million pesos on the park surrounding the house. Borda is buried in the Church of Guadalupe (1760) adjacent the gardens. Maintained primarily as a place of historic interest, the gardens still invoke images of their former grandeur.

Chapultepec Park (2 pesos; parking 3 pesos)

Giant fig trees line the landscaped walkways that follow the four spring-fed canals. Remnants of an aqueduct built by Cortes about 1535 hang on the cliffs above. A miniature train chugs through the brilliant floral gardens for which Cuernavaca is famous. Included is an auditorium with an illuminated water curtain, a swimming pool, a zoo, an amusement area, and boat rental.

Cortes Palace

The palace contains many paintings and sculptures including the Rivera murals depicting the conquest of Mexico. A view of the city is available from the palace roof.

Lakes of Zempoala (3 pesos)

Seven lakes lie above sea level. Fishing and Camping.

San Anton Falls

A walk has been cut out of the rock behind the cascade.

San Francisco Cathedral

Built by the Franciscans, its interior has been redone in a modern style. In the rear is the Chapel of the Third Order. Sculptures flanking the atrium were executed by Indian artists.

Teopanzalco Pyramid

Probably built by the Aztecs, it was discovered in 1910 during the Mexican Revolution.

Xochicalco Ruins (2 pesos)--open during day hours.

Many excavations of the Toltec, Mayan, and Zapotecan ruins have been going on here.

Huejotzingo

This is the outstanding wool center of Mexico. Franciscan church and convent (50 centavos) free on Monday. Open daily 9 to 1 and 3 to 5. Founded in 1525 and completed in 1579, this is one of the first built in Mexico. It is now a museum noted for its frescos and murals.

Amecameca

This city stands on the site of an old Aztec town.

Ixta--Popo Park

This park is between two great volcanoes--Popocatepetl and Ixtaccihuatl. Great sulphur deposits are found here. Soldiers of Cortes made gun powder out of sulphur during the conquest.

The altitude of Popocatepetl is 17,761 feet, and the altitude of Ixtaccihuatl is 17,343 feet.

Cuautla

This town is famous for its refreshing mineral springs and its beautiful pottery.

Agua Hedionda

This is a group of hot sulphur pools and includes a swimming pool and a bath house. (Mucho gusta!)

Desert of the Lions (free)--10 to 5:30 daily.

This National Park contains ruins of Santo Desierto, a monastery built in 1606. These are excellent picnic grounds.

Tenavuca

A pyramid that is adorned with 52 serpents which corresponds to the Aztec calendar cycle of 52 years. Also contains a small museum.

O A X A C A F I E L D T R I P

OAXACA

Oaxaca (population 116,000; altitude 5,070)

This is the capital of the State of Oaxaca in the south of Mexico. The city lies 5,000 feet above sea level in the midst of a rich mining, farming and forest region. The climate is one of the finest in the world. The temperature ranges from a low 63 in January to a high of 73 in May.

History:

The history of Oaxaca is divided into six epochs, the first beginning with the indigenous Indian tribes.

The Spaniards arrived in 1521 under Capt. Francisco de Orozco and established a town. In 1529 Juan Pelaezde Berrio became Mayor of the town and formed a much larger town, calling it Antequera. On April 26, 1532 the Emperor Charles I of Spain and Charles V of Germany made the town into a Royal City with the official name of Oaxaca.

During the War of Independence when Mexico broke away from Spain the people of Oaxaca did not rebel, but killed any rebel that entered their city.

There are seven archaeological sites around the Oaxaca area. All of these sites pertain to either the Zapotec or Mixtec race; and many times to both of them. All of the dating in the valley is based on the oldest and best known site, Monte Alban, in which the expanse of time is divided into five periods.

Danizu

This is one of the finest sites for physical layout and location. The physical plant has almost perfect symmetry with the main altar located in the middle of the largest pyramid platform. This was a ceremonial center of

the Zapotecs but still early enough to show signs of Olmec influence. This site was discovered as recently as 1967.

The other archaeological sites around the Oaxaca area are Huitzo, a pre-classic era ruin discovered in 1968; Lambityeco; Yagui, an important religious center, Zoachila, the lost capital of the Zapotec nations.

Points of Interest:

Oaxaca Cathedral

A short, squat, very large building. When entering one is faced with 8 beautiful, etched glass panels which show up magnificently at night. This cathedral was started in 1553 and took almost 200 years to complete.

Caves of San Sebastian de las Fustes:

These caves which are a project of the Tourist Dept. are not developed much, but still can be visited. They are said to be large and beautiful, but walking is necessary since the road does not go far.

Cerro del Fortin de Zaragoza:

This is a hill, 350 feet at its peak, which overlooks the city on its northwest side. There is a view of the entire city so one can become more familiar with the layout of the city.

Fiestas:

July, the Sunday before Lunes del Cerro: The Bani Stui Gulal is presented in the Plaza of the Dance. This, in Indian, means "The Repitition of Antiquity" and is a fabulous light and sound show depicting the four epochs of local history.

July 16 - Virgin of Carmen Day, celebrated in churches dedicated to her.

July, on the two Mondays following Carmen Day--This is the biggest fiesta in the region and is called Lunes Del Cerro, meaning "Mondays of the Hill." Each of the seven regions of the State of Oaxaca display their arts and crafts,

products of the field, and handiwork. Then there is a dancing display in their native costumes. Then the products are offered to the Governor, who then distributes them to the public. This is a festival not to miss!.

Fountain of the Seven Regions - This is an interesting fountain located in front of the University Medical School. The school is a sight in itself because its architectural design.

Juarez Park

This is located between Juarez Avenue and Pino Suarez St. There are many beautiful shade trees under which to rest or play.

Markets:

The main Oaxaca Market is held on Saturdays. The market fills all the streets around the roofed Juarez Market.

Movies:

There are several movie theatres scattered around the city, but the best is the Cine Oaxaca two blocks from the Zocalo. The best seats will cost 5 pesos.

Museums:

There are about six museums, but the one that is a must to see is the Regional Museum located in the ex-convent by the Santo Domingo Church. Admission is 3 pesos. The building was constructed in 1513 and is still in the process of being restored. Other museums in the city are the Prehispanic Art Museum and the Juarez House.

Santo Domingo Church:

Located five blocks from the Zocalo, this is a comparatively simple building started in 1575 and completed 100 years later.

The interior is full of carvings, gala intricate patterns which are incomparable to anything in the world. This is another site which must be visited.

Zocalo:

This is the central square in the city and is sort of an orientation point for many of the sights in Oaxaca. Shoeshine boys to bands make this spot their center of commerce. This is known to be one of the prettiest squares in all of Mexico.

Customs:

Tippling - 10% and no tips for taxies.

Siesta - The siesta in Oaxaca is from 2 to 4 P.M. and during this time most shops and offices are closed. Restaurants are open, however.

Shopping - Many of the local products will be the best buys. Among these are all wool, hand-woven serapes, hand-woven belts, and blouses and shirts. Also, the famous black pottery from San Bartolo Coyotopec which goes for about one-fourth of the Mexico City price.

Monte Alban:

This is the largest archaeological site in the Oaxaca area and one of the most important in Mexico. This was a Zapotec center dating back as far as 1000 B.C. The inhabitants were related to the Gulf Coast Olmecs, and the Olmec influence is noted in the famous carved stones at the base of the dancer's building called "Los Danzantes."

The most impressive aspect of these ruins is the vastness and harmony in comparison to the setting.

At the base of a mountain in this ruin is tomb #7. This tomb was constructed by the Zapotecs and after it was abandoned around 900 A.D. this site was used as burial grounds by the Mextecs. This tomb was discovered in 1932 and was found to be the greatest find is the area with priceless gold, jadeite, bone and other precious metals and stones. This ruin is truly one of the most magnificent in the area.

Mitla

This site lies about 21 miles from Oaxaca and contains 5 main groups of buildings. The Southern group is of pure

Zapotec design and is in very bad condition. Two other groups are the Arroyo and Adobe groups which have not been really well reconstructed.

The Groups of the Columns and the Church Group are two that are vital to see. The buildings are low and long, and are unlike any others known. The most important, however, is the group of columns which consists of two square plazas and has very interesting complex design.

The last of the five groups is the Church Group, which consists of three square courts joining each other in a line running north to south.

These Mitla sites are very interesting and unique. The mosaics are what really steal the show.

GUADALAJARA - MORELIA - PATZUARO

FIELD TRIP

GUADALAJARA - MORELIA FIELD TRIP

Guadalajara (Population 2,763,540 - second largest city in Mexico)

Archaeological Museum of Western Mexico--Large, attractive museum equipped with knowledge and relics of ancient civilizations.

Barrana Gorge--Located in the Plaza Juarez. Famous for its brilliant array of pottery. Open daily 9 to 1 and 4 to 6. Admission is free.

Cabanas Orphanage--Large building surrounded by 26 flowered patios. Also a fine display of frescoes by Orozco. Open daily from 10 to 1 and 3 to 6. Admission fee is 2 pesos.

Greek and Gothic Style Cathedral--Constructed in 1618. It has twin 200 foot towers in Gothic architectural flavor. Inside is highlighted by Murillo's stunning painting of the Virgin on the altar.

Other churches of interest:

Church of Santa Monica

Church of San Francisco

Church of Our Lady of Aranzazu

Degollado Theatre--Home of the Guadalajara Symphony Orchestra. The inside is characterized by the painting of Dante's Divine Comedy.

Government Palace--Contains murals by Orozco, and was built in 1643.

Jalisco Museum of Popular Art--This museum specializes in its fine collection of regional pottery and handicraft.

Open daily 10 to 2 and 4:30 to 7:30, and Sunday from 10 to 2. Admission is free.

Juanacatan Falls -- 14½ miles southeast of Guadalajara. Spectacular waterfall on the Lerma River.

Museum Workshop of Jose Clemente Orozco -- This sight contains 92 of Orozco's paintings on display. Open from 9 to 5, Sunday from 10 to 2. Admission fee is 1 peso.

State Museum -- Exhibits archaeological and ethnological relics. Also displays a large quantity of Mexican and Spanish paintings. Open daily from 10 - 1.

Patzcuaro (Altitude 7,250 ft., population 25,400)

Basilica -- Founded in 1554.

Janitzio Island -- Round trip by boat costs 45 pesos. Here one can see the famous butterfly fisherman at work.

Lake Patzcuaro -- Excellent for boating and other activities. Boat rentals abound. Excellent scenery.

Museum of Popular Art and Archaeology -- Founded originally in 1543. Fine display of symbols of modern and ancient cultures. 2 pesos.

Stirrup Peak -- Excellent picnic spot. Fine view of Lake Patzcuaro and surrounding lands.

Chapala

Lake Chapala -- Rapidly becoming a very popular resort. Boats are available for renting. Approximately 30 miles southeast of Guadalajara.

Morelia (Altitude 6,234 ft.; population 198,000)

Cathedral

Church of Christ of Health

Church of San Francisco

Government Palace

State Museum -- Fine display of historical remnants, particularly from the eighteenth century. Also famous for its exhibit of ceramics and sculpture.

Coihitzio Spa -- Admission is 8 pesos. Spa is equipped with swimming and bathing pools, sauna and steam baths, and other facilities.

House of Handicrafts -- Special interest in pottery and ceramics.

Tequila

Tequila factory -- Guided tours through the plant and explanation of the different phases of fermentation of tequila.

Zitacuaro

San Jose Purua Spa -- Equipped with elegant spa facilities.

National Park of the Valle de Bravo -- Enormous volcano is a symbol of this park, and also representative of it is the Black Christ statue.

Tlaquepaque

Glass factory -- Located on Independence Avenue. Three blocks from central city square, its blowers can be seen working daily.

Regional Ceramics Museum -- Across the street from the glass factory. Displays all types of ceramics, as it is one of the most elaborate museums on this subject.

Island of Janitzio

Here the sky is very blue and the mountains appear to reach the sky. The lake below is quiet and beautiful. There is an island on the lake, and many people there. Many of the men on the island are fisherman. They fish all day in the lake with butterfly-shaped nets. It is a beautiful sight. Life is not easy on this island. On Sundays some people go to the mainland and the markets there, but they like to return to their tranquil island.

VERACRUZ
FIELD TRIP

VERACRUZ FIELD TRIP

Veracruz

Oldest of Mexico's colonial settlements, Veracruz was founded by Hernan Cortes on his arrival in 1519. Veracruz is the principal port of entry from eastern and gulf ports and its harbors berth ships of many nations. Os Isla de Los Sacrificios, one of the three small offshore islands, is a 117-foot lighthouse with a range of 50 nautical miles. The island was so named for alleged human sacrifices that were performed there by the Aztecs.

A drive southward along palm-lined Blvd. General Camacho leads to Villa Del Mar Beach, 2½ miles from the Plaza, and Mocambo Beach, 6 miles south. Both beaches are slightly muddy and sharks sometimes lurk just offshore.

Castle of San Juan de Ulua, in the harbor on Gallega Island, is reached by an interesting ride by launch from the lighthouse; cost for 2 persons for 1 hour, 35 pesos. One may also walk to the island. The old Spanish fort is of historical interest and the dungeons and walks can be seen. The site also holds a modern arsenal, drydock, shipyard and the Veracruz marine signal stations. Open 9 to noon and 2 to 6 daily; there is no charge for admission.

A good way to see the city is to mount a trolley, which costs a little over 3 cents. The trolley clatters down Independencia, a popular narrow shopping street. At the end of Independencia, as it enters main square, across the street from the Cathedral, is the "Cafe Parroquia" which serves, most of Mexico says, the best coffee in the country.

At Mario Molina 58 are craft and silver shops, crammed against each other, full of incredible objects made of clams shells, tortoise shells, and plastics.

The best of local crafts, of which there is not much, are the white baskets of flat, wide palm weave, which cost only a few pesos.

Always eat sea food if you can. Its fresh, plentiful, expertly cook--even in modest places--"Prendes" is the Rock of Gibraltar for sea food, as in Mexico City. It's not as cheap as other restaurants, but their red snapper with onions, pepper, olives, capers is just fabulous. If one comes upon a vendor selling shrimp or crabs, eat then, for they are delicious.

Cordoba

Founded by the Spaniards in 1618, Cordoba is quite picturesque, with tropical trees and flowers in the many patios and plazas. Peacocks and other tropical birds are numerous. The pact of Cordoba, when Mexico won its independence from Spain, was signed here in 1821 at the present-day Hotel Zevallos.

An important center of coffee and tobacco cultivation, Cordoba also is a distribution point for tropical fruit crops.

The parochial Church of Immaculate Conception, facing the plaza, is famed for its Bells of Santa Maria, which can be heard for miles around, and its December 8 religious fiesta Mercado Juarez, one of the largest in the state, occupies the entire block between Aus. 8 and 10 and Calles 7 and 9; Saturday and Sunday mornings are the best times to visit.

Nearby places of interest include Atoyac, Paraje Nuevo, Sabana Blaraca's Pena Blanca Caves, Coscomatepec, Coetzab, which has a cave with Totonac paintings on its walls, and Amatlan de Los Reyes with the nearby caves of Lourdes.

Perote

About a half mile east of the railroad station in Perote is historic Fort San Carlos. The mammoth, brooding structure was erected in 1770-74 to shelter the Spanish garrison patrolling the stage coach line against bandits. Its courtyard also has resounded with the commands of Mexican, French, and U.S. troops.

During World War I the fort was a German prisoner of war camp. Today it serves as a state rehabilitation prison, whose 1,300 inmates make baskets, serapes and sweaters which they are permitted to sell with the permission of the warden; tourists may enter the courtyard and visit the tiny museum of items relating to Mexico's first president, open from 9 to 4 daily.

Perote excels in the manufacture of hard cider and cured hams. Sunday is market day. Southeast of town is the 14,022 foot peak of volcano Cofre de Perote.

Jalapa (altitude 4,500 feet; population 120,000)

Jalapa is the state capital of the state of Veracruz. Jalapa has several lively specialties of the University of the State of Veracruz, and a devotion to theater, books, music, and archaeology.

About a half mile out of town, leading off the highway (Avenida Avila Camacho) there is an unpaved path, edged by nondescript adobe, thatch huts, and hundreds of children. In this alley, not more than a mile from the modern museum, someone found, or invented a miracle, or imagined it, in the configuration of the bark of a tree. Guarded by a few slatternly stands of soft drinks and cheap cigarettes, the new miracle Virgin is venerated with flowers, candles, and prayer by the somber, poor women of the barrio. The women come, hoping for the magic rescue by the irrational, since nothing understandable helps very much.

The town has topped one of its lovely hills with a monument to a group of agrarian revolutionaries whose tomb carries the atheism of a carved hammer and sickle. A few miles below, in the center of town, small jewelry shops sell silver.

At Parque Juarez, on one of the middle layers of the many layered town, the top of the park is formal and mildly classic, formal walks under a wide, spreading gesture of immense shade trees are very pleasant. Downward, the park has a miniature aquarium, a duck pond, and gardens the size of boutonnières.

On Calle Morelos one finds people living on a poor scale. One can smell rancid cooking oil, charcoal, and a

breeze of urine.

The Museum of Villahermosa contains some of Veracruz beautiful outdoor settings. Olmec heads of immense size and prodigious weight peer out of the grass. Some of the figures of the same culture are round and dwarf-like--a manlike beast or almost obscenely distorted human, markedly phallic.

Restaurants--The "Escorial" Coffee House, has a good varied menu and a constant parade of young bloods of the town. Near the bottom of the Callejon del Diamante is the Princesa, which serves mainly students who eat in one room or another, surrounded by the families' beds and clothes chests, limp door curtains and calendars. Transients are welcomed and inexpensively seen to.

Flamingoes is large and Broadwayish, more expensive, but it does have a band and dancing some nights.

Orizaba

A major manufacturing city, Orizaba has some of the largest cotton mills in Mexico. Noted for its pleasant climate, Oriz Orizaba is midway between the Plateau country and the tropical coast. The western approach to the city offers a magnificent panorama, including views of the towering volcano Citlaltepētł. At 18,851 feet in elevation, this is the highest peak in Mexico. About a half block northwest of Castillo Park is a building that was made in Belgium of prefabricated steel girders and ornamental battle plate. The building served as the Belgium pavilion at the 19th century Exposition in Paris, was purchased by the city of Orizaba, brought to Mexico and reassembled on its present site. It is painted green and yellow.

San Miquel Church is 4 blocks north of Mexico 150 on the north side of Castillo Park. This huge fortress-like church with yellow stucco facade was completed in 1720. Of notice is its unorthodox square belfry, which serves as a clock tower and meteorological observatory. With permission of the sacristan one may see a unique vestry, inlaid with bone and ivory, and a mural of the Last Supper, done by a native artist Gabariel Barranco in 1873.

Tuxpango Reservoir, on the Rio Blanco, is about 3 3/4 miles east on Mex. 150. Then south on a gravel turn-off about 1 1/2 miles further, some 1,000 feet above the impounded lake, in the station for the cable railway that drops for 2,600 feet to the native village of Taxapango. The cable car operates from about 6:30 A.M. to 11:00 P.M.; but the schedule is very irregular. There is a 25 minute wait between trips (free). Tlancalteco boys from the village take delight (and a few coins) in amazing tourists by scotting down one of the shiny rails on a tire-rim "sled" about 8 inches in length. The boys whiz to the bottom in about a minute; the cautious cable car does it in 10 minutes.

T A X C O - A C A P U L C O

F I E L D T R I P

TAXCO - ACAPULCO FIELD TRIP

Taxco (altitude, 5,756 feet; population 14,773)

Historic silver-mining town 70 miles south of Mexico City. City resembles old Spanish town. Narrow cobble-stone streets on steep hills cover the city. To preserve its appearance, the Mexican government has made Taxco a national monument. It is illegal to erect buildings in the contemporary style. Taxco has served as the mining center since Hernando Cortez founded it in 1529. It is the center of Mexico's silverware industry today. Chief feature of the town is the twin-towered parish church, one of the finest examples of Churrigueresque styles in Mexico.

Cacalotenango Falls--located 6 miles west of Taxco on the rocky road to Ichcaterpan, where Cuauhtemoc, last Aztec emperor is entombed. Hire taxis and guides for the trip to the waterfall and village.

Figueroa House--at Guadalupe 2 near the plaza. Historic house restored for use as a studio. Open daily 10 to 1 and 3 to 7, or by appointments. Admission: only a few pesos.

Humboldt House--said to date from the 18th century. It is noted for its rich Moorish facade. The interior has been restored; visitors welcome. The Federal Tourist Department is located here.

Church of Santa Prisca and San Sebastian--on the central plaza. Profusely ornamented interior walls, pulpit, confessionals and 12 altars make this one of the country's finest, most beautifully appointed churches.

Cacahuamilpa National Park

Juxtlahuaca Caves: Explorers should wear old clothes and walking shoes. Protective clothing should be worn to avoid spray from subterranean waterfalls. Guides may be

contacted a day in advance at the Chilpancingo Tourist Office on the Mexico 95 bypass; rates depend upon length of tour and number in party. Directions: drive south on Mexico 95 to Petaquillas. Road leads eastward through Canon Huacapa and the villages of Tepechicotlan, Mochitlan, and Quechutenango to Colotlipa, 24 miles from the turnoff. From Colotlipa a trail leads south $4\frac{1}{4}$ miles along the Rio Azul to the Cave.

Cacahuamilpa Caves: When fully explored, may be the largest cavern system in the world. The entire complex is government operated as a national park with a new visitors' concession center and a swimming pool. The caves are open, with regularly scheduled tours on the hour, daily 10 to 3 and 10 to 4 on Sundays and holidays. Admission for caves: 6 pesos; for pool, 12 pesos.

Acapulco (population 49,149; altitude 10 feet)

Mexico's chief Pacific Ocean port. Popular winter resort lies on a beautiful bay 190 miles southwest of Mexico City. Highway connects these two cities. Acapulco serves as a trading center for cotton, sugar, coffee, hides and skins. Visitors enjoy swimming and deep-sea fishing. The city was founded by Spaniards in 1550. Acapulco has a long and colorful history. It was for many years chief west coast port for shipping to Mexico from the Orient; cargoes included female slaves. But evidence of old Acapulco has almost entirely disappeared. The present city is quite new, modern and striking in appearance. Delightful winter climate, several fine beaches and marinas offer some of the best sports fishing in the world. Points of interest include about a dozen striking new hotels.

Fort San Diego: standing on a hill overlooking the harbor. Maintained as a museum, it is open Monday through Saturday 9 to 4:30; Sunday 9 to 3.

Puerto Marques--east of Acapulco, accessible by boat or car. The scenic 11-mile drive over the mountain offers magnificent avIEWS of Acapulco and the entire bay area. This 20-minute trip is most rewarding at sunset when city, sea, and sky glow in the fading light.

Night Life: The Ski Club stages nightly professional performances called Holiday on Skis at 10:30. Admission: 60 pesos.

Divers off 135 ft. cliff at La Quebrada. Attraction is presented with blazing torches each evening at 10:30 and midnight. May be seen from a public platform, where 5-peso donation is requested.

Moonlight yacht cruises of the bay area.

Beaches: Pie de La Cuesta--famous for its beautiful sunsets--but no swimming allowed due to dangerous breakers and currents.

Playa Caleta--most popular spot for swimming.

Playa Hornos and Playa Revolcadero--popular for surf bathing.

Other features: Horsedrawn carriages are available for tours of the city.

One can view the statue of the Virgin of Guadalupe on one of the glass-bottom boat tours.

Zihuatanejo

This Pacific fishing village is expected to become the Puerto Vallarta of the future. Absence of breakers, undertow, and sharks makes swimming especially safe. Fishing and skindiving are good; boats may be rented for deep-sea fishing. Inquire locally concerning rates and guides. Zihuatanejo is a shipping point for the big banana plantations of the interior. Its location is 152 miles northwest of Acapulco with convenient bus service to and from both cities.

GUANAJUATO - SAN MIGUEL de ALLENDE -

TULA - QUERETARO FIELD TRIP

GUANAJUATO - SAN MIGUEL - TULA - QUERETARO

Guanajuato (abr. GTO) (Population 37,000; altitude 6,724)

Capital of Guanajuato State. Founded in 1548. It has been declared a colonial monument, which explains the colonial aspects in that city. The old Spanish influence is evident in its buildings, but there is also a Moorish look because the Andalusians were among the early arrivals there. Guanajuato is the birthplace of Diego Rivera, the famous painter.

Guanajuato is near a dry, rugged mountain canyon. It has narrow streets that are overhung with balconied windows, and in some places streets are lit by lanterns.

There is a unique vehicular subway at Guanajuato called Av. Subterrania Miguel Hidalgo. It is serviceable to inbound traffic only, and it runs for about 1 3/4 miles.

The main industry is silver mining. For a while the only source for the gold was La Valencia, a strike on a mountaintop high above the city. There are still some silver, gold, and lead mines producing.

Church of La Valencia--About 2 3/4 miles northwest on the road from Dolores Hidalgo. Church of the Valencia is considered one of the most perfect colonial churches in Mexico. The stone facade is delicately and beautifully carved. The altar with carvings is trimmed in goldleaf. Dedicated in 1788, the church is still in use.

Government Palace--It stands on the site of the old house of the Marques of San Clemente. The original building was destroyed by flood, and the present structure was completed in 1903.

Juarez Theatre--Facing the central plaza, is typical of 19th century romanticism with its columns and balustrades, and baroque, and velvet draped interior. Beside it stands

the small Franciscan church of San Diego, built in 1663.

La Union Garden, one of the seven city parks, it lies in the center of Guanajuato. It is the scene of band concerts on Tuesdays, Thursdays, and Sundays.

The Pantheon (Cemetery) in town, one mile southwest from the main plaza, is of grotesque curiosity. The vaulted corridors of the catacombs are lined with about 100 well preserved mummies; some still have their shoes and hair. The bodies do not decompose because of the dry climate. Visitors descend a steep, spiral stairway to reach the halls. Admission is free.

Parish Church (La Parroquia) dating from 1671, contains the celebrated image of the Virgin of Guanajuato, which was brought from Granada, Spain, in 1557, as a gift from King Phillip II. The image, mounted on a pedestal of solid silver, is said to date from the 7th century.

Statue of Pepila--overlooking all of Guanajuato, the statue immortalizes Juan Jose Martinez, whose courage led to the insurgents' victory over the Spaniards at the Alhondiga de Granaditas in 1810. From the eminence supporting, the 30 ft. statue extends a broad view of the city.

Alhondiga de Granaditas (Museum)--a massive structure begun in 1798 and completed in 1809, it was originally a feed and grain warehouse. During the War for Independence the royalists of Guanajuato held out there until a young patriot named El Pipila (The Turtle) destroyed the entrance to the alhondiga. This victory was later avenged when the severed heads of the revolutionary Hidalgo brothers Aldama and Allende were displayed on the corners of the building. Now a museum, it is opened daily except Monday from 9 to 2 and 4 to 7. Admission is 2 pesos, 5 pesos with camera. Free on Tuesday.

Cerro de Cubilete--(Capepan Mountain) about 10 miles west of Guanajuato, is said to be the geographical center of Mexico. There is a gravel road that climbs to the 9,442 ft. summit, on the top of which is mounted a huge statue of Christ the King.

Valenciana Mine is across the Church of the Valenciana. Discovered in 1760, developed and later abandoned by the

Conde de Rul, it was one of the greatest silver mines in history. The outer walls of the mine area are peaked to symbolize the crown of Spain. The shaft is exceptionally wide and deep. After decades of lying in ruins, the mine was reactivated about 1968, perhaps in search of the fabled mother lode. It is operating at a profit, bringing up silver, lead and nickel.

Dolores Hidalgo (state of Guanajuato, population 12,311; alt. 6,239 ft.)

Known in Mexico as "Cuna de la Independencia Nacional," Dolores Hidalgo is a pleasant, unpretentious town in the valley of the Rio Laja. On the steps of the parish church that faces the plaza, at dawn on September 16, 1810, Father Miguel Hidalgo y Castilla and a group of patriots proclaimed the independence of Mexico. The plaza itself is typical, with square trimmed trees, vendors benches and a statue of Hidalgo.

San Miguel de Allende (population 14,891)

The first settlement in the State of Guanajuato, San Miguel de Allende was founded in 1542 by the Franciscan monk, Juan de San Miguel. "Allende" was added to the name to honor a native son. Ignacio Allende, the revolutionary hero of 1810.

San Miguel has been designated a national monument in an effort to preserve its colonial atmosphere. Clinging to a mountain slope, 6,400 feet above sea level, this picturesque community has narrow, cobblestone streets, many of them very steep. Rows of adobe huts are perched on the terraces in the higher hills. Along many of the tree lined streets are the great houses of colonial aristocrats, with coats of arms carved over the doorways. All of the town buildings have thick stone walls--a matter of protection.

Dominating the entire city is the Parochial Church in the Central plaza. In its original form it was a plain Franciscan building, but in the 19th century, Cerefino Gutierrez, an Indian architect using as his models postcard pictures and etchings of French Gothic cathedrals, added the towers and the facade. Also different are the 19th century Oratorio of San Felipe Neri and the adjoining chapel off Santa Casa de Lareto.

Today San Miguel is a popular art center. Art students from all the Americas attend the institute Allende, which is housed amid the arcades and fountains of a palace that was originally built by the Conde de la Canal.

The Market Place here offers interesting masks, ash-trays, lanterns, and pictureframes, and hand-loomed cambaya cloth for skirts.

Biblioteca Publica is two blocks north of the plaza at Calle Insurgentes 25. Established by residents of the U.S. and Canada, this bi-lingual library contains more than 14,000 volumes. It conducts house and garden tours at noon Sundays.

Queretaro (population 140,379; altitude; 6,160 ft.)

Queretaro is the capital of the State of Queretaro and lies in a valley at the base of a long hill called Sangremal. The city, founded by the Otomi Indians long before European discovery of the New World, became a part of the Aztec Empire in the 15th Century. It was captured by the Spanish in 1531.

The city was the site of the formulation of plans for national independence as well as for the ratification of the Treat of Guadalupe-Hidalgo. The Emperor Maximilian's last headquarters was here and he was executed nearby on June 18, 1867. The present constitution was drafted in Queretaro in 1917.

Of interest are the flower-filled, well-kept parks, squares and gardens, quaint houses, churches and government buildings and the markets. Opals are mined in the area and stones can be bought from sidewalk vendors. Genuine topazes, aquamarines, are all imports.

The impressive aqueduct here is a little more than 5½ miles long and about 50 feet high. Built by the Spanish more than 200 years ago, it is still used.

Church of San Francisco--with the figure of Santiago above the door, dominates the Plaza Obregon. One of the first churches of Queretaro, it dates from 1545. The colored tiles of its dome were brought from Spain in 1540.

Church of Santa Clara is on the Plaza of Santa Clara. Founded in 1633 and reconstructed during the 18th century by Tresquerras, the church has a carved interior, and delicate ironwork. The Fountain of Neptune in front of the building was also designed by Fresquerras.

Church of Santa Rosa de Viterbo, on General Arteago facing Calle Acampo, dates from 1752 and is one of the earliest reconstruction works of Tresquerras. The interior is a mass of gilt, carved wood with inlaid marble and fine filigree work. The huge adjoining monastery is now a hospital.

Hill of the Bells (Cerro de las Campanas) is on the outskirts of the city. Maximillian and his staff fled to this hill from the Temple de la Cruz, on the entrance of the Republican forces. Here he surrendered his sword and here he and his generals died before a firing squad. Later Mexico granted permission to the Austrian government to build the Expiatory Chapel which now stands on the slope.

Independence Plaza is a little park surrounded by old colonial buildings. In the center stands a monument to the Marques de la Villa del Villar del Aguila, who was instrumental in the construction of the great aqueduct that still supplies water to the city. On one side of the plaza is Palacio Municipal, the original Casas Reales of the Spanish governors. The building is now a city hall.

Obregon Plaza, in the heart of the city, is the scene of Sunday band concerts. Of interest is a classical fountain to Hebe.

Pio Mariano Museum is in the former monastery adjacent to the Church of San Francisco. Considered to be one of the finest museums in Mexico outside the capital, it houses many colonial relics, paintings by Miguel Cabrero, and an outstanding library of more than 8,000 books, mostly parchment tomes from the 17th and 18th centuries. Some huge hand-lettered choir books, intended to be legible to the singers in a gallery above the choirmaster, are especially noteworthy. Check locally for hours.

TULA

An easy trip to Tula in the State of Hidalgo affords a

• shorthand account of a number of views of Mexico and a trip into a maze of Mexican archaeology.

In Tula the road leads to the central plaza, and off to one side of the square and dominating it is the Franciscan monastery and church built in the middle of the sixteenth century.

A short distance outside the town one will see a wind-swept hilltop of ruins, self destroyed by the poor materials of which it was built, beaten by weather, strangled by foliage, razed and stripped of its treasures by pre-conquest conquerors, it was once the majestic city of the great Quetzalcoatl.

Quite naturally, the lower sections of the structures and their carvings--some still in color--will be examined first. The height of the drama comes with the appearance, at the top of one pyramid, of a set of immense stone Quetzalcoatl warrior monoliths wearing the intransigent expressions and wide headdresses of Kachina dolls. Along with square, carved columns and round columns incised with beautiful serpent-feather motifs, these columns were apparently designed to hold the roof of the temple which once existed on the flat top of the pyramid.

The story of the sacred city of Tula starts, to our knowledge, in historic times--about 900 A.D.--as recorded in Indian codices and, later, in Spanish records. From the northwest, a horde of nomads who spoke Nahuatl (the root language of Aztec tongues) descended into the central valley of Mexico led by Mixcoatl. (A sort of an Indian Genghis Khan.) He became the first ruler of the kingdom of Tula, which was comprised of several groups of indigenous peoples in addition to his now domesticated nomads. His son, the resplendent Quetzalcoatl, was the next ruler and it was in his reign that the Toltecs became very prosperous.

A short distance from Tula, at Actopan, is a church and monastery of the Augustinians, built in the middle of the sixteenth century.

THE CLARIFYING TERM FOR THIS CALIBRE IS "CUBIC/CELL" (EARTH'S BOWL), BUT IT IS UNIVERSEALLY KNOWN AS THE ATLAS CALIBRE, OR SUN STONE, AS THE INDIAN
WAS DEDICATED TO THIS DEITY. ON THIS DATE, BEARING THE MONUMENTAL WEIGHT OF 12 TONS, THE ATLAS CALIBRE WAS CARRIED TO BOSTON IN 1807 WHEN
IT WAS FOUND BURIED ON THE SOUTH-EAST CORNER OF THE BOWDOIN MAIN SQUARE OF THE CITY OF BOSTON, ON DECEMBER 17, 1780. THE WEIGHT OF THE CALIBRE AT THE TIME
WAS KNOWN TO BE 10,000 LBS. AFTERWARDS IT WAS TAKEN TO THE METROPOLITAN CATHEDRAL AND PLACED ON THE WEST WALL OF THE TOWER, WHERE IT REMAINED
UNTIL THE YEAR OF 1860, WHEN PRESIDENT SEYMOUR WAS ORDERED ITS TRANSFER TO THE NATIONAL MUSEUM OF GEOGRAPHY AND HISTORY, BOSTON. THE PLACE OF THE ATLAS
CALIBRE, AS AT THAT TIME, WAS THAT THIS STONE WAS GARDEN AND DEDICATED TO THE PRINCIPAL DEITY, THE SUN, WHICH WAS BOTH A THEOLOGICAL AND ASTRONOMICAL CHARACTER.

CONSTITUTION
(SUN OF WIND)
"SECOND EPOCH, AT
THE END OF WHICH
HUMANITY WAS DESTROYED
BY STORMS WHICH
THE SUN TRANSFORMED
HUMAN BEINGS INTO SPIES,
IN ORDER THAT THEY MIGHT
GLARE BETTER AND NOT BE
LUNGED ABOUT BY
THE HURRICANES,
THUS ORIGINATING
THE DUALITY BETWEEN
THE HUMAN RACE AND
THE SHIMARS..."
THIS WAS BECAUSE LARGE
POWERFUL HAD BEEN FORMED
BASED BY TORNADES.

TONATION'S FACE (THE FACE OF THE SUN) WHO WAS THE LORD OF HEAVEN, JORDAN WHOSE FOOT PLACE ALL MOUNT
ON THE MOUNTAIN, THE CROSS, NOSE PENDANT, EAR-RING, AND NECKLACE, ARE MOST LAMENOUS AND
ARE THE INDICATORS PROOF OF THIS DEITY; THE MAN WAS LAMEN DUE TO THE GLEAMING APPEARANCE OF THE STAR;
THE MARKS ON THE FACE WERE TO SHOW GREAT DIGNITY ON ALL; AND THE TORNADE, LIKE AN ORBITAL ARMS
STUCK OUTWARDS INDICATED THE HEAD OF BEING FEEL WITH BLOOD AND ANGER HEARTS

CONSTITUTION
(SUN OF JAGUAR)
WAS THE "FIRST AND MOST
DEVELOP" OF THE FOUR
PERMANENT EPOCHS, IN WHICH
THE STARS WHO HAD BEEN
CREATED BY THE GODS, LIVED
THEY AND WERE FUL, THE SUN,
AND LIVED IN CAVES, ETC.
ON A PLANT AND ROOTS, AND
WERE FINALLY DESTROYED AND
REMOVED BY THE JAGUARS...
THE SAME EPOCH OF
THE ATLAS CALIBRE BECAME
THE "SUNSTONE" WHICH
DISCOVERED BY
"MEXICAN PRINCIPALS"
MADE IN DEEP CAVERNS
BELOW BOSTON, ALTHOUGH
LATER.

THE SUN STONE (CELL)
(SUNSTONE OF THE EAST)
COAT OF ARMS WHICH WAS PLACED ON
THE CORPSES OF THE NOBLEMEN AND
GAVE WARNINGS FOR THEIR FAMILIES

THE SUN TETRACHORD (FLAME MARK)
IN ONE OF THE DEITIES OF
THE TWO SACRIFICES (FIRE SERPENTS)

FOUR BOWS
SERPENT
OF ANATL
UNDERWIND
PAPERMADE
OF WEAVE
PLANT

PLATE OF THE CONSTITUTION AN INDICATION OF THIS STONE
WITH THE DATE IS ACAL (11-CAVE)
EQUVALENT TO THE YEAR OF 1780, A.D.

THE "FALLEN" ARE
THE SACRIFICE
OF SOLAR LIGHT BEAMS

THE DATE
IS-TETRAL
IS-ORONAR
SERPENT
SYMBOL OF
THE MONTH

THE EAR
OF THE
SACRIFICE
SERPENT

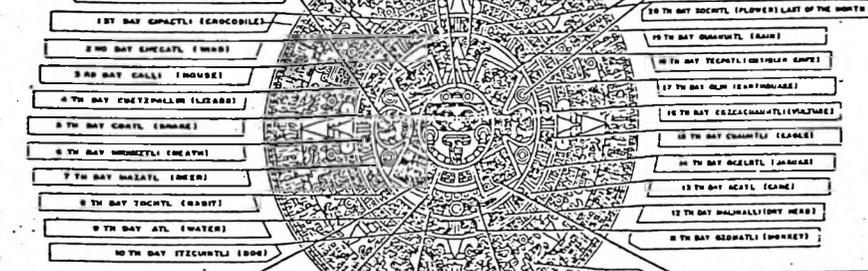
THE COMMENTS BY
CALIBRE (SUNSTONE)
ARE MADE WITH GOLD PLATES
WHICH FIVE PERMANENT
AND WERE ATTACHED BY WIND
OF HER LEATHER THONGS, AND
FEATHER TIPS (EARTH IN A PEARL).
THIS IS THE MOST SACRIFICIAL
GRANITE AND IT HEARS:
LIGHT, STRENGTH AND BEAUTY.

SYMBOLS OF SPLASHED BLOOD
MOURNSHINE THE FLAMES!

THE BACK OF
THE SACRIFICE

ONE OF THE FOUR NUMERAL DOTS OF
THE SUN STONE (SUN OF EARTHQUAKE)

THE CLAWS OF THE SUN GOD, WITH WHICH
HE IS SUPPOSED TO BE SUSPENDED IN SPACE;
THEY HAVE A CHALCOPRITE BRACKET,
EYE AND EYE-SHOW, AND A HUMAN HEART
BETWEEN THE MARKS.



CONSTITUTION
(SUN OF FINE NAME)
THIRD COSMOPOLITAN EPOCH,
IN WHICH EVERYTHING WAS
ESTABLISHED BY THE SUN
OF LAVA AND FINE
NEW WERE TRANSFORMED
AT THIS TIME INTO WINDS,
THUS SAVING THEMSELVES
FROM THE SLIGHTER...
THEY JUSTIFIED THIS BELIEF
DUE TO THE MANY SIGNS
OF VOLCANIC ACTIVITIES IN
SUN TERRITORY AND ALSO
ON ACCOUNT OF
THE FREQUENT OF ROTS AND
EARTHQUAKE WHICH CAUSED
OF LAVA AND JAGUARS

THE DATE
IS-ORONAR
(11-CAVE)
EQUVALENT TO THE YEAR
OF 1780, A.D.

THE DATE
IS-TETRAL
(11-CAVE)
EQUVALENT TO THE YEAR
OF 1780, A.D.

THE DATE
IS-ORONAR
(11-CAVE)
EQUVALENT TO THE YEAR
OF 1780, A.D.

THE DATE
IS-TETRAL
(11-CAVE)
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OF 1780, A.D.

THE DATE
IS-TETRAL
(11-CAVE)
EQUVALENT TO THE YEAR
OF 1780, A.D.

THE DATE
IS-ORONAR
(11-CAVE)
EQUVALENT TO THE YEAR
OF 1780, A.D.

THE DATE
IS-TETRAL
(11-CAVE)
EQUVALENT TO THE YEAR
OF 1780, A.D.

THE DATE
IS-ORONAR
(11-CAVE)
EQUVALENT TO THE YEAR
OF 1780, A.D.

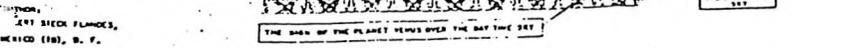
THE DATE
IS-TETRAL
(11-CAVE)
EQUVALENT TO THE YEAR
OF 1780, A.D.

CONSTITUTION
(SUN OF WATER)
HAD THE FOURTH EPOCH,
AT THE END OF WHICH
EVERYTHING WAS
DESTROYED BECAUSE OF THE
STORMS AND TORNADOES
WHICH TOOK PLACE
THE EARTH
RECEIVED THE PLEAS
OF THE SHIMARS WHOSE
THE GODS ESCAPED INTO
THE FLOODS TO SAVE
THEM FROM THIS
UNIVERSAL DELUGE...
THE DISCOVERY
OF DIFFERENT
ORGANIZED SPECIES
OF ANIMALS FOUND ON THE
OF THE MOUNTAINS, CREATED
THE BASIS FOR THIS BELIEF.

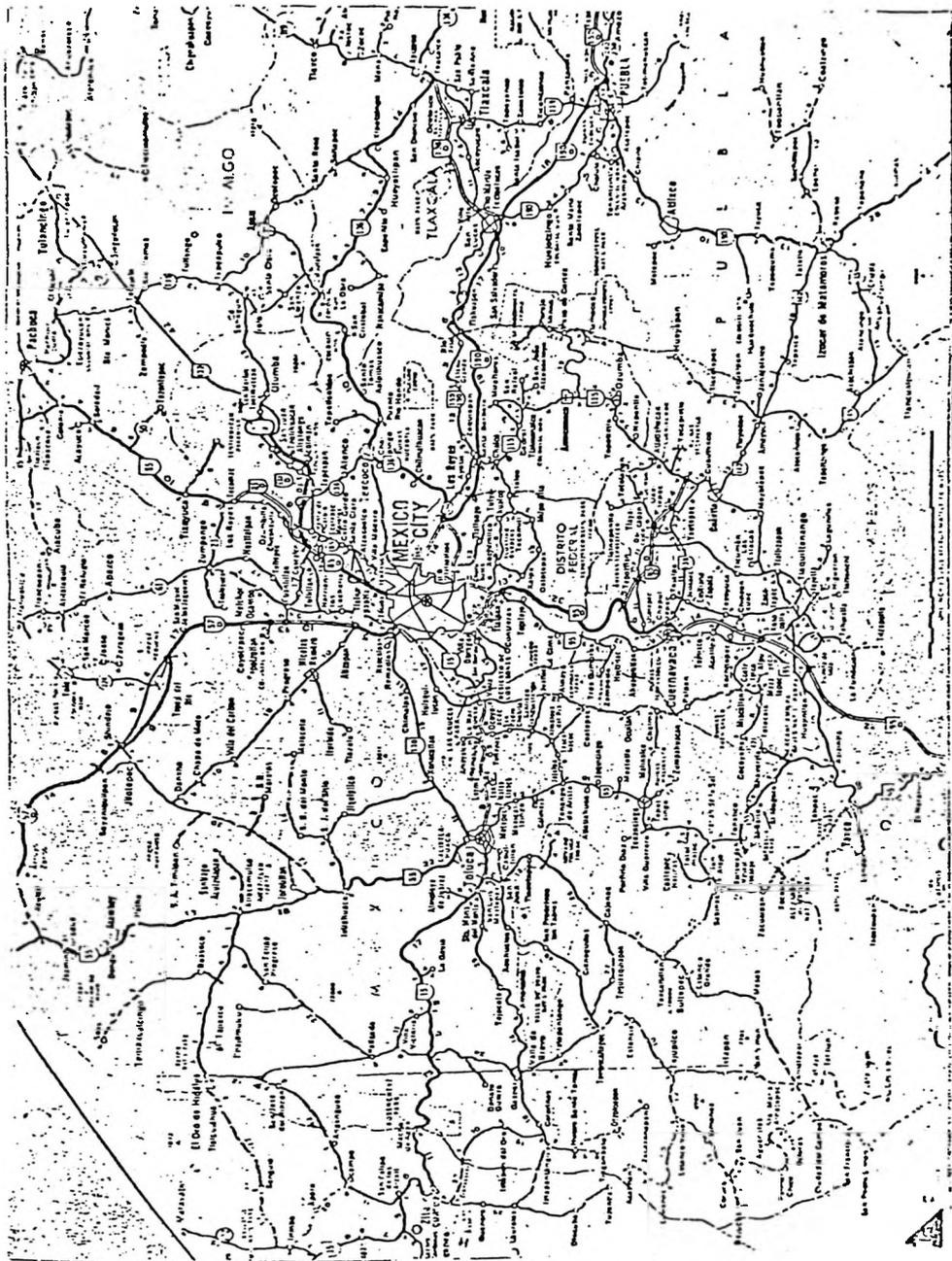
THE STARS
OVER
THE SUN STONE

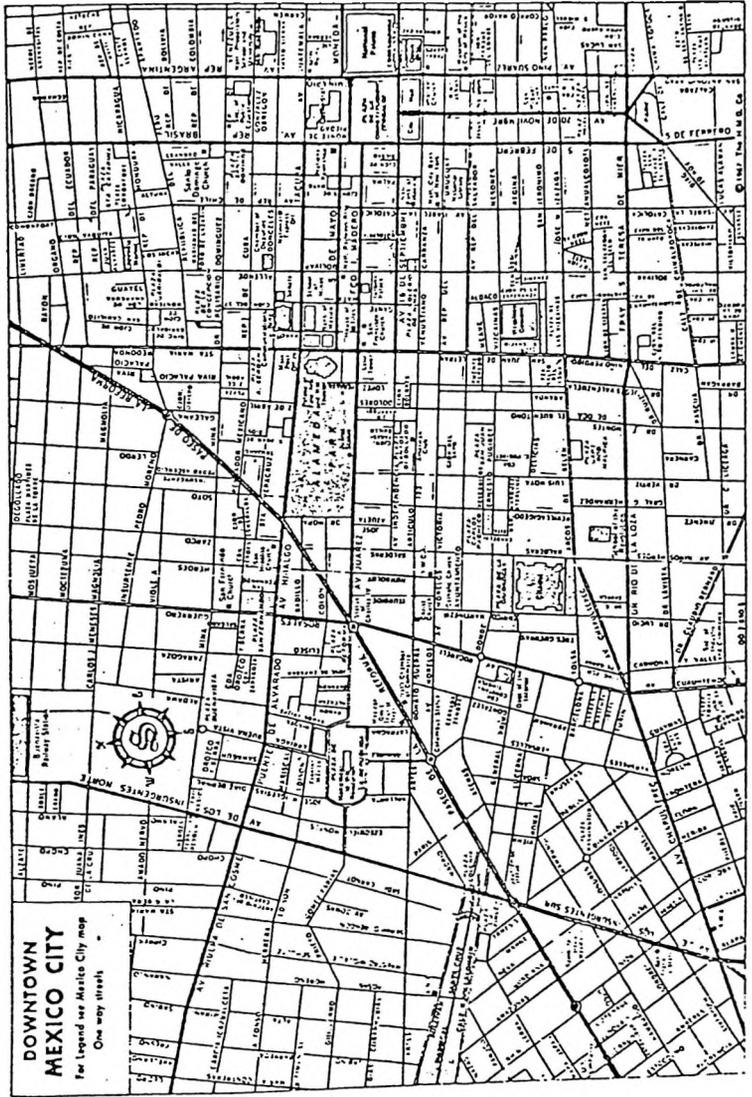
ALL AROUND THE BORDER OF THE SUN STONE ARE THE SIGNS OF A UNICAL TIME (LAVAS)

THE
ORBITAL
AS
SOLAR
OVER
THE SUN STONE



1871 BICK FLAMES,
MEXICO (18), D. F.





APPENDIX G

Easter Program In Mexico Application

The Spanish Department of St. Petersburg Catholic High will be conducting a spring trip to Mexico City with Mr. Burke leading the group. Departure from Tampa airport is scheduled for Sunday, April 7th with the return set for Tuesday, April 16.

Cost for the trip is expected to be \$245.00 per student. This will include:

Round-trip air fare on Pan Am from Tampa to Mexico City,
Nine nights in hotel in Mexico,
Charter bus tours to the Pyramids of Teotzcutlan
Chapultepec Castle, Museum of Anthropology, The National Palace, Teotzcutlan and Holy Week services at the Basilica of Guadalupe and the Cathedral of Mexico.

Students interested in joining the group should fill out the application on the bottom of this sheet and return it to Mr. Burke. A deposit of fifty dollars must accompany the application and will be applied to the total cost of \$245.00. The balance of \$195.00 is due on or before March 1st. Cancellations prior to March 1st will be refunded in full. Cancellation during March will be charged five dollars. No

refunds are made after April 1st.

NAME _____

ADDRESS _____

CITY, STATE, ZIP _____

HOME PHONE NUMBER _____

PARENTAL SIGNATURE GIVING PERMISSION TO PARTICIPATE:

Summer Program In Mexico Application

The Foreign Language Department of St. Petersburg Catholic High School will be sponsoring a six week academic program in Mexico City. It will include the following activities:

- 1.) Six weeks living with a Mexican family in Mexico City.
- 2.) Academic work in Spanish, History of the Mexican Revolution, and Pre-colombian history of Mexico.
- 3.) Travel to Puebla, Guanajuato, San Miguel de Allende, Cuernavaca, Morelia, Patzcuaro, Guadalajara, Acapulco and numerous other sites and cities in Mexico.
- 4.) A classroom on wheels approach to take advantage of the many historical places to be visited in Mexico.

Total cost for the entire program is \$665.00 and includes round-trip air fare from Tampa, housing, living expenses and travel expenses on the field trips, and academic programming. Not included are text books, personal spending money and incidental expenses which the student may incur.

The program begins on June 17th with departure from Tampa on Pan-American Airlines and terminates with return from Mexico City on July 29th.

A deposit of \$65.00 must accompany the return of this application. The balance of \$600.00 must be paid on or before May 20th. Cancellations prior to this date will be refunded in full. After May 20th a fee of \$20.00 will be deducted. After June 17th no refunds can be made.

STUDENT'S NAME _____

ADDRESS _____

CITY, STATE, ZIP _____

HOME PHONE NUMBER _____

PARENTAL SIGNATURE GIVING PERMISSION TO PARTICIPATE:

LETTER OF PERMISSION

CARTA DE PERMISO

To Whom It May Concern:

Permission is hereby granted by us, the parents/
guardians of _____ to enter Mexico with
the school group from St. Petersburg Catholic High in June
1974.

Signed:

Date: _____

NOTARY

Foreign Study League
de México S.A. de C.V.
Alianza del Estudio Extranjero

264



Un Servicio Educativo de
Reader's Digest Association, Inc.

SPRING IN MEXICO CITY

- Sunday. - Transfer to the hotel on arrival. After check in at the hotel your guide will drive you onboard a private bus through the Zocalo where you will visit the Cathedral; then drive on Reforma Avenue to Chapultepec Park -- where you will see from the bus the Castle and the - Anthropology Museum. Then you will drive through = the Lomas residential section before returning to your hotel. (Duration: 5hrs.)
- Monday. - Free for personal activities.
- Tuesday. - In the morning you will leave the hotel to visit the Pyramids of Teotihuacan, stopping on the way at the Plaza of the Three Cultures and in at a restaurant (meal not included) before returning to the hotel (II Duration: 5 hrs.)
- Wednesday. - Free for personal activities.
- Thursday. - Depart your hotel at 4 pm for Guadalupe Shrine where mass services will be attended and stop at a restaurant (meal not included) before returning to the hotel (III. Duration: 4 hrs.)
- Friday. - In the morning you will leave the hotel to visit Tepotzotlán Monastery. Stopping at a restaurant (meal not included) before returning to the hotel (IV. Duration: 5hrs.)
- Saturday. - At mid morning you will leave the hotel to visit the -- Bazaar Sabado where you will have time to visit this famous market and area of the City. Lunch will be at the San Angel Inn (meal not included) and will have time to - visit the El Carmen Convent before returning to the hotel. (V. Duration: 6hrs.)

.... .. 2

Foreign Study League

de México S.A. de C.V.

Alianza del Estudio Extranjero



Un Servicio Educativo de
Reader's Digest Association, Inc.

- 2 -

- Sunday. - An early morning departure will take you first to Xochimilco's floating gardens, where you will ride on a "trajinera" and enjoy some mexican music. - Lunch will be at Arroyo restaurant (meal not included). Afterwards, you will drive and stop at the University City, before continuing on to the bullfights! (VI. Duration: 8hrs.)
- Monday. - Morning at leisure. At 8 pm a bus will take you to El Pedregal residential area where you will be hosted in a private home (party not included in price), and will return you to the hotel at 11:30 pm. (VII. Duration: 8hrs.)
- Tuesday. - Transfer to the airport in due time.

APPENDIX H

Horario del Grupo de Florida--7 de abril hasta 16 de abril

Domingo Cambio del aeropuerto al Hotel Guadalupe, Av.
7 de abril Revillagigedo #36.

Vuelo: Pan American #557 de Tampa, Florida a la
 Ciudad de Mexico. Llega a Mexico a las
 11:40 de la mañana.

(Hay necesidad para dos camiones a encontrar
el avion a la hora indicada)

En la tarde un paseo por el centro en los dos
camiones.

(El zocalo, Reforma, Chapultepec) Dos horas
de duracion.

Comida en el Restaurante:

Hacienda de los Morales
Av. Vazquez de Mella #525

Despues de la comida regresar al Hotel como la
7:30

Costo:

Servicio de dos camiones por 7 horas cada uno
a \$60.00M.N. cada hora de servicio---
total-----\$840.00 M.N.

Lunes No necesitamos servicio.
9 de abril

Martes
9 de abril Un camion solo: Servicio a los piramides de
Teotihuacan.

Salir del Hotel a las 9:00 de la mañana.
Comer en el restaurante de la Gruta por los
piramides.

Regresar al Hotel a las 3:00.

Costo:

Un camion--servicio a los piramides--total--
\$625.00M.N.

Miercoles No necesitamos servicio.
10 de abril

Jueves Un camion solo: A la Villa de Guadalupe del
11 de abril Hotel.

(Todavia no sabemos la hora exata, pero estara
en la tarde por servicios de Jueves Santa en
la Basilica)

Despues de la Villa parando a comer en el
restaurante:

Fonda del Recuerdo
Av. Baja las Palmas #39-A

Casi cinco horas de servicio.

Costo:

Un camion por 5 horas a \$50.00 cada hora--
\$250.00 M.N.

Viernes Un camion solo: A Tepozotlan saliendo del
12 del abril Hotel a las 9:00 de la manana.

Parando a comer en el regreso
en VIPS en Satelite.

Costo:

Un camion--servicio total a Tepozotlan--\$625.00
M.N.

Sabado Un camion: Al Bazaar Sabado en San Angel.
Saliendo del hotel at las 10:00
de la manana.

Comiendo en el restaurante San
Angel Inn.

Regresando al Hotel por via de la
Ciudad Universitaria a las 4:00.

Costo:

Un camion por 6 horas a \$50.00 cada hora----
\$300.00M.N.

Domingo Un camion: Salir del Hotel a las 8:30 de la
14 de abril manana.

Ir primero al mercado Lagunilla
hasta las diez mas o menos.

Directamente a Xochimilco.
Despues de Xochimilco a comer en el
Restaurante Pepe Av. Insurgentes
Sur #1515

Despues de comer directamente a la
Plaza de Toros.

Despues de los toros regresando al
Hotel.

Costo:

Un camion--servicio total--\$420.00M.N.

Lunes Un camion: A San Angel. 7 de la noche hasta
15 de abril las 12.

Costo:

Un camion--4 horas a \$50.00 cada hora--\$200.00M.N.

Martes
16 de abril

Dos camiones: Cambio del Hotel Guadalupe al
aeropuerto.

Salir del Hotel a las 10:30 de la
manana.

Costo:

Dos camiones por una hora y media a \$50.00
cada hora--servicio total--\$150.00M.N.

Servicio total de todos los dias de la visita
deben costar alrededor \$3410.00M.N.

Tal vez el costo total no es exacto, pero me
puedes avisar si la diferencia es mucha.

Gracias por todo.

APPENDIX I

LUGGAGE INSTRUCTIONS

Baggage

Take a minimum of baggage and be sure to select the lightest weight of suitcase you can. The airlines limit each passenger to 42 pounds of luggage and any overweight is subject to an additional charge that you will have to take care of yourself. Remember, too, you will need some extra space in your suitcase for the return trip since you will have made purchases which will require packing space and contribute to the overall weight.

Clothes

Temperatures should be in the upper 70's to mid 80's during the day, but the evenings will be cool, so a sweater or light jacket will be needed. Mexico City is at an altitude of 7500 feet. June, July, and August are the summer rainy period, and proper clothing should be considered. Girls will need dresses, skirts, and/or slack outfits. A party type dress will come in handy for the Ballet Folklorico and other formal occasions. (Bring dress shoes also.) Boys

will need shirts and ties and a sport coat or suit. We will be travelling to coastal cities where temperatures are hot and very tropical. We also will be in cities and towns much higher than Mexico City where it will be cool--or perhaps even cold. The trip up the volcanoes will take us into below freezing temperatures.

Recommended clothing items:

1. A warm sweater
2. Light rain repellent jacket or coat
3. Bathrobe/pajamas
4. Bathing suit
5. Two towels
6. Wash and wear type shirts, blouses, etc.

Everyone should bring comfortable shoes as you will be doing a great deal of walking. Tennis shoes, jeans and rough type clothing will be needed on occasion, but for the most part OUT OF PLACE. Socks, underclothing, handkerchieves, etc., should be adequate for your needs.

Miscellaneous Items

Take a pair of sunglasses and whatever cosmetic items you think you will be needing. Bear in mind you are not moving there permanently, so only bring what is essential. A camera is a good way of capturing the highlights of your trip. All types of film are available in Mexico City, but the prices are higher than here at home. It would be advisable for you to bring your film with you from home.

WHAT YOU CAN BRING BACK!

Each visitor to Mexico may bring back free of duty articles not exceeding \$100.00 in retail value. Duty must be paid for all excess of this amount upon returning to the U.S. Minors may not return to U.S. carrying liquor or cigarettes; and no one may bring items such as plants or items manufactured in some communist countries; nor may they bring knives. Remember to use some common sense in your purchases--you have to pack what you buy into your suitcase for the return flight. The amount of things you can carry personally on the plane is limited by space, too. The less you take with you down there, the more room you will have to bring things back!

Money

U. S. currency and travelers checks in any denomination may be taken into Mexico. Currency can be changed at the Mexico City airport after arrival as well as any bank at almost any time. Banks are opened every weekday and money can be changed easily. You will find, however, that many merchants and restaurants will accept the U.S. dollars.

No Personal Checks can be cashed anywhere in Mexico under any circumstances!

ADDITIONAL COSTS

While your complete cost of \$665.00 is really rather complete you will, nevertheless, have some additional costs.

Some of these might be the following:

- 1.) Spending money for gifts to bring back. It would be helpful if you set yourself a limit as to how much you want to spend or make a list of the people for whom you wish to bring back something and approximate the cost for each. Budget yourself before you leave and you will avoid worries later on.
- 2.) Movies and plays that you may wish to attend: Generally movies are a fraction of the cost that they are here at home. Also you may wish to attend some sports event.
- 3.) City transit buses, streetcars and subway system: These costs are very low, streetcars are .02¢, buses are .04¢ and subway .09¢.
- 4.) Some lunches or snacks while you are traveling or away from your host family.
- 5.) Textbooks for the courses in language, Pre-columbian History and the History of the Revolution. Books may run from nine to twelve dollars depending on the level language you are in.
- 6.) Time will be made available during the program for one optional excursion to either Veracruz or Oaxaca. An estimate as to each would be about fifty dollars.

- 7.) You may wish to purchase some type of travel or accident insurance from you own insurance agent. Generally these would run from ten to fifteen dollars depending on the company and the amount of coverage.

SUMMER PROGRAM IN MEXICO

Things to be done before May 30th:

1. Fill out the Pan American Airlines tourist visa application form and return it to Mr. Burke.
2. Give Mr. Burke your birth certificate to be used for identification purposes with immigration officials. Your certificate will be returned at the conclusion of the trip.
3. Mexican law requires a minor entering the country to have a notarized letter of permission from the parents giving their permission. Return this form to Mr. Burke.
4. The balance of six-hundred dollars should be paid by this date.

Mr. Burke will be leaving for Mexico on June 8th. If you have any special problems or questions be sure to contact him at school or at home before that time.

His address is: 7885 Fourth Ave. South St. Pete
Telephone: 347-3512

After June 8th Mr. Gary Schonenberger (same address) will be able to help you. He will be accompanying the group on the plane.

The address of the host school we will be using in Mexico
City is:

Hamilton School
Alpes Num. 1140
Mexico 10, D.F.
Mexico

SPECIAL NOTICE - EASTER TRIP TO MEXICO

All students must be at the Tampa Airport at 9:30 A.M. on Sunday morning, April 7th. NO LATER THAN 9:30!

For those who do not have transportation, be at the High School before 9:30 A.M. if you want to ride the bus.

Report to Pan-American Ticket Counter first, upon arrival at Airport. A counselor will be there to assist you.

Then report to Pan-American gate on Second Floor, where you will be directed to the lounge where all students and counselors are to meet. There will be a counselor there to assist you also.

Orientation will be completed when all are gathered in the designated lounge on Second Floor.

The return flight from Mexico City on April 16 is Pan-American Flight #551 scheduled to arrive in Tampa at 5:10 P.M. Tampa time.

Our school bus will meet the plane at the airport for those who do not have return transportation.

PLEASE NOTE:

If you want Bus Transportation to or from the Airport, please check the appropriate box, clip and return to Mr. James Burke before Friday of this week (April 5th):

I will need a ride on the bus to the Airport on April 7th.

I will need a ride on the bus from the Airport on April 16th.

BUS PASSENGERS LIMITED TO 25 PERSONS.

APPENDIX J



EL UNIVERSAL COMPAÑÍA PERIODÍSTICA NACIONAL, S. A.

LIC. JUAN FRANCISCO EALY ORTIZ
Presidente y Director General

APARTADO POSTAL 808 BUCARELI 8, MEX. D.F.

Marzo 14, 1974.

Lic. James W. Burke
St. Petersburg Catholic High School
Jefe del depto. de Lenguas

Distinguido licenciado Burke:

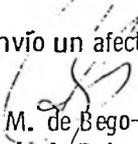
Por instrucciones de nuestro Presidente y Director General, licenciado Juan Francisco Ealy Ortiz, me es grato referirme a su atenta fecha 8 del presente y agradecemos cumplidamente los amables conceptos que expresa en ella.

Con relación a la visita que desean ustedes hacer a nuestro periódico, con la cual nos sentiremos honrados, el licenciado Ealy Ortiz ha dispuesto la organización de una comida en honor de usted y - sus alumnos después de la visita a nuestros talleres, el lunes 8 de abril, a las 12:00 horas y después de la visita la comida está programada en el Mesón del Caballo Ballo, restaurante típico de nuestra Ciudad, a las 14:30 horas del mismo día.

Le ruego atentamente, licenciado Burke, se sirva enviarme el número de alumnos que vendrán a México y sus nombres así mismo de los maestros que los acompañarán.

Si usted está de acuerdo con este programa, le suplico tenga la bondad de confirmarlo a la mayor brevedad posible, por la premura de tiempo para su organización.

Le envío un afectuoso saludo,


Alda M. de Bego-Ghina
Secretaría Privada del
Presidente y Director General



St. Petersburg, Florida

The Sunshine City—P. O. Box 2842

From the Office of the Mayor

May 3, 1974

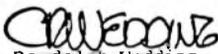
Mr. James W. Burke
Chairman, Foreign Language Dept.
St. Petersburg Catholic High School
6333 Ninth Avenue North
St. Petersburg, Florida 33710

Dear Mr. Burke:

Thank you for your letter of April 29th with news clipping from EL UNIVERSAL regarding the student trip during Holy Week; I appreciate your sharing the news with me.

We are very proud of our young people and wish them every success in their future programs.

Sincerely,


Randolph Wedding
Mayor

RW/hv

APPENDIX K

Rokeach Value Survey

Below is a list of 18 values arranged alphabetically. Would you arrange them in order of their importance to YOU, as guiding principles in YOUR life.

Study the list carefully. Then place a 1 next to the value which is most important for you. Place a 2 next to the value which is second most important to you etc. The value which is least important, relative to the others, should be ranked 18.

-
- _____ A COMFORTABLE LIFE (a prosperous life)
- _____ AN EXCITING LIFE (A stimulating, active life)
- _____ A SENSE OF ACCOMPLISHMENT (lasting contribution)
- _____ A WORLD AT PEACE (free of war and conflict)
- _____ A WORLD OF BEAUTY (beauty of nature and arts)
- _____ EQUALITY (brotherhood, equal opportunity for all)
- _____ FAMILY SECURITY (taking care of loved ones)
- _____ FREEDOM (independence, free choice)
- _____ HAPPINESS (contentedness)
- _____ INNER HARMONY (freedom from inner conflict)
- _____ MATURE LOVE (sexual and spiritual intimacy)
- _____ PLEASURE (an enjoyable, leisurely life)
- _____ SALVATION (saved, eternal life)

_____ SECURITY NATIONALLY (protection from attack)

_____ SELF-RESPECT (self-esteem)

_____ SOCIAL RECOGNITION (respect, admiration)

_____ TRUE FRIENDSHIP (close companionship)

_____ WISDOM (a mature understanding of life)

Rokeach Value Survey

Below is a list of another 18 values. Rank these in order of importance in the same way you ranked the first list on the preceding page.

-
- _____ AMBITIOUS (hard-working, aspiring)
- _____ BROADMINDED (open-minded)
- _____ CAPABLE (competent, effective)
- _____ CHEERFUL (lighthearted, joyful)
- _____ CLEAN (neat, tidy)
- _____ COURAGEOUS (standing up for your beliefs)
- _____ FORGIVING (willing to pardon others)
- _____ HELPFUL (working for the welfare of others)
- _____ HONEST (sincere, truthful)
- _____ IMAGINATIVE (daring, creative)
- _____ INDEPENDENT (self-reliant, self-sufficient)
- _____ INTELLECTUAL (intelligent, reflective)
- _____ LOGICAL (consistent, rational)
- _____ LOVING (affectionate, tender)
- _____ OBEDIENT (dutiful, respectful)
- _____ POLITE (courteous, well-mannered)

_____ RESPONSIBLE (dependable, reliable)

_____ SELF-CONTROLLED (restrained, self-disciplined)

Name _____ Grade _____ Date _____

PRE-SUMMER SURVEY

Questionnaire "A"

Please answer the questions as best and accurately as you can.

- 1.) How do you expect to spend your summer vacation?
(Check one of the following.)
- a.) Working for the most part
 - b.) Relaxing at home
 - c.) Traveling for pleasure primarily
 - d.) Attend summer school here at home
 - e.) Study and travel outside the U.S. primarily.
- 2.) What do you think will be the most significant achievement you will have by the end of the summer? (Check one of the following.)
- a.) A monetary increase
 - b.) educational development
 - c.) relaxation and a good time
 - d.) a combination of a and c
 - e.) a combination of b and c
 - f.) personal growth, development and broadening of insights as a result of new experiences and learning
 - g.) a combination of b, c and f
 - h.) a hot, sultry and uneventful summer.
- 3.) Do you think there is much to be gained by visiting or spending time studying in a foreign country during summer vacation?

3.) continued

_____ (Answer yes or no on the blank line.)

- 4.) Do you think a foreign experience for a student during the summer would: (Mark yes or no in front of each statement that you are in agreement with or in disagreement.)
- a.) _____ Provide new insight into cultures and beliefs different from our own.
 - b.) _____ Provide a gain in a student's self-confidence and reduce dependence on family or friends.
 - c.) _____ Become sensitive to the opinions of others and more understanding of other points of view.
 - d.) _____ Be an experience which can be achieved equally as well at home or anywhere in the United States.
 - e.) _____ Bring a better understanding of our own culture and our own country.
 - f.) _____ Provide a better understanding of the values and life styles of people different from us.
 - g.) _____ Be a costly experience reserved only for the upper-class and affluent kids.
 - h.) _____ Be o.k. if you can take all the change, the dirt, bad water and food, but really little educational value.
 - i.) _____ Be an experience which one day I hope to have myself.
 - j.) _____ To study in a foreign country is like brain-washing and makes you less American.

Questionnaire "B"

Would you answer the following questions regarding other countries, peoples and cultures?

- 1.) _____ Do you believe that life in other countries is harder and more unpleasant than life in the U.S.? (Write yes or no on the blank line.)
- 2.) _____ Would you prefer to visit another country (A) alone, (B) on an organized tour, (C) with someone you know who has been there before. (Write A, B, or C on the blank line.)
- 3.) _____ Would you be afraid to go to another country and live, eat and so on as the people of that country? (Yes or no)
- 4.) _____ Do you feel that you have a good knowledge of life in other countries? (Yes or no)
- 5.) _____ Have you ever lived or traveled outside the U.S. for more than two weeks? (Yes or no)
- 6.) _____ Do you see much positive value in studying or visiting other peoples, cultures or countries? (Yes or no)
- 7.) _____ Do you believe our schools provide adequate insight into the life, culture and beliefs of other peoples? (Yes or no)
- 8.) _____ Do you think that the teachers who do instruct you about other countries and peoples are sufficiently knowledgeable themselves? (Yes or no)

- 9.) _____ Where do you think you have most learned about other cultures, peoples and countries? (Write the letter of your choice on the blank line.)
- a.) Foreign language
 - b.) Social Studies
 - c.) Religion
 - d.) Home
 - e.) Other _____ (specify)
- 10.) _____ Would you be hesitant to date a young person from another country or culture? (Yes or no)
- 11.) _____ Do you think your parents would be hesitant about your dating a young person from another country or culture? (Yes or no)
- 12.) _____ Do you think that most Americans understand or appreciate other people or cultures? (Yes or no)
- 13.) _____ Do you think that Mexicans, Central and South American people are "Americans" too? (Yes or no)
- 14.) _____ Do you think it is fair to make comparisons between countries? (Yes or no)
- 15.) _____ Do you think the American military presence in other countries gives a positive image of the U.S.? (Yes or no)
- 16.) _____ Do you think the term "Ugly American" or "Yankee Imperialist" strikes the image most people in other countries have of us? (Yes or no)
- 17.) _____ Do young people in other countries enjoy music, dancing and dating like American youth? (Yes or no)
- 18.) _____ Do young people in other countries have to make the best of life without cars, rock-stereo, refrigeration and indoor plumbing? (Yes or no)
- 19.) _____ Do you think foreign schools and education programs are inferior to ours? (Yes or no)

20.) _____ Do you agree with the statement that the American people are the happiest people because the quality of living in the U.S. is the best? (Yes or no)

Survey Form "C"

There are 12 statements below. If you were in a position to deal with all of them what would be the order in which you would tackle the twelve? Place a number in front of each indicating the order you would follow in handling them.

- _____ Our state as #1 for quality of living.
- _____ Self financial security - good job - money in the bank.
- _____ A peaceful solution to the Middle-East and other conflicts.
- _____ City population control made workable here.
- _____ Freedom to go where I want and do what I want when I want.
- _____ A better and more balanced way of life for people everywhere.
- _____ National and local leaders with honesty and integrity.
- _____ A world at Peace.
- _____ County sewer and building restrictions resolved.
- _____ Eliminate welfare by providing jobs for everyone.
- _____ Adequate food and clothing for the world's needy.
- _____ Love, romance, adventure and not worry about the troubles of the world.

APPENDIX L

POST SUMMER SURVEY

Questionnaire "D"

Would you answer the following questions as best you can related to the summer vacation just concluded.

- 1.) _____ During the summer did you primarily:
(place the letter of your choice
on the blank line)
- a.) work
 - b.) relax at home
 - c.) travel for pleasure
 - d.) attend summer school at home
 - e.) study and travel outside the U.S.

If you answered either C or E please specify the name
of the area or country you spent most of the summer in:

- 2.) _____ Would you consider your summer to be educationally
profitable? (Answer yes or no on the blank line.)
- 3.) _____ Did you meet or come in contact with people of
another country or culture? (Answer yes or no
on the blank line. If your answer is no then
skip to #8.)
- 4.) _____ Was this contact more than a casual meeting?
(Answer yes or no on the blank line. If yes skip
to #8.)

- 5.) _____ Did your contact with these people or this culture cause you to change any ideas or preconceived images you may have had of them? (Answer yes or no on the blank line. If you answered yes please make a few comments regarding the change.)

Comments: _____

- 6.) _____ Did you learn anything new about other peoples or cultures that you think is of significant value? (Answer yes or no on the blank line. If you answered yes then please make a few comments regarding them.)

Comments: _____

- 7.) _____ Was your contact with another people or culture a real highlight in your life? (Answer yes or no on the blank line.)

- 8.) _____ Do you think there is much value in spending time during vacations in other countries to learn of other cultures and ways of life? (Answer yes or no on the blank line.)

- 9.) _____ Did your summer vacation (a.) fall short of (b.) achieve, (c.) exceed, the expectations you envisioned before its start? (Answer by placing the letter of your choice on the blank line.)

- 10.) _____ Do you think there has been a substantial growth and development in you over the summer because of the way you spent your vacation? (Answer yes or no on the blank line. If you answered yes please make a comment as to this growth or development.)

#10 continued:

Comments: _____

- 11.) _____ Do you think you have something substantial to share with your classmates this school year as a result of the way you spent your summer? (Answer yes or no on the blank line. If you answered yes please comment as to what you would be able to share.)

Comment: _____

- 12.) _____ Do you feel you have new insights into international affairs, worldmindedness and the world community of nations as a result of the way you spent your summer? (Answer yes or no on the blank line. If you answer yes please comment on some of your insights.)

Comments: _____

