

A COMMUNITY APPROACH TO EDUCATION:  
AN ANALYSIS OF THE RED CROSS YOUTH PROGRAM  
WITH RECOMMENDATIONS FOR CHANGE

by

RANDAL ERIC ORMSTON

B.A., University of Alberta, 1968

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS (EDUCATION)  
for the  
BEHAVIORAL SCIENCE FOUNDATIONS

© R. E. ORMSTON 1974

SIMON FRASER UNIVERSITY

June, 1974

## APPROVAL

Name: Randal Eric Ormston  
 Degree: Master of Arts (Education)  
 Title of Thesis: A Community Approach to Education:  
An Analysis of the Red Cross Youth Program  
With Recommendations for Change

## Examining Committee:

~~T. J. Mattinson~~, B.A., M.A., Ph.D., Professor: Communication Studies  
 Senior Supervisor

D.R. Birch, B.A., M.A., Ph.D., Dean of Education  
 Examining Committee

M. Halperin, A.B., A.M., Docteur de l'Université de Paris,  
 Professor: Political Science  
 Examining Committee

~~J. Phillipson~~, B.A., B.Ed., Associate Deputy Minister of Education,  
 British Columbia  
 External Examiner

Date Approved: Sept 19th. 1974.

PARTIAL COPYRIGHT LICENSE

I hereby grant to Simon Fraser University the right to lend my thesis or dissertation (the title of which is shown below) to users of the Simon Fraser University Library, and to make partial or single copies only for such users or in response to a request from the library of any other university, or other educational institution, on its own behalf or for one of its users. I further agree that permission for multiple copying of this thesis for scholarly purposes may be granted by me or the Dean of Graduate Studies. It is understood that copying or publication of this thesis for financial gain shall not be allowed without my written permission.

Title of Thesis/Dissertation:

A Community Approach to Education: An analysis of the Red Cross Youth Program with recommendations for change.

---

---

Author:

(signature)

RANDAL E. DRUMSTON

(name)

19/9/79

(date)

## ABSTRACT

One attempt at greater community involvement in preparing citizens of school age for community life is examined in this study. The largest volunteer agency in Canada, the Canadian Red Cross Society, as one representative of the community, has had a fifty year mandate to teach humanitarian principles in the school system. During that time, no studies of its effectiveness have been undertaken to enable it to meet new demands. This study analyzes the Red Cross school program, and recommends changes and new directions of activity to facilitate its ability to meet current needs.

The study utilized interviews, participant observations, and an exploratory survey of a stratified random sample of elementary school teachers in British Columbia. It was found that the program for youth achieved minimal effectiveness because of a lack of program evaluation, no "professional" staff, no common understanding of the aims and objectives of the program, poor and random record keeping, and inadequate patterns of communication to the teacher sponsor. Program materials were designed without consultation with educators and were not tested prior to distribution. The three broad and timeless objectives of the program, the budget, and the interests of the Canadian Red Cross Society provide the opportunity for valuable program innovations and production of materials and services not presently available.

The theoretical considerations chapter examines the process of valuing and in particular, the only universal moral value, according to educator

L. Kohlberg,<sup>\*</sup> "justice". It is stressed that flexibility and imagination are needed to produce a program of valuing rather than the teaching of specific values. Once value positions are achieved, then skills may be needed for one to express his or her values. Opportunities must then be provided for one to utilize the skills which one was motivated to acquire. The Canadian Red Cross Society can assist in the development of value positions, in the training for skills, and in the providing of necessary opportunities to express the value positions and skills.

Based on the theoretical considerations, on the survey of elementary school teachers, and on participant observation, thirty-two recommendations are made, focusing on the following four general areas: philosophy and objectives of the program, use of structure and resources in program planning, service and delivery system, and program content. It is further recommended that the Canadian Red Cross Society, in its continuing effort to meet the needs of the Canadian community, examine and adopt these recommendations as part of its educational program in the schools.

\*

L. Kohlberg is a professor at Harvard University and has conducted extensive research in moral development.

V  
FOREWORD

This research project provides both academic inquiry and an opportunity to apply the experience to benefit the community. Rather than presenting a new program, this research project report provides an analysis of the present Red Cross Youth program, and offers recommendations, based on this analysis, for a re-organization, and suggests new directions and means for developing a new program.

The study encompasses only the activities of the Canadian Red Cross Society within Canada as opposed to the world Red Cross organization as a whole. The inclusion, therefore, of the work of L. Kohlberg as a suggested theoretical base for program development recognizes the argument that his philosophical base may be culture-bound.

Ideally, one would like to examine the service, make adjustments, and re-implement the program in the same manner one might examine an automobile. However, such a program is dynamic and must continue while the research results are being interpreted and the report being written. As recommendations were realized, some were implemented immediately. For example, a Basic First Aid program utilizing proven elements for accident prevention, and including other-directed activity, was introduced to reduce the appalling death rate among Canadian children - the highest in the "developed world".\* Also, an Instructional Media Centre was established to produce audio-visual and print materials for use by teachers on themes that are compatible with the Red Cross educational objectives.

It is hoped that this report will stimulate discussion, and influence the activities of the Canadian Red Cross Society in education.

\* Refer page 98.

## ACKNOWLEDGMENTS

For their co-operation and partial funding of this research project, I most gratefully acknowledge the help of the volunteers and staff of the Canadian Red Cross Society (B.C.-Yukon Division), in particular the support of

Commissioner B. R. Howard .

For support, advice, research assistance, and critical and literary assistance, I wish to thank my favorite humanitarian and the most 'just' person I know,

Pamela J. Ormston .

VII

TABLE OF CONTENTS

	Page
ABSTRACT .....	iii
FOREWORD .....	v
ACKNOWLEDGMENTS .....	vi
LIST OF FIGURES .....	ix
Chapter	
I THE PROBLEM .....	1
Introduction	
Statement of Problem	
Significance of Problem	
Scope of Thesis	
Plan of Thesis	
References	
II THE RED CROSS YOUTH PROGRAM .....	9
Introduction	
Part A: Red Cross and Red Cross Youth	
History of Red Cross	
Canadian Red Cross Society	
History of Red Cross Youth	
The Development of Objectives within	
Red Cross Youth	
Part B: A Critical Analysis of Red Cross Youth	
Philosophy and Objectives of Program	
Use of Structure and Resources in	
Program Planning	
Service and Delivery System	
Program Content	
References	
III SURVEY OF ELEMENTARY SCHOOL TEACHERS .....	36
Introduction	
The Study	
References	



IV	THEORETICAL CONSIDERATIONS .....	Page 50
	Introduction	
	What are Values and the Valuing Process?	
	How are Values Learned?	
	Can Values be Taught?	
	What Approach to Valuing would be most Suitable and Effective?	
	References	
V	RECOMMENDATIONS .....	74
	Introduction	
	Philosophy and Objectives of the Program	
	Use of Structure and Resources in Program Planning	
	Service and Delivery System	
	Program Content	
	References	
	BIBLIOGRAPHY .....	107
	APPENDIX A Tables: Cross Tabulation of the Survey of Elementary School Teachers	
	APPENDIX B Survey of Elementary School Teachers: Sample Questionnaire	
	APPENDIX C Chi <sup>2</sup> Tables	
	APPENDIX D Miscellaneous Tables	

IX

LIST OF FIGURES

Figure		Page
1	International Red Cross .....	11
2	Red Cross Youth within the Canadian Red Cross Society...	19
3	Red Cross Youth Divisional Structure .....	25
4	A Schematic Representation of a Model for Program Development .....	68
5	Divisional Relationship to Community .....	91
6	A Schematic Representation to Illustrate a Sample Curriculum Development for Red Cross .....	95

## CHAPTER I

THE PROBLEM

## INTRODUCTION

A culture strives not only to advance or at least maintain itself but also to transmit the customs, beliefs and values inherent in that culture to its new members. And in an organized society, the key institution outside the family unit which is sanctioned to undertake that cultural transmission is the educational system. The school transmits knowledge and skills appropriate to the philosophical and technological sophistication of the culture and in so doing, acts as an agent of the society as a whole.

But culture does not remain static. In our own society, knowledge is expanding at an increasingly rapid pace. And new information, which demands that our thinking and planning take on a world perspective, questions the relevance of the very institutions we strive to maintain. Because of new information and the resulting changes forced upon us, the school is under constant pressure to know what is most important to teach. The curriculum, designed to prepare students to fit the occupational categories which make up our work force, faces a dilemma when work as we know it today may not be the pattern of the future. The anonymity brought about by urbanization and increasing population places an added strain on the educational system where the maturing student searches for self-identity, personal meaning and positive interpersonal relationships. Increased information brings with it new problems to contemplate: over-population, pollution, poverty, depletion of natural resources, insufficient food supply, the question of

peace... If our society is to cope, and if the school is to keep pace with this societal change, the task becomes one of training the new members of society to become responsible world citizens.

It is an enormous task - but one which is not the sole responsibility of the school system. The task belongs to the community as a whole.

"... Education is everyone's business and involves everything that living itself involves."<sub>1</sub>

"Education in the future will require a greater public involvement, a greater partnership between home and school, between the community and the school."<sub>2</sub>

Within our society, increasingly more complex, change takes place at many levels. And members of the community who organize into groups to bring about those changes deemed necessary to create a better society, share with the educational system responsibility for transmitting those innovations to new members. This can take place at two levels: (1) where a problem or concern is identified and until that same concern is adequately incorporated into the curriculum, the community must be prepared to introduce the concern into the school setting and to provide to educational personnel sufficient information and assistance to address the concern as it relates to the student, or (2) where the school attempts to incorporate into its curriculum those new concerns and problems recognized by the society at large, community agencies designed to address these same concerns must be prepared to reinforce teaching personnel by provision of current information and opportunities for the student to relate his learning in the classroom with meaningful community participation. In the first case, we will term the community involvement "extra-curricular" while in the second, the community is providing a "co-curricular" or "curricular" involvement.

The aim of this thesis is twofold: (1) to undertake a critical analysis of the educational program, both extra-curricular and co-curricular or

curricular of one community agency, the Canadian Red Cross, which has incorporated into its purpose and structure, the teaching of societal concerns and responsible citizenship within the school system, and (2) in light of current information and research, to establish guidelines for a program relevant to new needs and meaningful within the classroom of today.

#### STATEMENT OF PROBLEM

"The important part of school life still for most educators is 'school work', not school play or the acts of voluntary service undertaken by students in fulfilling their civic role inside and outside the schools... We seem strangely unprepared as people, psychologically and morally, for this pervasive change that is going on around and within us. So long as self-esteem is tied up in our patterns of evaluation and action with gainful employment, the skills, the arts, and sensitivity required for tasteful and creative consumption and play, for voluntary services to self and others, for voluntary civic services and reconstructions will remain in the periphery of social life and education."<sup>3</sup>

The structure of our society is such that a great deal depends upon volunteerism. New problems have historically been addressed by voluntary agencies founded for that purpose until these same needs have been met by governmental institutions. The same is true today. Yet we have done very little to prepare young people to take on these volunteer roles as part of their community responsibility. If the school is to provide a realistic preparation for the continuation of the societal structure which we understand, some provision for the teaching of principles which motivates one to care for himself and others must be included during these school years. In addition, the student must gain practical skills which will translate this motivation into community action and service to others.

"There is a serious lack of preparation and motivated volunteerism in the early learning experiences of children, particularly of those in underdeveloped neighbourhoods. Most of the training for volunteerism and the development of attitudes and values concerning volunteering should occur during the early years of school. The curriculum and the educational experience program should emphasize the giving and receiving of help."<sup>4</sup>

Our problem, then, is to develop a program design for the learning of and practicing of humanitarian principles in the classroom. Because we are analyzing and designing a program from within a voluntary agency rather than one from within the educational system, we are using the term "community approach".

#### SIGNIFICANCE OF THE PROBLEM

What is important or innovative about such an undertaking? Educators are not unaware that community and world concerns must be incorporated into the curriculum and some notable efforts have been undertaken to update the school program in this regard. But to date little or no research has been forwarded to indicate community responsibility in preparing citizens of school age for community life.

The community has, nevertheless, undertaken its responsibility for transferring the cultural value of humanitarianism. One of its chief agents in this task is the voluntary agency. One of these, the Canadian Red Cross Society, has through its Department of Youth sponsored an educational program set up to teach health and safety, international and intercultural understanding, and service to others. In 1972, Red Cross Youth celebrated its 50th anniversary in Canada. During this period of time and continuing to date, the Red Cross Youth program has carried a mandate to teach humanitarian principles in the school system in an extra-curricular and more

recently in a co-curricular role. But in that time no studies of effectiveness have been undertaken. Primarily because there has been no research component built into it, the program has not kept pace with new demands.

In view of the above, we feel this study is significant for these reasons: (1) Red Cross Youth has both a major responsibility and a mandate for teaching the principles of health and safety, international and intercultural understanding and service to others. (2) The agency is equipped - philosophically, structurally, and financially - to meet this responsibility. (3) The program must undergo a critical evaluation, and in view of the findings, an appropriate redesigning if it is to survive.

#### SCOPE OF THE THESIS

One hundred and twenty-two countries around the world are members of the League of Red Cross Societies. Of these, more than one hundred have an active youth program. The Canadian Society has a Red Cross Youth Department in all of its ten Divisions, embracing the ten provinces and the territories. While the responsibility for the Canadian Red Cross Youth program lies with the national director, each of the ten divisional directors, in fact, interprets, develops, and administers his own program. In this study, we are examining and redesigning the Youth program of the B.C.-Yukon Division of the Canadian Red Cross Society, a program involving five hundred schools and approximately eighty thousand students.

Our examination and recommendations for change fall into four broad areas which we feel must operate interdependently if the program is to be vital. These are (1) philosophy and objectives of the program, (2) use of structure and resources in program planning, (3) service and delivery system,

and (4) program content. Both the present and proposed programs will be discussed under these four headings.

The intent of this study is not to produce a completed and detailed program which, once instituted, runs the risk of becoming the victim of its own formula. Rather our plan is to develop a philosophy and structure through which Red Cross Youth can continue to create itself, responding to new needs and challenges as they emerge, utilizing innovative and proven educational and organizational methods; and to indicate some direction for this program development.

#### METHODOLOGY OF THE THESIS

To meet the two-fold aim of this study, we extracted information from a variety of sources. At the start of the study, we had available the program information prepared by the national Red Cross Youth office as well as an outline of the B.C.-Yukon Division Youth program. From this beginning, we collected information through participant observation and through interviews with staff of the B.C.-Yukon Division. To provide a perspective from outside the agency, we gathered data from a sampling of elementary school teachers in British Columbia through the survey method. To assist us in our evaluation and restructuring of Red Cross Youth, we looked to one additional source - the literature.

#### THE PLAN OF THE THESIS

Chapter II looks at Red Cross Youth as it presently exists and in relation to the world-wide Red Cross movement of which it is a part. The



chapter provides factual and subjective material in this critical appraisal of the Youth program.

Chapter III presents the design of and an interpretation of the findings of the survey of elementary school teachers.

Chapter IV is a look at the literature and provides a theoretical framework upon which a new program can be built.

Chapter V presents, in recommendation format, the guidelines to follow in establishing an up-to-date Red Cross Youth program.

## REFERENCES

1. Alberta Department of Education, Basic Goals of Education Draft Copy (Province of Alberta, 1973), p.1.
2. Ontario Provincial Committee, Living and Learning: The Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario (Toronto: The Newton Publishing Co., 1968), p.14.
3. Kenneth D. Benne, "Education and the Social Sciences," in The Volunteer Community, by E. Schindler-Rainman and R. Lippitt (Washington: NTL Learning Resources Corporation, 1971), p.25.
4. E. Schindler-Rainman and R. Lippitt, The Volunteer Community (Washington: NTL Learning Resources Corporation, 1971), p.35.

## CHAPTER II

THE RED CROSS YOUTH PROGRAM

## INTRODUCTION

The purpose of this chapter is to make a critical appraisal of the Youth program of the B.C.-Yukon Division of the Canadian Red Cross Society. Such a program, however, does not exist in isolation. It would be irresponsible to evaluate Red Cross Youth at the local level without giving due consideration to its historical beginnings and subsequent developments, its stated philosophy and objectives, and its relationship to the working body of which it is a part.

What, then, is Red Cross Youth? How did it develop? Why does it exist? And what are its responsibilities to or directions from the worldwide Red Cross movement? Pre-requisite to our subjective discussion is a brief look at the growth of the Red Cross as a global institution, of the Canadian Red Cross as a member Society, and of the Youth program as it emerged internationally, nationally and locally.

To clarify the distinction between the factual and the subjective, we have divided the chapter into two parts. Part A is concerned with the historical development of Red Cross and Red Cross Youth; Part B is an evaluation of the operation at the local level under the four headings outlined in Chapter I, namely, philosophy and objectives of the program, use of structure and resources in program planning, service and delivery system, and program content.

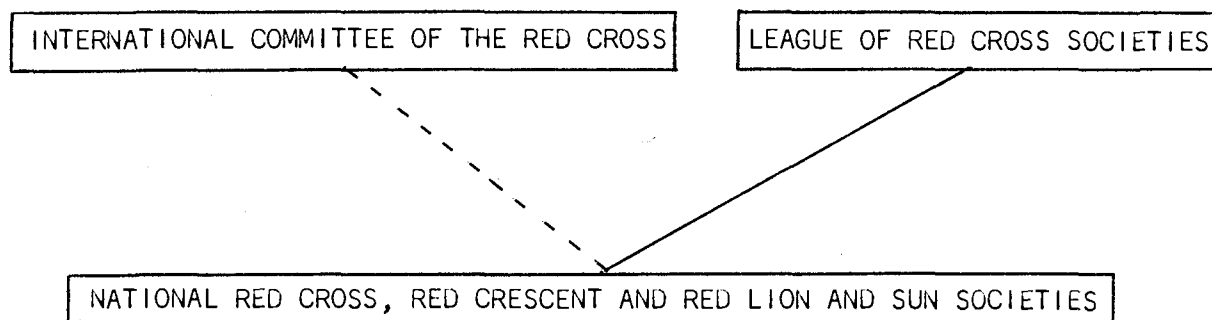
## PART A

THE RED CROSS AND RED CROSS YOUTH

## HISTORY OF RED CROSS

Origin: Henri Dunant:

Henri Dunant, a wealthy Swiss businessman, having some problems with his investments in Algeria, decided to seek the influence of Napoleon III, the Emperor of France. Hoping for an audience with the Emperor, Dunant travelled to meet him in northern Italy where he happened upon the horrifying scene of the battle of Solferino (1859) where France and Sardinia fought with the Austrians. Over forty thousand men lay dead or dying without help. Dunant was so overcome by the scene that he abandoned his mission and began immediately to care for the wounded, pleading with the inhabitants in nearby villages to help him. The experience so moved Dunant that he committed himself to the establishment of an international humanitarian organization. His book, A Memory of Solferino, and his personal efforts produced the first International Committee of the Red Cross to promote the establishment of relief Societies in each country whose responsibility in time of war would be to care for the wounded. His efforts resulted in bringing together 17 nations to formulate the first Geneva Convention in 1864, a major contribution to the establishment of international law. Henri Dunant's efforts produced a world movement of humanitarian concerns. For this he was awarded in 1901 the first Nobel Peace Prize. (The International Committee of the Red Cross received the Nobel Peace Prize in 1917 and in 1944, and again in 1963 jointly with the League of Red Cross Societies).

Structure:Fig. 1. International Red Cross<sub>1</sub>International Committee of the Red Cross (I.C.R.C.):

The I.C.R.C. is international in its action only, as all members are Swiss nationals. (Switzerland does not belong to the United Nations, a non-neutral body, but instead gives financial support to the I.C.R.C.)

The essential role of the I.C.R.C. is to "take action in its capacity as a neutral institution especially in case of war, civil war, or internal strife; to endeavor to ensure at all times that the military and civilian victims of such conflicts and their direct results receive protection and assistance."<sub>2</sub>

The support for the efforts of the I.C.R.C. comes from the mutual recognition by all nations of the international, humanitarian laws of the Geneva Conventions. The Committee is the promoter of the Geneva Conventions,

and is guardian of the Red Cross Principles on which all Red Cross Action is based: humanity, impartiality, neutrality, independence, voluntary service, unity and universality. Although it does not govern them, the I.C.R.C. grants international recognition to national Red Cross Societies.

#### The Geneva Conventions:

The Conventions are detailed international laws. In brief, the four Conventions are as follows:

- 1) The amelioration of the condition of the wounded and sick in the armed forces in the field.
- 2) The amelioration of the condition of wounded, sick and shipwrecked members of armed forces at sea.
- 3) The treatment of prisoners of war.
- 4) The protection of civilian persons in time of war.

#### The League of Red Cross Societies:

In 1919, after World War I, Henry P. Davidson, Chairman of the American Red Cross War Council, suggested that a federation of National Red Cross Societies form "to work out and propose to the Red Cross Societies a program of action on behalf of the general welfare of humanity".<sup>3</sup> On May 5, 1919, the League of Red Cross Societies was founded. From the original 26 members it has grown to 122 countries today and over 200 million members.

All members are equally represented. The League operates a number of bureaux to co-ordinate the efforts of the member societies.

The Administration Bureau, as one of its main functions, maintains a close liaison with governmental and non-governmental organizations, particularly the many specialty agencies of the United Nations (W.H.O.; U.N.E.S.C.O.; I.L.O.; U.N.H.C.R.; and U.N.R.W.A.)

The Relief Bureau, Medico-Social Bureau, and Nursing Bureau co-ordinate

efforts and assist member nations in their varied services.

The Youth Bureau is the co-ordinating centre for Red Cross Youth throughout the world. Today there are Red Cross Youth departments in over 100 countries with over 80 million members. The Bureau through publications facilitates contacts and exchanges between countries. It encourages the inauguration of new Youth departments and assists with organization and expansion of new or less developed programs.

#### THE CANADIAN RED CROSS SOCIETY

##### History:

Confederation became a reality four years after the birth of the Red Cross Movement. In 1885 the red cross was used as a symbol of mercy on the battlefield for the first time in Canada during the Riel Rebellion. In 1896 a group of Canadians met in Toronto to form the first overseas branch of the British Red Cross. In 1909, the Canadian Red Cross Society Act was passed by the Canadian Parliament, establishing the Canadian Red Cross Society as a corporate body. The International Committee of the Red Cross recognized the Canadian Red Cross Society as an independent National Society, making it a full partner with other National Societies in 1927. Today, the Canadian Red Cross Society consists of ten Provincial divisions and over 1,000 community branches.

##### Purpose:

As outlined in its charter, the Canadian Red Cross Society was established,

"To furnish volunteer aid to the sick and wounded of armies in time of war, in accordance with the Treaty of Geneva;  
 "In time of peace or war, to carry on and assist in work for the improvement of health, the prevention of disease, and the mitigation of suffering throughout the world."

### Structure:

The Society is governed by a Central Council consisting of 58 volunteer members. Each of the ten provincial Divisions elects 3 members to the Council. The 30 divisional representatives then co-opt 28 additional members who serve in a personal capacity and do not represent a Division.

Each provincial Division enjoys a great measure of autonomy, and thus has jurisdiction over its own operations and administration, including the work of its community branches.

### Standing Committees:

Standing committees, composed of volunteers experienced and interested in many facets of Red Cross services and programs, serve in an advisory capacity to Central Council, the Divisional Councils and the Branch Executives. These committees submit proposals, suggestions and criticism on the various activities of the Society at their respective levels. In essence, they are the policy makers of the organization.

The following are standing committees: Awards, Blood Donor Recruitment, Blood Transfusion Service Policy, Blood Scientific Advisory, Budget, Campaign, Canadian Red Cross Corps, Disaster Services, Homemakers Services, Red Cross Youth, Nursing, Public Relations, Retirement, Staff, Veterans' Services, Water Safety Services, and Women's Work.

From time to time other committees of volunteers are formed to advise on specific projects such as general and group life insurance, real estate, the construction of new buildings, etc.

### Operation of Services:

Supported by an establishment of medical, nursing, technical and administrative personnel, it is estimated that volunteers perform over 90 per cent of Red Cross work in Canada. The Women's Work Committee has sewing



and knitting groups from coast to coast. Teachers direct the activities of Red Cross Youth in schoolroom branches and clubs. Care in the Home Courses, First Aid, and Water Safety are taught by volunteer instructors. Veterans' Lodges are almost completely manned by volunteers. Members of the Canadian Red Cross Corps are constantly giving service to both Red Cross programs and the community. Women regularly visit patients in veterans' hospitals. One of the most significant voluntary contributions is that of the hundreds of thousands of Canadian citizens who, through the medium of the National Blood Transfusion Service, give their blood. In addition, thousands of volunteer workers raise funds for the Society's annual requirements.

The volunteer officers at Branch, Division and National levels of the Canadian Red Cross Society are responsible for the administration of all funds. Under the Bylaws, officers cannot accept any remuneration. Volunteer staff committees decide how many paid staff are needed to ensure continuity and technical guidance of Red Cross programs and services. The salaries of staff are also determined by those volunteers.

#### Red Cross Youth:

The payment of all administration costs of Red Cross Youth is the responsibility of the Canadian Red Cross Society. All funds raised by Youth members are devoted to their work for youth in Canada and throughout the world.

The "Red Cross Youth Fund for Needy Children" provides food, clothing, medical supplies, technical assistance and materials for self-help projects for children in all parts of the world.

Red Cross Youth is recognized by Canadian Departments of Education as an educationally acceptable part of the school program. Health, safety service, international and intercultural understanding are the program's objectives.

## HISTORY OF RED CROSS YOUTH

International:

At the Cannes Medical Conference in 1919 Dr. C. A. Winslow, Professor of Public Health at Yale University, emphasized that Red Cross could not effectively implement its public health program unless school children were included in its membership. The Conference went on record in the following resolution:

"That the training of school children in all grades by thoroughly qualified teachers in the subjects of personal hygiene and the inculcation of proper habits during school life are perhaps the most important undeveloped measures for permanently improving the health and contributing to the welfare of the people."<sup>5</sup>

This recommendation was discussed at the subsequent provisional meeting of the League of Red Cross Societies when it was decided that there should be a Junior Red Cross organization within the framework of Red Cross Societies and that it should be an educational program carried on in the schools. This was later formalized in a resolution of the General Council of the League of Red Cross Societies, March 1922, which reads in part as follows:

"The... Junior Red Cross is organized for the purpose of inculcating in the children of its country the ideal of peace and the practice of service, especially in relation to the care of their own health and that of others, the understanding and acceptance of civic and human responsibility and the cultivation and maintenance of a spirit of friendly helpfulness towards other children in all countries."<sup>6</sup>

The same resolution contains the following significant paragraph:

"(The General Council)... recommends that every National Red Cross Society should endeavor to organize the enrolment of school children as Junior members, the conditions of Junior membership being adapted in each case to the school system of the country. The General Council recognizes the fundamental importance in this matter of meeting the views of members of the teaching profession, who are the natural leaders of the movement, and upon whose co-operation its success depends."

National: Canada:

The first record of school children organized for Red Cross work was in St. Mary's Collegiate, St. Mary's, Ontario, in 1899. This group raised money, knitted clothing and packed parcels for Canadian Soldiers in the South African War. Similar groups were organized during World War I. The first of these, of which there is a record, was organized in Quebec City on August 8th, 1914. The first charter was issued to a Branch in Northgate, Saskatchewan, in 1915. This seems to be the first instance of the word "Junior" being applied to a Red Cross branch. The League of Red Cross Societies, in its booklet "Junior Red Cross", published in 1927, records the event as follows:

"In 1915, the Province of Saskatchewan applied for and was granted the first local Children's Red Cross Charter issued by a national (Red Cross) organization."<sup>8</sup>

By September 1919, the Saskatchewan Division reported the formation of 195 "Junior Red Cross Societies". An early association with the school system is indicated in the report of the Chairman of the Junior Red Cross Committee to the Annual Meeting on "the work done by the schools throughout the province during the entire war". The Chairman, even at this early date, forecast a Junior Red Cross peacetime program, which, in Saskatchewan, was to assume major proportions in the years to come: "Their work in future is to raise money to assist all crippled children in the Province."<sup>9</sup>

Recognizing the potential of a youth movement, the Canadian Red Cross Society, in 1920 decided to establish the Junior Red Cross. The first National Director, Miss Jean E. Browne, at the time of her appointment in 1922 was Director of School of Hygiene (Saskatchewan) Department of Education, President of the Canadian Nurses Association and later Chairman of the

Public Health Nursing Section of the Canadian Public Health Association.

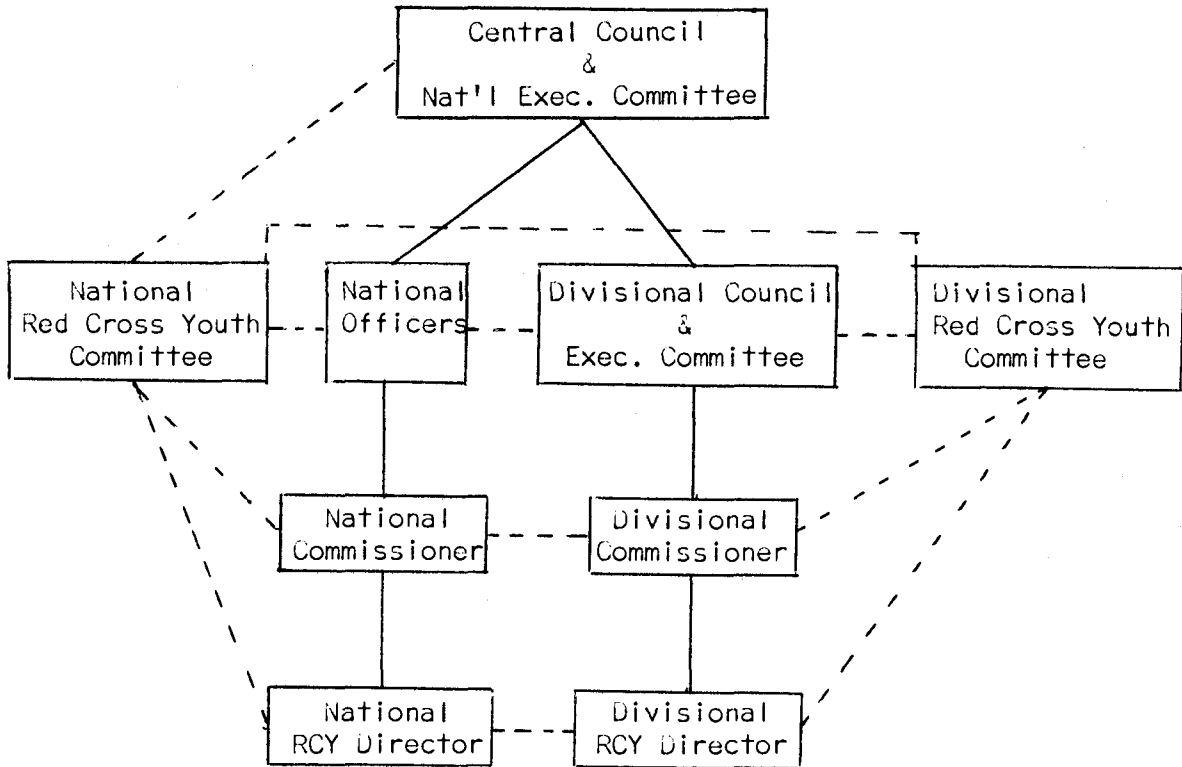
Miss Browne once wrote in 1922 in the Society's annual report:

"The Junior Red Cross movement may be said to rest primarily on the conviction that the birthright of every child is a sound, clean and strong body, that health is desirable and necessary, that health is attainable, that it can be attained and maintained only with the intelligent support of the children themselves through the practice of simple habits of living which are based on accurate knowledge and experience and that these desirable habits may be and should be cultivated in the school children and encouraged by teachers as an integral part of education."<sup>10</sup>

Miss Browne's leadership and organizational ability were recognized by the International Committee of the Red Cross in 1939 when she was awarded the Florence Nightingale Medal.

#### Divisional:

There are ten divisions in Canada encompassing all provinces and the territories. Each division has a Red Cross Youth Director with full-time office and field staff. The director is responsible for the administration and promotion of the program. The director is in a "schizoid" position of being responsible to the National Director for program, and responsible to the Divisional Commissioner for budget and general staff policy. The Divisional Youth Committee is to advise the Commissioner and Director and make recommendations to the Divisional Executive Committee on program matters.



Note: Solid lines indicate control. —————  
 Dotted lines indicate advice. - - - - -

Fig. 2. Red Cross Youth within the Canadian Red Cross Society. 11

## THE DEVELOPMENT OF OBJECTIVES WITHIN RED CROSS YOUTH

Health:

With a sense of urgency prompted by post World War I statistics that illustrated the poor state of health of Canadians, the Junior Red Cross pioneered a practical public health education program in Canada.

The Junior Red Cross health program provided the incentive to develop a sense of responsibility for personal health. It was recognized that the mere learning of facts of hygiene, physiology and anatomy was not sufficient to encourage action. To enthuse pupils to care about their health was a major task of the Junior Red Cross. Health educators in both Canada and the United States gave approval to the quality and variety of Junior Red Cross teaching aids.

Service to Others:

Once pupils were sensitized to personal health needs, the program expanded to include the development of a concern for one's environment and the health of others. In 1921 the Division of Public Health Education reported to the Ontario Provincial Board of Health, "approximately 300 medical officers of health send in their reports yearly on the sanitary conditions of schools, and in many cases the conditions are deplorable. The unsanitary state of the closets, the absence of washing facilities for the children, the lack of care in providing drinking water, etc. are matters of great concern and need to be given more attention."<sup>12</sup> Such deplorable conditions were not confined to the rural schools of Ontario. By 1925, the Chief Inspector of Schools of Prince Edward Island wrote of the Junior Red Cross in his annual report:

"A great deal has been contributed to the sanitary and hygienic condition of many schools through the organization of these splendid little societies among the pupils. Wherever these societies have appeared, the open pail for drinking water and the common cup have

disappeared, the hygiene taught has been of a more practical nature, and in general the school room and its surroundings have been rendered more homelike." 13

At that time, the only health service available to many children of poor families was through Junior Red Cross. Fund raising became a means for helping these children.

Physical defects in children constituted a major health problem, yet there was no official agency set up to provide treatment for those unable to finance it themselves. The Ontario Society for Crippled Children was not established until 1922 and the Quebec Society not until 1930. There was no further expansion of these societies until 1949 when the Manitoba Society for Crippled Children was organized. By 1953, there were societies for crippled children in all provinces except Newfoundland and Prince Edward Island. A Junior Red Cross Handicapped and Crippled Children's Fund was established in 1922. By 1928, 6,399 crippled or handicapped children had received treatment through this Fund, at a cost of over  $\frac{1}{2}$  million dollars. 14

The high school Junior Red Cross groups became actively involved in health service and education. In many cities they undertook to have the whole school population immunized against diphtheria and vaccinated against smallpox. Thoroughly briefed on the need for such protection, their committees spoke to each classroom persuading the pupils to get the necessary written permission from their parents. With a schedule planned, other 'Juniors' served as clerks, nurses' aides, traffic guides and messengers at the clinics. In the process they learned about communicable diseases, their causes and prevention. They learned to co-operate, to organize and to publicize. They learned that the public health services belonged to them and needed their support. In other communities high school 'Juniors' undertook the complete organization of T.B. X-Ray canvassing. The result was a great

increase in the number of persons X-rayed and a popular acceptance of its importance.<sup>15</sup>

More recently, high school groups have assisted with the promotion and operation of Blood Donor Clinics. In 1947, the National Committee for School Health Research, a joint undertaking of the Canadian Public Health Association and the Canadian Education Association, reported:

"Perhaps the greatest single factor which has affected the health teaching in the schools is the organization of Junior Red Cross branches."<sup>16</sup>

#### International Friendship and Understanding:

Once major progress was achieved in public health in Canada, the program once again expanded, this time to include a concern for the health of children in other countries. In addition to helping financially in a disaster, projects of a "self-help" character and usually of a pilot nature were initiated in various countries. The international program was also used as an educational experience to make Canadians conscious of the world community.

The Canadian projects were varied and many. In Hungary, for example, in 1957, after the revolt, Canadian Junior Red Cross contributed equipment for a children's hospital near Budapest. In 1958, the Canadian Juniors sponsored a physiotherapist and purchased equipment for use in Morocco after many children became paralyzed after ingestion of cooking oil adulterated with jet engine detergent. Milk distribution centres were established in the Congo in 1960, and a Crippled Children's Home was built in Hong Kong.<sup>17</sup>



## PART B

A CRITICAL ANALYSIS OF RED CROSS YOUTH

Information upon which to evaluate the Youth program was not so readily available as was historical documentation of the Red Cross. What was in print was sketchy. Most information had to be collected through observation and interviews.

The data which follows was accumulated beginning January 1972 and continuing for the remainder of the school year. During this six month period, documentations were made on the philosophy and objectives of the program, the structure and resources utilized, the service and delivery system, and the content of the program.

## PHILOSOPHY AND OBJECTIVES OF THE PROGRAM.

"Canadian Red Cross Youth has a three-fold objective:

- (1) to improve the health of its members and raise the standards of health and hygiene in the communities in which they live;
- (2) to inculcate the idea of service to others, as a responsibility of citizenship, by providing incentive and suitable channels for social and community service;
- (3) to foster international friendship and understanding."<sup>18</sup>

This national policy statement of Red Cross Youth objectives is clear enough. And the philosophy of Red Cross, and hence Red Cross Youth, as declared in its international principles, is well documented. In view of this, one might be able to expect that there would be little or no variation in staff opinion as to what the program is about. In order to ascertain how consistent were the views as to the purpose of the program, we interviewed staff at all levels of the hierarchy who in some capacity affect the

finished product. Here are the responses.

"It had always been intended that the Red Cross Youth Program would assist the teachers in their very broad task of helping youth prepare for a happy and useful living. The basic guidelines were the Red Cross Principles and the primary goals.... were Health, Service and International Understanding."

(Interview: National Director Red Cross Youth)

The essence".....of Red Cross Youth or Junior Red Cross has been to get the youth of the day interested in his fellow man in a welfare or missionary way. (It is a feeder-system)...for keeping the society alive in future whether it is in the blood program or in the international program."

(Interview: Divisional Commissioner)

Red Cross Youth is a program to ".....educate youth in the Red Cross Principles and (to develop an attitude for) volunteering in our country."

(Interview: Divisional Assistant Commissioner)

"One of the main aims of our program in the schools is to develop and encourage the humanitarian principle of students helping students which we hope will set a trend for the future. However, we must ever strive to encourage the students to do it through Red Cross."

(Interview: Divisional Red Cross Youth Director)

The following is a written statement by a former B.C.-Yukon Youth Director.

"The prime purpose of the Junior Red Cross program is to make children everywhere knowledgeable about Red Cross and the Geneva Conventions which is a very important part of Canadian International Law." 19

"Objective: To promote Red Cross in the schools."

(Interview: Field Consultant)

The above quotations, although in all but one case at least partially correct, illustrate the different interpretations of the objectives for Red Cross Youth. It is obviously very difficult to develop a program, to meet objectives and to maintain continuity where there is diversity in the interpretation of objectives at all levels of the Divisional hierarchy.

In the course of the interviews, a more serious concern in relation to philosophy and objectives emerged. When asked what they felt the Youth

program offered to the community and to other departments within Red Cross itself, two Youth staff members responded this way:

"No attempt is made to be an educational service, it is only a 'what they can do for us' attitude."

(Interview: Field Consultant)

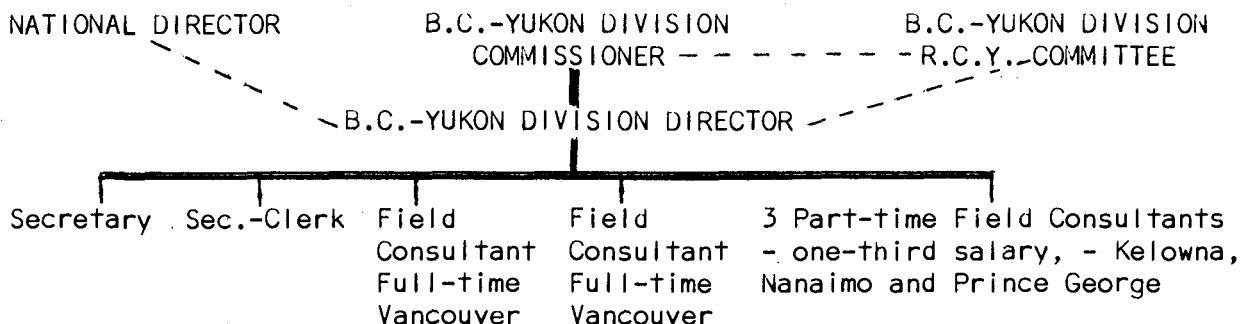
"The Youth Department has obviously little 'prestige' in the eyes of Division's senior staff. One director told us quite frankly that if he were made commissioner, his first action would be to close the Department. It is viewed by many as a costly and useless anachronism."

(Interview: Field Consultant)

These statements illustrate more profoundly what other quotations only imply, that those responsible for achieving the objectives of the program were not fully aware of what those objectives were, and were thus not providing the necessary leadership to reach them.

USE OF STRUCTURE AND RESOURCES IN PROGRAM PLANNING .

The existing structure within the B.C.-Yukon Division of the Canadian Red Cross Society as it relates to the Department of Youth can best be illustrated by the diagram below.



(Note: Solid lines denote control; broken lines denote advice.)

Fig. 3. Red Cross Youth Divisional Structure

The Red Cross Youth director is responsible for program to the national director, while responsible to the divisional commissioner for budget and general staff policy. The director is hired by the commissioner. It is the responsibility of the director to "interpret and develop the philosophy and program of Red Cross Youth within the division and provide leadership, leaders and training facilities to carry out the program; provide material, direction and supervision to (staff) members of the Department of Youth who are promoting the program in the schools; organize, implement and supervise the administration of the Youth Department". (from job description).

There are two full-time and three part-time field consultants responsible to the director. Their responsibilities are to "visit schools and explain the Red Cross Youth program to principals, teachers and students; help develop youth programs and projects, and assist with the preparation of seminars and workshops". (from job description). The two full-time field consultants are located in the Vancouver office. Both consultants have as their area, Greater Vancouver, with one of them spending one week out of each month in Greater Victoria. The part-time consultants are stationed in Nanaimo, Prince George and Kelowna.

Two secretarial office staff are responsible for correspondence and exchanges between schools, and the processing of a fund set up to help finance special health care costs for needy children.

The Red Cross Youth Committee is to act as an advisory group to the Youth program. The Committee is to advise the commissioner and director, and make recommendations to the Divisional Executive Committee on program matters. The present Committee does not initiate program or pilots. It is virtually inactive, and its primary function is to be a body which can be 'reported to'.

The existing use of structure and resources makes for some inefficiencies. The Youth director operates in a "schizoid" position. The creativity and energies of the field consultants are restricted by their generalized responsibilities. The abilities of capable and qualified volunteers cannot be realized as the present Red Cross Youth committee operates.

Built into the structure of any program must be some system of record-keeping and evaluation. No system for evaluating the program existed and statistics and record-keeping were mostly piece-meal and unreliable. Appendix D contains the records that were accumulated over the past few years. From year to year, the method for the collecting of data changed, or was nearly eliminated and guesses were sometimes recorded as actual figures. Although the national statistics are based on a school year, and the divisional statistics on a calendar year, there are great discrepancies. When accumulating data of classroom enrolments on a calendar year basis, for example, if a school enrolled in March of one school year, and again in September of the following school year, that school would be recorded twice for the same calendar year. One year the enrolment was recorded as "increased" while there were no figures for the previous year on record.

#### SERVICE AND DELIVERY SYSTEM

Each September a kit of information is mailed to every school in British Columbia and the Yukon. Contained in the kit is a copy of a resource catalog, an enrolment card, a list of free and cost supplies, and a letter to the principal. Staff were constantly frustrated by the fact that so many teachers report they have not seen the kit.

The field consultants visit principals and teachers to invite them to

participate in the program. When given the opportunity, the consultants also talk to the students telling them about Red Cross and its activities. The students are encouraged to enrol in the program as a Junior Red Cross Club, or if in a high school, as a Red Cross Youth Club. The teacher is the sponsor.

The Teachers' Guide outlines the following:

"In the classroom, the pupils are encouraged to select the projects and activities which interest them and to develop their own methods of operating."<sup>20</sup>

Encouragement to do "good community things" seemed to be the function of the field consultant. Many teachers already were involving their students in community work. The additional encouragement by a Red Cross field consultant was sometimes redundant and not too helpful.

Although it is clearly stated that the purpose of the clubs is not to raise funds, except as an educational experience to a specific end, fund raising seemed to be a pre-occupation with the staff. The importance of a school was often directly associated with the size of its donations. Although some of the projects were locally executed, great effort was spent to try to have the classroom spend the funds through Red Cross so that it "goes through our books". This seemed to be a statistical concern. Great concern was expressed by most staff members at the successes of U.N.I.C.E.F., Oxfam and CARE in getting students to raise large sums of money for their respective causes.

The field consultants also encourage the teacher to make use of the Red Cross services listed below. She informs the teacher how these services can fit into the curriculum. (i.e. Social Studies, Language Arts, Art, etc.)

Areas for change within the service and delivery system are obvious. The method of getting Red Cross information to the schools is ineffective. The

youth club is an outdated concept. The emphasis on fund-raising is not educationally sound. Providing services already available to the teacher is inefficient.

#### PROGRAM CONTENT.

Perhaps many of the inefficiencies created by poor use of structure and resources and an ineffective delivery system could be offset by a program whose content was so educationally valuable that it was in demand by teachers. Program content, of course, is the crucial item. The philosophy and objectives of the program, the use of structure and resources in program planning and the service and delivery system are the vehicles through which program content can be developed and communicated. But if the content itself is poor, even a highly effective delivery system cannot continue to sell it. Following is a description of the program services and materials as they existed during the 6-month observation period.

#### Program Services:

##### Resource Catalogue.

The catalogue attempted to provide, in an organized guide, all of the slides and films which a teacher might borrow. Most items were of a Red Cross theme. Slides were, for the most part, poorly packaged and were often duplicates of duplicates resulting in poor reproduction. The catalogue itself was visually poorly presented.

### Stuffed Toys, Knitted Blankets, Health Kits:

#### Stuffed Toys:

Patterns are supplied on request. New material is stitched, and clean used nylons are stuffed into the toy by the children.

#### Knitted Blankets:

Children knit 6" squares with left over wool, or wool supplied on request by Red Cross Youth. Thirty squares are then stitched to form a blanket.

#### Health Kits:

While learning positive health habits, children can also make a health kit for use after a disaster abroad. The kit contains a towel, face cloth, soap, toothbrush, tooth paste, comb and a small toy.

All of these items are collected by Red Cross and sent abroad for distribution from the League's warehouses in Geneva. A major problem in distributing health kits is that in some of the recipient areas they tend to create needs. In Peru, for example, the children ate the toothpaste like candy. In few places would they have the funds to replace a toothbrush. In some African countries a white man's comb doesn't last one pull through a child's hair. Most stuffed toys were very poorly made, and unacceptable for distribution. The blankets, on the other hand, were in general well knitted and well received.

#### Album Exchanges

A classroom may assemble an album illustrating Canadian and British Columbian life, and have it sent through divisional office to the national office who then sends it to the League office for distribution or to the country requested by the classroom. Many months and often a year later, an album is returned via the same network to the classroom. The process is slow, and little used. Those who do use the service are, except for the delay, pleased.



The albums are generally well made, although many contain a "Better Homes and Gardens" perspective of Canadian life. Students should be encouraged to reproduce an accurate picture of their life style thus anticipating how others will see them.

#### Art:

Occasionally examples of Canadian school art are requested by societies for exhibitions. Collections of art from other countries are available on loan for classroom use.

#### International Project:

Students may raise funds to assist with the major project of the year. Such fund-raising can be an educational experience for the students both in the organizing of the project, and in the response to the concern for someone in another country. A major complaint by teachers is a lack of feedback on the project results.

#### Cross Canada Communications:

A classroom may link with another classroom elsewhere in Canada, through the Red Cross Youth network of provincial contacts, for the purpose of exchanges. This is a good service, but one that is not well used. Project Canada, a Ministry of Education (Ontario) project, provides a well organized service for any classroom to exchange with an Ontario classroom. Project Canada does not have the same scope as the Red Cross Youth program, but it arose because Red Cross Youth was not organized enough to provide this needed service as well as it had to be provided.

#### Stamp Cards:

The student may fill the cards, available from the divisional office, and have them sent to a foreign country via the same network used for album exchanges. The student receives, in usually less than a year, a reply from

another country. It is hoped that contacts like these will promote international friendship and understanding by discussing the various stamp symbols and their significance to that country. Once again, the process is slow.

#### Teen Profile:

A personal questionnaire is available from the divisional office for students to complete and have sent to a foreign country via the same network used for album exchanges. These profiles can substitute for pen-pal exchanges. A small number of exchanges take place each year.

#### Local Projects:

Classrooms may use Red Cross to facilitate a local project. For example, if a class wishes to purchase a wheelchair for a local loan service, Red Cross can facilitate this at a reduced price because of tax privileges. Branches are expected to help classrooms and clubs with local projects, but no branch has done so in recent history.

#### Summer Leadership Seminar:

Students from all over British Columbia come for the week-long event. Guest speakers and social activities are planned to give the students a broader understanding of Red Cross, and of the needs of others. Most students are of Junior High School age, and possibly too young for such seminars. The seminar itself, although well planned, lacks broad enough goals (i.e. restricted to Red Cross involvement) and does not achieve its aim of increasing involvement in the Red Cross Youth program in high schools.

#### Red Cross Youth Fund for Needy Children:

Students contribute to this fund. Two-thirds of the fund is spent in British Columbia-Yukon Division, and one-third overseas. Through Public Health Units children may apply for aid in dental or orthodontic work, glasses, transportation for medical reasons, etc. A volunteer committee

consisting of a nurse, a dentist and a social worker decide upon the cases. The fund spends about twelve thousand dollars per year. To date, no case falling within the criteria of the Committee has been refused for lack of funds.

#### Program Materials:

##### On The Move:

On The Move is a magazine in newspaper format which replaced the Junior magazine. A subscription was issued to each interested classroom regardless of whether or not it enrolled or paid the \$3.00 fee. Certain sections were written for various grade levels. (i.e. The primary section would have a different content from the junior high school section.) Although the magazine is printed in Toronto by the National Office, the distribution is from the Vancouver Office. A national editorial committee of educators is responsible for the format and editorial policy. There is a mixed reaction to this teaching aid. A classroom of grade five students was given copies of both Junior and On The Move. They were asked to evaluate the two in a written assignment. "Boring" is a word that was often used when describing On The Move; another was "dull". On The Move is costly, of low impact (although visually attractive) and often contains items that are of no relevance to the Red Cross program.

##### Teaching Aids.

Of the twenty-seven 'free' and 'cost' teaching aids that were offered, twelve were of a program type, and fifteen were strictly for the promotion of Red Cross.

The Red Cross promotional items included the metal badge for elementary students, charts of Red Cross Principles and Symbols, the fund raising International Project Kit, Teacher's Guide, armbands etc. With the exception of

the metal pins, not many of these items were requested by teachers.

Two of the twelve program items were designed and printed by the American Automobile Association. Red Cross handled these bicycle safety materials because of their quality, and because of a need and a demand. Of the remaining program aids, four were produced for health education (Good Health Posters, Primary Coloring Books, a dental booklet, Book of Health Plays); four for international understanding, (a map poster, 'Teen Profile' questionnaire, blank album forms, stamp cards); and two to promote volunteerism (Patterns for Stuffed Toys, Therapeutic Toy Manual).

Many of the teaching aids, although useful, were dated, and others, produced on a Gestetner mimeographer and badly collated, were of very poor quality. It is not known if the materials do the job they were designed to do as they have never been tested or evaluated.

The content of the Youth program is weak and outdated. Many innovations, however, are possible within the broad umbrella of its three-fold objective. What programs, then, would be most important to develop? What materials and services are desired but unavailable to teachers? Would more teachers use the program if it provided content which is educationally more valuable? What factors prevent the program from being better utilized in its present form?

These questions are fundamental to the development of new program content and new means of communicating with the uses of the program. To provide answers, we surveyed a stratified random sample of elementary school teachers in British Columbia. Chapter III describes the study.

## REFERENCES

1. Canadian Red Cross Society, This is Red Cross (Toronto: Canadian Red Cross Society, 1968), p.5.
2. Ibid., p.6.
3. Ibid., p.10.
4. Ibid., p.18.
5. Canadian Red Cross Society, Canadian Red Cross Youth (Toronto: Canadian Red Cross Society, 1971), p.1.
6. Ibid., p.6.
7. Ibid., p.7.
8. Ibid., p.2.
9. Ibid., p.9.
10. Ibid., p.3.
11. Canadian Red Cross Society, Policy Manual (Toronto: Canadian Red Cross Society, 1968), p.1.
12. Canadian Red Cross Society, Canadian Red Cross Youth (Toronto: Canadian Red Cross Society, 1971), p.1.
13. Ibid., p.4.
14. Ibid., p.7.
15. Ibid., p.5.
16. Ibid., p.5.
17. Ibid., pp. 8-9.
18. British Columbia- Yukon Division, Red Cross Youth (Vancouver: Canadian Red Cross Society, 1971), p.1.
19. Alberta- North West Territories Division, Chalk Notes for Teachers ( Calgary: Canadian Red Cross Society, 1972), p.12.
20. Canadian Red Cross Society, Teachers' Guide ( Toronto: Canadian Red Cross Society ), p.5.

## CHAPTER III

SURVEY OF ELEMENTARY SCHOOL TEACHERS

## INTRODUCTION

As there were no accurate data available to describe the effectiveness of the fifty year old Red Cross Youth program, who was or was not using it, and why it was or was not being used, it was decided that an exploratory or formulative study was necessary to help suggest change and to formulate new research. This chapter outlines the method, the sample, possible sources of error and the results. The findings are analysed as to their significance and their potential for recommendations of change.

Who are the Red Cross Youth teacher-sponsors? What teachers do not become teacher-sponsors of the Youth program? What do elementary school teachers in British Columbia feel and know about Red Cross? What would be the responses of teachers to suggested changes and innovations in Red Cross Youth? What programs could be offered by Red Cross Youth which would facilitate their teaching? The study seeks answers to these questions and lays the foundation for further research.

## THE STUDY

## Method:

Since the elementary schools were the strength of the program, a formulative study, "a survey of people who have had practical experience with the (area) to be studied", of elementary school teachers was designed.

The questionnaire<sup>1</sup> was developed with the help of Red Cross Youth field consultants, teachers, and Dr. T. Mallinson of Simon Fraser University. Once the sample was chosen, Red Cross staff personally delivered and collected the survey; a few surveys were mailed to remote areas. Once collected, the data

were transferred to computer cards - one card per respondent.

The following calculations were completed on the data: tabulation, percentages, mean, standard deviation, cross-tabulation and Chi<sup>2</sup> analysis.

Sample:

Although the Red Cross Division encompasses both British Columbia and the Yukon, the survey was confined to British Columbia because of the availability of data and the ease of administration. We chose to survey ten percent of the elementary schools in the area covered by the Red Cross Youth staff (one visit at least each two years). The total population then, was 998 schools, and our sample consisted of 100 schools.

Available to us was a list of enrolled and unenrolled schools, but there were no lists of teacher-sponsors, and non-teacher-sponsors. A school may be considered 'enrolled', but may have only one teacher using the program, or may have all teachers using the program. It was necessary to sample schools, and to stratify the sample as to 'enrolled' and 'unenrolled' schools so as to include enough sponsors to be able to rely on the results. The sample, therefore, was a stratified random sample. 3

When stratifying the sample, we chose 75% of the sample as 'enrolled' schools knowing that it would contain many present teacher-sponsors, and would also contain numerous former and non-teacher-sponsors. The remaining 25% of the sample consisted of unenrolled schools, and contained mostly non-teacher-sponsors as well as some former teacher-sponsors. When the surveys were tabulated, we found that our sample consisted of 45% teacher-sponsors, and 51% non-teacher-sponsors; 4% refused to answer. Of the teacher-sponsors 42% were active and 58% were inactive.

Of the sample of 100 schools, only 6 refused to complete the questionnaire. The response of the schools was therefore 94%.

However, within the schools there were a number of teachers who did not or would not complete the survey. Of the approximately 950 teachers involved in the survey sample, we received a response of 683, or 73%.

After the data had been tabulated and cross-tabulated, we chose to analyze the findings by comparing teacher-sponsors with non-teacher sponsors, and by comparing present teacher-sponsors with former teacher-sponsors. Therefore, of a sample of 683, 45% or 308 were teacher-sponsors and 351 or 51% were non-teacher-sponsors. Of the 308 who were teacher-sponsors 128 or 42% were present sponsors and 180 or 58% were former sponsors. (Where percentages do not equal 100, some respondents chose to not answer the question.)

#### Possible Sources of Error:

With this exploratory survey there were some possible sources of error worth noting. Because of limited information we were forced to sample schools in order to survey teachers. Also, we did not have enough prior information to formulate the questions better, or to pose different questions. The physical design of the questionnaire was the source of some errors. By asking respondents to "skip to" another question if they did not answer in a manner that was to be further explored, some answers were confused. Also, some respondents answered the questions 37 to 50 that were arranged in two columns by making their responses in one column only.

#### Results:

As this survey is a formulative or exploratory study, we are interested in general information as well as the attitudes and opinions of the respondents. It was hoped that the survey would provide a clearer picture of the Red Cross Youth program and provide suggestions for planning and for further specific research.



All of the following tables referred to are in Appendix 'A'.

Personal Data:

Sex, marital status, education completed, and grade level taught is virtually the same for all groups studied.

When first comparing the teacher-sponsors with the non-teacher-sponsors, the former are seen as older (table 2-A), and had taught more years (table 1-A). However, when comparing present sponsors with former sponsors the present sponsors are younger with 42% 30 years old and younger as compared with 25% of the former sponsors in the same age group (table 2-B). The largest age groupings are 35 years and younger for the present sponsors, and 36 years and older for the former sponsors. There is a significant group of present sponsors 46 years and older, - 23% (table 2-B). The present sponsors have taught fewer years, as might be expected. Over 6% were teaching less than one year, with 36% teaching 5 years or less. (table 1-B).

If we can assume that the younger teachers have recently emerged from universities where the newer approaches to education methodology are taught, it would then follow that there is a great number of these teachers in the Red Cross Youth program. The survey showed clearly that the teachers using the program are not just the older teachers who had been introduced to the program at an earlier time when needs were different, thus erasing a common myth about the Youth program. At the same time, the similar myth of only older teachers with out-dated teaching methodology using the program is also proven false.

Those using the Red Cross program tend to be more in positions of responsibility and decision making than are non-sponsors. More principals (sponsors 11%; non-sponsors 7%) and more department heads (sponsors 2%; non-sponsors less than  $\frac{1}{2}$  of 1%) are or were sponsors. (table 3-A). There are

slightly more department heads presently using the Red Cross Youth program (3%) than those who used to use the program (2%) (table 3-B). There is a large group of principals (16%) included in the former-sponsor group compared to the present-sponsor group (5%) (table 3-B). Perhaps most of these former sponsors are not in a position to use the program now that they are principals and probably do not teach classes.

The Red Cross Youth sponsor seems to be more volunteer-minded, and therefore can be considered more involved in society, and perhaps more concerned about effecting changes in society. There is no difference between former and present sponsors in their volunteer activity. Red Cross Youth sponsors volunteer more than non-sponsors in each category to organizations concerned with "helping people"; forty-three percent of non-sponsors volunteer compared to 67% of the sponsors. (table 4A). Since the program appeals more to those teachers who are volunteer minded, then we must ask why there are not more non-sponsors who volunteer, and former sponsors who volunteer, presently using the Red Cross Youth program which promotes and requires volunteer activity? Also, why do the sponsors who do use the program, and who indicated that they do not volunteer, not see the use of the Red Cross Youth program as a volunteer act?

#### Red Cross:

The results of this survey when measuring teachers' knowledge of Red Cross, and their attitude toward it, are similar to a national survey of the Canadian population conducted by the Gallup Poll (1971). Both studies reveal that Blood Donor Service and Disaster Relief are the most well known, and the general attitude toward the Society is very good. There is no difference between groups measured by this survey. Red Cross Youth was not chosen very often as a service that first comes to mind.

Most non sponsors (63%) and many sponsors (45%) gained most of their knowledge of Red Cross via the media. However, about one-half of the sponsors (45%) and one-quarter of non-sponsors (27%) have obtained most of their knowledge of Red Cross through school (table 5-A). Most former sponsors (table 5-A) and present sponsors (table 5-B) indicated that they obtained most of their knowledge of Red Cross in the schools. Whether this knowledge of Red Cross was obtained as a student, or as a volunteer is not important. (It is uncertain if many sponsors see their use of the Red Cross Youth program as a volunteer act. Refer to table 5B and 4A) What is significant is that the school is a major source of information about Red Cross for this group.

More present sponsors (33%) have received a service from Red Cross as opposed to 24% of former sponsors (table 6-B). This might be a factor in some of the present sponsors using the program.

#### Red Cross Youth:

Twenty percent of the present teacher-sponsors are new (table 7-B). Most present teacher-sponsors have been using the program for six years or less (69%) whereas most of former teacher-sponsors used the program for 3 years or less (57%) (table 7-B). The survey does not tell us if this large group of former teacher-sponsors used the program for one, two or three years. Would they still be using the program if given the option? A large number of teachers do not receive the Fall information kit (table 36-A) ; if this 57% did receive the Fall kit would it make a difference? The whole area of communicating the program to the teachers should be reviewed.

With so many present and past teacher-sponsors using the program for 6 years or less (69%; table 7-B), and with most sponsors (68%; table 10-A) registering 'acceptable' to 'poor', the recognition given teachers for their work, the policy of giving official recognition after 15 years of service

should be reviewed.

The largest group of former sponsors (49%; table 8-B) used the program as an extra-curricular activity. (This is a traditional approach to using the program.) The largest group of present teacher-sponsors (45%; table 8-B) use the program as part of the curriculum. This change in use of the program might reflect a change in attitude toward education. It certainly indicates that the extra-curricular club concept should not be the approach that dictates the future development of the program.

Although 23% of the sponsors see Red Cross Youth as encouraging children to raise funds to help others, 52% perceive the purpose of Red Cross Youth to be more general -- "to make children aware of the needs of others". (table 9-A). Most teachers then do not perceive Red Cross Youth as a "one type" of service as is Water Safety Service and Blood Donor Service.

The fact that only 9% of the present sponsors know of all of the resources available to them from Red Cross Youth, 17% know of none of them, and 71% know of only some of them, illustrates the need for a comprehensive guide of resources and services offered by Red Cross Youth. (table 11-B).

It is significant that only 51% of the sponsors have ever used the Red Cross Youth resources in their teaching, and a large 44% of the sponsors have not. (table 12-A). (Refer to table 8-B). It is also worth noting that 19% of the non-sponsors have used the Red Cross Youth resources in their teaching (table 12-A). The whole area of statistical measuring of the value of the program, known as the annual national "Membership Statistics" must be reviewed and replaced.

Non-sponsors feel that there is educational value in the Red Cross Youth resources, but are not willing to commit themselves to 'enrolment'

and are therefore not recorded as using the service. Perhaps teachers are viewing the educational value of the program in a different context.

This change in attitude must be probed and the advice of the teachers used to develop the program. Most teachers feel that the Red Cross Youth resource material is relevant to their teaching (table 13-A, 14-A).

Most teacher-sponsors are familiar with Red Cross Principles (53%; table 15-A), and a significant number of non-sponsors, 20% (table 15-A) are also familiar with these principles. More present sponsors (63%) are more familiar with the Red Cross Principles than are the 45% former sponsors (table 15-B). Table 16-A shows that most of those teachers who are familiar with the Red Cross Principles use them in their teaching. Forty-six percent of the sponsors or 88% of those who indicated that they were familiar with the Red Cross Principles, and 18% of the non-sponsors or 65% of those who indicated that they were familiar with the Red Cross Principles, use them in their teaching. If more teachers were familiar with Red Cross Principles, would they use them in their teaching? Red Cross Teacher Workshops should be considered.

Although 39% to 35% (table 17-A) of all teachers feel that the Geneva Conventions should be taught in school, only 6% of the teachers do teach the Geneva Conventions (table 18-A). There is a large 33% to 35% group of teachers who are indifferent. Would more teachers teach the Geneva Conventions if the materials were made available?

More sponsors have their classes involved in community projects than non-sponsors (sponsors: 43%; non-sponsors 33%; table 19-A). It is also sponsors who are themselves more involved in the community than non-sponsors (table 4-A). When promoting the program, it would be the teachers who are most active in the community who would seem to be most open to using it.

41% of the sponsors and 29% of the non-sponsors also involve their class in projects for agencies other than Red Cross. This would support the above conclusion that teacher sponsors are more community minded than non-sponsors. The sponsors involve their classes in projects of their own interests more than do non-sponsors (table 20-A). We therefore must not assume that teacher sponsors give their support to the Red Cross Youth program exclusively.

#### Health and Safety:

In schools where sponsors teach, "health" is more often a specific subject (64%; table 21-A), and the materials and teaching aids are more readily available (56%; table 24-A). They tend to feel more satisfied with the materials available (57%; table 23-A), but proportionately more (than non-sponsors) feel that there is a need for Red Cross in health education in the schools (58%; table 25-A). Are sponsors more 'health conscious'? Does the above reflect more the attitude of the individual teacher, or of school policy?

Significantly, "health" as a specific subject is absent from the schools of a large number of sponsors (33%) and non-sponsors (39%). A large group feels that present health education materials and teaching aids are not adequate (sponsors: 35%; non-sponsors: 44%; table 23-A). Present sponsors tend to be more accepting of the available health education materials. Twenty-five percent of the present sponsors and 43% of the past sponsors indicated that they were not satisfied with the available health education materials (table 23-B). Health education materials are readily available for about half of the teachers (sponsors: 52%; non-sponsors 46%; table 24-A).

Forty-six percent of the non-sponsors indicated that they felt that there was a need for Red Cross in health education in the schools (table

25-A). This large group would probably be receptive to suggested innovations in health education.

It is interesting that 27% of the sponsors (table 25-A) feel that there is no need for Red Cross in health education in the schools. Such a response from supporters indicates that Red Cross Youth is a multi-faceted program. It is interesting to note that this changes when most sponsors (and non-sponsors) indicate a favorable response to the suggested health education topics to be developed by Red Cross (table 26-A).

There is overwhelming support by sponsors and non-sponsors for Red Cross to provide the following health education topics to the schools:

Nutrition (sponsors 72%; non-sponsors 67%); Bicycle Safety (Sponsors 78% non-sponsors 81%); Physical Fitness (sponsors 73%; non-sponsors 71%); Emergency First Aid and Home Accident Prevention (sponsors 77%; non-sponsors 79%); Health in Other Countries (sponsors 62%; non-sponsors 57%) (table 26-A).

Family Planning was rejected by most teachers (in favour, sponsors 24%; non-sponsors 30%).

Only slightly fewer teachers would use the health and safety programs suggested although they recognized there was a need. (One exception was First Aid where slightly more non-sponsors indicated that they would not use it.)

#### International- Intercultural:

More sponsors are involved in projects involving foreign countries than are non-sponsors, (sponsors 20%; non-sponsors 15%; table 27-A). This observation, combined with the observation that sponsors are more active in agencies concerned with 'helping people', and are more active in health education, illustrate that the sponsor is more 'community minded' and more 'community active'. Further research might attempt to measure the inter-

national-intercultural attitudes of teachers as a function of influencing what they expose their students to.

There is a large number of sponsors (74%) and non-sponsors (81%) who are not involved in projects with foreign countries. (table 27-A). However, large groups of both sponsors and non-sponsors indicate that they would like to be involved in projects involving foreign countries. Sixty-seven percent of sponsors and 60% of non-sponsors would like to correspond with a school in another country (table 28-A); 63% of sponsors and 56% of non-sponsors would like to participate in the development program of a foreign country as a teaching resource (table 30-A).

Interestingly, 61% of both sponsors and non-sponsors teach about foreign countries that are not specifically required in the curriculum. This indicates much possible scope for input with available material on foreign countries.

Although most teachers (sponsors 61%; non-sponsors 60%; table 31-A) indicate that resource materials are always available to help with their teaching of social studies, they also indicate that they would like to receive Red Cross information kits on loan of foreign countries (and health topics) (sponsors 87%; non-sponsors 88%; table 32-A). Is this an indication of dissatisfaction with present materials, of a confidence in Red Cross materials, or of a desire for more choice of materials for teaching?

Notable is the large number of non-sponsors wishing Red Cross services and goods.

#### Communication:

More sponsors than non-sponsors received the new Fall information kit, (table 36-A) and many more present sponsors (56%) than past sponsors (27%) received the Fall information kit (table 36-B). Of those 21% non-sponsors



(table 36-A) and of the 27% former sponsors (table 36-B) who did receive the kit, did they reject it? Why did they not use the information? Would the 77% non-sponsors (table 36-A) have used the program had they received the Fall information kit? Who are the 40% sponsors (table 36-B) who used the program but did not receive the kit?

Most present sponsors, (69%; table 33-B) were familiar with the National publication On the Move, but only 16% (table 34-B) indicated it was valuable. Most reaction focused on a neutral response of 'acceptable' (48%; table 34-B). Even fewer teachers remember the periodic B.C.-Yukon Newsletter Supplement. The reaction of those who remembered the publication was definitely 'underwhelming'. Ten percent of the teachers felt that it was well received (table 35-B). The major communication links between Red Cross Youth and the teachers are poorly received. If the program is to rely upon this type of link with its volunteers it will have to better suit the needs of the volunteer, and have more of a 'demand' quality.

Table 37-A illustrates that 84% of the non-sponsors and 89% of the sponsors read the B.C. Teachers' Federation magazine. Eighty-four percent of the non-sponsors and 89% of the sponsors indicated that they would like to know of what educational resources are available from Red Cross Youth through the medium of the Federation's magazine.

#### Finances:

There was a strong response by sponsors (80%) and non-sponsors (80%) wanting to receive relevant educational material at no cost. (table 40-A) This would indicate that among the non-sponsors there is great potential for their using the program.

It may be possible to generate income to recover postage expenses.

Sixty-one percent of the sponsors (77% of those who responded 'yes' to wanting to receive Red Cross Youth educational material at no cost) are willing to pay postage to borrow resource material (table 41-A). Fifty-eight percent of the non-sponsors also are willing to pay for postage to borrow resource material (table 41-A). Table 32-A illustrates, when teachers were asked if they would borrow information kits at no charge, that 87% of the sponsors and 88% of non-sponsors indicated that they would make use of this service.

Red Cross Youth sponsors are more inclined to fund raising than are non-sponsors. Most sponsors, (53%) are "enthusiastic" about fund raising by students, while only 34% of the non-sponsors indicate that they are "enthusiastic". (table 43-A). More present sponsors (68%) also indicate enthusiasm for fund raising as compared to 44% of the former sponsors (table 43-B). A large group of non-sponsors indicated indifference toward fund raising (44%; table 43-A).

Table 42-A illustrates that sponsors and non-sponsors would not strongly oppose a 5% charge on funds raised to cover administration costs. As there is not strong agreement to charge 5% on the funds raised by students, such a move should be cautious.

This exploratory study has provided a much clearer picture of the role of Red Cross Youth in the elementary school. The data collected and interpreted gives valuable guidelines for program changes relating to the structure, service and delivery system, and program content of Red Cross Youth. Before making such recommendations, however, we turn to the literature to review learning theory and to explore the educational methods which have proven effective.

## REFERENCES

1. C. Sellitz, et al, Research Methods in Social Relations (New York: Holt, Rinehart & Winston, 1964), p.53.
2. For complete questionnaire, refer to Appendix B.
3. As we wanted to survey a large number of teacher sponsors, we chose a non-representative sample. An obvious bias emerges. Teacher-sponsors are 45% of the sample, but are a much smaller percentage of the total population. The sample enables us to make reliable statements about either sponsors or non-sponsors, but restricts our ability to make statements about the teacher population as a whole.

## CHAPTER IV

THEORETICAL CONSIDERATIONS

## INTRODUCTION

The purpose of this chapter is to develop a theoretical framework upon which our program can be built. Through a survey of the literature and some theorizing about values and moral education, we need to arrive at answers to four central questions: What are values? How are they learned? Can values be taught? If they can be taught, what kind of approach would be most suitable and effective? Prerequisite to such a discussion, however, is an understanding of the terms we are using.

## WHAT ARE VALUES AND THE VALUING PROCESS ?

"When confronted by a group of parents who asked me 'How can we help make our children virtuous?' I had to answer as Socrates, 'You must think I am very fortunate to know how virtue is acquired. The fact is that far from knowing whether it can be taught, I have no idea what virtue really is.' Like most psychologists, I knew that science could teach me nothing as to what virtue is. Science could speak about causal relations, about the relations of means to ends, but it could not speak about ends or values themselves. If I could not define virtue or the ends of moral education, could I really offer advice as to the means by which virtue should be taught?"<sup>1</sup>

I hope this statement by Lawrence Kohlberg implies more than the difficulty one encounters in defining something called values. Within the short text he makes reference to "virtue", to "values" and to "moral (education)". While the terms are definitely related, they are not necessarily synonymous. Other writers on the subject add to the list words like "(knowledge of the) good", "valuing" and "humanitarianism", sometimes using the words interchangeably and more frequently discussing the terms without

first defining them. However, the meaning has, in most cases, been implicit in the text and it has become apparent that the terminology used has been more a personal choice of the writer than a discrepancy in meaning. Where deemed necessary in order to maintain clarity and consistency in the argument of a specific writer, we have stayed with their terminology; in stating our own position, however, our choice of terms is "values" and "the valuing process," and it is in the following context that we use them.

"How to live. What to live for. According to Tolstoi, these are the only questions that really interest human beings. The answers to these questions are called values - something important in human existence. In his explanation of values Rath says: 'Persons have experiences; they grow and learn. Out of experience may come certain guides to behavior. These guides tend to give direction to life and may be called values. Our values show what we tend to do with our limited time and energy'. Expressed another way, values are an individual's or a group's conviction of what is right, proper and desirable. They are the standards people use in observing and judging the world around them and in deciding how they themselves will act.'" <sup>2</sup>

While the definition is a very general one, we prefer it to most as it allows for two conditions we see as essential in a proper concept of values. First, it implies that values are derived from individual free choice rather than through conformity to so many societal rules and norms. Secondly, it sees values as changing with one's perceptual and experiential changes as opposed to being a static set of principles which, once acquired, are maintained for life. "By definition, values are personal things - and their development is a personal and lifelong process." <sup>3</sup>

Values can relate to a number of orientations. There are values peculiar to areas like free enterprise and competition, patriotism, the preservation of tradition, etc. Our consideration of values relates to the humanistic orientation. Specifically it means this:

"The social model, for groups with the humanistic orientation, is the good citizen - the man of freed intelligence, self-discipline, and a humanistic spirit. This person has scientific habits of thought,

mental balance, and a willingness to accept and evaluate change. He is one who has a sense of responsibility for self and others, who has earned the regard of the group. He shows tolerance, sympathy, helpfulness, sharing. In short, he is a self-directing social being who has habits of analysing, criticizing and evaluating his conduct in light of democratic ideals."

4

The valuing process, then, is that process by which or through which values are acquired. It implies both emotional reactions and intellectual understandings and it presupposes not only the making of a choice but also acting upon that choice. The aims of the valuing process are consistent with those of a program for moral education as the following statement by James Gustafson illustrates:

"The practical interest in moral education (in this general view) is to make possible the development of persons who are capable of responsible moral action. We want them to accept their autonomy and to exercise their capacities to be agents in the ongoing processes of human interaction. We want them to accept moral accountability for what they do and to accept responsibility for others: for persons to whom they are significantly related and for the course of events and states of affairs of which they are part. This sort of person is to be preferred to the excessively scrupulous keeper of a clean conscience who seeks authoritative moral prescriptions from some person or institution by which to govern his conduct, and thus denies his autonomy and incidentally is probably a boring and ineffectual member of the human community."<sup>5</sup>

This is not divergent from what should be the primary focus of education in general. Here is Scarfe's analysis of what the educational system should produce.

"An educated person is one for whom facts, knowledge, and particularly experience have stimulated thinking so that independent ideas, conclusions, attitudes and wisdom have developed to produce a harmoniously balanced personality devoted to freedom, honesty, impartiality, tolerance and human virtue. An educated person not only knows facts, but has thought about them, has associated them into ideas, patterns of thought, connected argument and generalizations. Further, the educated person has assimilated the ideas and principles derived from thinking about facts and experiences and is able to use and apply these ideas to understanding the world and himself. He has further developed attitudes, character, culture, maturity and wisdom. His mind has developed power, efficiency and humanity."<sup>6</sup>

With this understanding of the terminology, we need to determine how values

become an intricate part of the human personality.

#### HOW ARE VALUES LEARNED ?

"Meno asks Socrates, 'Can you tell me, Socrates, whether virtue is acquired by teaching or by practise; or if neither by teaching nor practise, then whether it comes to man by nature, or in what other way?'"<sup>7</sup>

The complexity of this issue confronts us from the points of view of many disciplines. The psychologist, the sociologist, the anthropologist, the philosopher and the theologian have all attempted a response in light of the accumulated knowledge in their field. For the purposes of relating the question to an educational program, it was difficult for us to know from what perspective we should proceed. Certainly the educator must adhere to the knowns of all the social sciences, especially in the field of social psychology. At the same time, the acquiring of a commodity such as virtue is more than a psychological matter; it lies within the realm of philosophy. A well-founded statement about how values are learned, then, would need to draw from both the fields of psychology and philosophy. This is the firm position taken by the psychologist, Kohlberg:

".....There are only two disciplines that have any basic scholarly generalizations to make about moral education; these are developmental social psychology and moral philosophy. Many other scholarly fields have an interest in moral education, but insofar as this interest leads to scholarly generalizations discussed on their intellectual merits, they are generalizations about either developmental social psychology or the nature of ideal morality."<sup>8</sup>

This implies more than a piecing together of relevant information; rather, it requires a unified approach.

"But not only is it the case that there are just two basic "disciplines" or ways of thinking central to moral education. It seems to me that anything worthwhile any of us can say about moral education requires our being simultaneously a social psychologist and a philosopher. An approach to moral education based on putting together some consensus of current psychology and current philosophy is the typical camel, the committee-constructed animal, whose only virtue is that it does not drink."<sup>9</sup>

The unified approach, then, would need to be based on both the psychological and sociological facts of moral development and on what Kohlberg calls "a philosophically defensible concept of morality."

What are the "facts" of social psychology related to moral education? And what philosophical position is consistent with these facts? We will look at each question in turn.

The psychological and sociological "facts" of moral development: In the field of social psychology, a more pertinent question might be "Who has the 'facts'?" or better still, "From what scientific approach are the 'facts' produced?". Freud would say that moral development happens within the context of parental love and firmness. Skinner would talk about practice and reinforcement as the deciding factors. Pavlov would speak in terms of conditioning. If we look to the research on moral development *per se* as opposed to learning theory in general, we must exercise a further caution; namely, what criteria the researcher used to measure moral development. If he used a list of virtues (for example, Hartshorne & May 1928-30 included honesty, service and self-control as measures of virtue) what may have been researched was "a factor of ego-strength, or ego-control, or will and includes such traits as capacity to maintain attention, intelligent task performance, capacity to delay response and capacity to delay gratification." (Grim, Kohlberg & White 1968).<sup>11</sup> While an important concept in the understanding of moral action, says Kohlberg, ego-strength does not take us to the heart of morality or to the essential meaning of virtue.<sup>12</sup> It seems to me that in order to avoid this bag of virtues approach we need to determine what theory of learning best explains the development of morals or values. The research on moral development *per se* can then be evaluated in light of this theory.



It is not our intention here to critically analyze the various approaches to studying the learning process. However, scientific inquiry related to learning theory tends to fall into two major categories; there are those who approach learning as observers of behavior - (the traditional Behavioristic, Stimulus - Response and modified Pavlovian conditioning fall into this category), and those who study the process from the learner's point of view. Here emphasis is given to the Gestalt, the holistic and the perceptual ability of the mind; it is recognized that the total response of the child to a variety of stimuli is greater than the sum of its parts. While both approaches provide valid information about how we learn and while we recognize that for both the performance and measurement of certain aspects of development a behavioristic model is valuable, we favor a holistic viewpoint in an area of learning where the social, emotional and intellectual components are so intricately interwoven. In exploring this approach, the work of the Swiss psychologist, Piaget, is of great significance.

Piaget's theories are complex and his writings difficult to understand. Dr. Millie Almy who has studied his work extensively has paraphrased his theories in simpler terms and the basic principles are summarized in a publication of the National Education Association of the U.S.A. entitled Values in Early Childhood Education by E. Burgess. Dr. Almy writes:

"First, more than maturation is involved. The increasing complexity and adaptability of the child's thought is contingent on his opportunities to think about something, to have appropriate new experiences.

Second, what a child assimilates, what gets incorporated into his repertoire of thought processes, what challenges him to reorganize or reclassify information is in part dependent on the processes and the systems he already has available .....

Third, abstract patterns of thinking, like concrete patterns, do not emerge full-blown but are rather the product of a series of encounters with ideas in which the child's thought has accommodated

itself to new relationships..... and assimilated into thought processes so that they can be applied more and more widely."<sup>13</sup>

What factors are crucial to learning, then? Burgess reiterates five points:

- "1. The importance of sensorimotor experience is underlined.
2. Language, especially that which relates to labelling, categorizing, and expressing, is intimately tied to developing greater facility in thinking.
3. New experiences are more readily assimilated when built on the familiar.
4. Repeated exposure to a thing or an idea in different contexts contributes to the clarity and flexibility of a growing concept of the thing or idea.
5. Accelerated learning of abstract concepts without sufficient related direct experience may result in symbols without meaning."<sup>14</sup>

Given this framework, how are values learned? A. W. Kay, in a study of moral growth from childhood to adolescence, has accumulated the research findings and opinions of a number of psychologists. He writes about Piaget's study in this area. Based on the work of four contemporaries - Durkheim, Fauconnet, Bouet and Baldwin, Piaget reported the following conclusions in 1932. In the early stages of moral development, children obeyed rules not only as obligatory but also as inviolable. Coercive rules seemed to reflect parental authority. Later, however, as a result of social interaction and co-operation, the rules no longer remained absolute. Piaget felt that the children, in themselves altering the rules through consensus, illustrated how rules are created by society. With regard to moral judgment, Piaget saw evidence of two forms - that based on the material consequences of wrong-doing and judgment based on intention or motive. Piaget believed he found a growing pattern of operational thinking. The researcher then made an assumption; "moral co-operation inevitably involves one in a consideration of justice." He became convinced that "moral co-operation and its corollary of justice in conduct, characterizes an advanced

moral stage in the development of children." He further writes, "As the solidarity between children grows we shall find this notion of justice gradually emerging in almost complete autonomy."<sup>15</sup>

Other researchers using similar criteria for measurement drew similar conclusions. McKnight's study in 1950 concluded that "with increasing age the authoritative level exercised rather less control and the personal level distinctly more."<sup>16</sup> Five years later, Morris indicated that "there appeared to be a general decline in the dependence of morality upon authority and a corresponding increase in a morality which was independent of heteronomous regulations."<sup>17</sup> In a more recent study, that of Peck & Havighurst in 1960, not only did the researchers confirm a scheme of moral development in children but they presented a tentative suggestion of what these stages are: "amoral type equals infancy; expedient type equals early childhood; conforming type equals later childhood; irrational-conscientious equals later childhood; rational-altruistic equals adolescence to adulthood."<sup>18</sup> Studies of moral development using virtues as the criteria of measurement (e.g., Hartshorne & May 1928-30 mentioned earlier) have not been considered.

From these research findings, Kay felt a hypothesis could be formulated. "It is simply that a scheme of moral development is apparent as children grow from childhood to adolescence. There are clearly defined stages in this process. Specific kinds of control are indigenous to each stage, and these controls can be interpreted in terms of moral judgment, social relations, personality structures or moral sanctions."<sup>19</sup>

A philosophically defensible concept of morality: Plato's ancient doctrine stated that "virtue is one and that is justice, because virtue is based on knowledge of the good."<sup>20</sup> "The bag of virtues approach assumes

a virtue for every moral rule", writes Kohlberg. "Because morally mature men are governed by the principle of justice rather than by a set of rules, there are not many moral virtues, but one."<sup>21</sup> He summarizes the Platonic view this way:

"First, virtue is ultimately one, not many, and it is always the same ideal form regardless of climate or culture. Second, the name of this ideal form is justice. Third, not only is the good one, but virtue is knowledge of the good. He who knows the good chooses the good. Fourth, the kind of knowledge of the good which is virtue is philosophical knowledge or intuition of the ideal form of the good, not correct opinion or acceptance of conventional beliefs."<sup>22</sup>

Kohlberg believes that there are three levels of moral development with stages of growth within each level. At the pre-conventional level, the child responds to cultural rules and labels of good and bad, right or wrong, interpreting the labels either in terms of the physical power of the person pronouncing the rules or labels. At the conventional level (Level II) the child responds in a way which meets the expectations of his family, peers or nation in a manner of loyalty. At the third level - the post-conventional, autonomous or principled level - there is a distinct effort to respond in terms of moral values and principles which have validity and application in their own right.<sup>23</sup> Kohlberg calls his approach the cognitive-developmental theory of moralization.

"Our view implies that cognitive-structural features are the core of moral development, but moral judgment is not simply the application of intelligence in the sense of logical-technological thought to moral situations and problems. Our theory implies the untestable hypothesis that a child deprived of all moral-social stimulation until adolescence might perhaps develop 'principled' or formal-operational logical thought in adolescence, but would still have to go through all the stages of morality before developing moral principles."<sup>24</sup>

Kohlberg's theory meets his dual requirement. It is consistent with the 'facts' of social psychology postulated by researchers like Piaget, Baldwin and Dewey: at the same time, it maintains a solid philosophical basis. Given

this knowledge about how values are learned, the question now becomes one of whether or not they can be taught.

#### CAN VALUES BE TAUGHT ?

The frequency with which curriculum studies and educational publications stress that it is the business of the school to prepare students for the totality of living is evidence of the optimism with which modern educators respond to this question. Increasingly, the case is being made for a curriculum which provides for the development of both intellect and feeling. In the 1968 report of the provincial committee on aims and objectives of education in the schools of Ontario, this viewpoint is made clear:

"In the future, knowledge will not be enough. Merely developing cool, objective young men and women with fingertip control on information, will not necessarily produce educated people. The heart must be involved as well as the head.

Blinded Gloucester in Shakespeare's King Lear says, 'I see it feelingly', and it is this experience that children need if they are to relate in depth to the world of learning.

We owe to children the freedom to explore the full range of their senses; to appreciate subtle differences; to be aware of beauty wherever it is to be found; to see, to touch, to smell, to hear, to taste, so that each in his own way will strive to find and express the meaning of man and human destiny."<sup>25</sup>

The committee stresses its primary objective:

"More than organization and technical skill, we need sensitive human beings. We owe to our children the vision of a world better than that of today, where many of our present-day problems could be overcome.....

Education should inspire in children a love of man everywhere. ... Understanding is indivisible, and should serve to break down the barriers of ignorance and blind intolerance. Such barriers are also broken by communication with the immediate world, the world of people, and the universe of old and new ideas. Young people must be helped to break through the barriers of scientific and pseudo-scientific jargon, multimedia 'fall-out', and commercial slogans. Our goal should be to make all persons consciously aware of the world around them, and of all those things happening to them."<sup>26</sup>

It was toward these same objectives that the Department of Education in Alberta developed a new social studies curriculum in 1972:

"Alberta's new social studies curriculum is premised on the assumption that schools must help students in their quest for a clear, consistent and defensible system of values. Schools have long been concerned with the attitudinal development of their students; however, this concern has been more implicit than explicit. Now, as our society becomes more and more pluralistic, schools must assume the explicit responsibility of co-operating with the home, the church, and other social agencies in helping students find how to live and what to live for."<sup>27</sup>

Can values be taught? Lawrence Kohlberg would answer in the affirmative as well, but not without qualification. A program of moral education, he feels, would need not only to be based on the psychological and sociological facts of moral development and a philosophically defensible concept of morality but meet two further requirements. First, it would need to be in accord with a constitutional system guaranteeing freedom of belief. And secondly, it must utilize educational methods which have demonstrated that they can stimulate moral change.<sup>28</sup> Modern educators would not disagree. The literature supports both pre-requisites.

A constitutional system guaranteeing freedom of belief: In our society, the democratic system is crucial to a free choice of values. The Ontario study states its case:

"If the loftiest ideals of truth can be sought only in a free society, then it is exceedingly important that education, the formal cradle of truth-seekers, reflect an awareness of those factors in our society which can throttle the free flow of individual thought and action.

Democracy implies the freedom to think, to dissent, and to bring about change in a lawful manner in the interest of all. It is a flexible, responsive form of government, difficult to describe in fixed terms. Democracy does not arise as a result of imposed or structured political practices, but as a dynamic, liberating force, nurtured by the people themselves. It can thrive and flourish only when its citizens are free to search continually for new ideas, models, and theories to replace out-moded knowledge in an effort to serve an ever-increasing populace tomorrow. A true democracy is a free and responsive society, and one aspect cannot exist or have meaning without the other."<sup>29</sup>

The concepts of democracy and valuing are, in fact, interdependent.

"The heart of the problem of providing a general education in a demo-

cratic society is to ensure the continuance of the liberal and humane tradition. This is far more basic to our society than the worship of intellectual pursuits and scientific endeavors for their own sake. It must be recognized that the nourishment of such a precious commodity as freedom requires that the educational process, if it is not to fall short of the ideal, include at each level of growth and development some continuing experience in making value judgments."<sup>30</sup>

The rationale for the Alberta social studies curriculum supports this concept:

"In keeping with the basic tenets of democracy (and with optimism about the nature of man and the efficacy of democratic ideals), the new social studies invites free and open inquiry into the definition and application of individual and social values. Such inquiry will serve the humanistic goals of education by offering students experience in living and not just preparation for living. By actively confronting value issues, students will come to know the ideas and feelings of themselves, their peers, and the adult generation; they will deal not only with the 'what is' but also with the 'what ought to be' and will have the opportunity to make this world a more desirable place in which to live."<sup>31</sup>

Perhaps Neville Scarfe put it best:

"At the same time as we plan to face change we must maintain a free society. Perhaps we should say we must still continue to work towards a free society, for it is obvious that even in the Western world the four freedoms are not universally enjoyed by all. The charter of human rights is still far from being ideally applied. The great challenge of the French Revolution has yet to be properly tried out. Rarely have the triple aims of equality, liberty, and fraternity been simultaneously used. Too often the third side of the triangle, fraternity, is omitted. Furthermore, people have long since realized that liberty and equality in their extreme forms are mutually exclusive. There has to be a balance between liberty and equality. Even this balance is unworkable unless it is fully and properly seasoned by the golden rule of brotherly love. Put in other words, a free democracy cannot be a free society unless it is also an ethical society. Our high school students must be encouraged to discuss these important issues and act on them.

A free society has the obligation to create circumstances in which all individuals may have opportunity and encouragement to attain freedom of the mind. To be free, a man must be capable of basing his choices and actions on understanding which he himself achieves and on values which he examines for himself. He must understand the values by which he lives and the assumptions on which they rest. The free man, in short, has a rational grasp of himself, his surroundings, and the relations between them. He has the freedom to think and choose."<sup>32</sup>

Through the freedom it allows, democracy is itself strengthened.

The Ontario committee writes:

"In a democratic society it is not the task of education to stress the thousand influences and labels dividing man from man, but to establish the necessary bonds and common ground between them. The great art of education lies in providing learning experiences which meet the needs of each, and which at the same time foster that feeling of compassion among human beings which is the greatest strength and bulwark of democracy." 33

Demonstrated educational methods stimulating moral change: There are some basic educational concepts which apply to all learning. Application of the methods which have demonstrated their effectiveness in the school setting can enhance learning in areas ranging from mathematics to social studies. We here examine those methods.

"The whole complicated system of formal education is in business to get through to kids, to motivate kids, to help kids learn stuff. Schools are not in business to label kids, to grade them for the job market or to babysit. They are there to communicate with them.

Communication is a funny business. There isn't as much of it going on as most people think. Many feel that it consists in saying things in the presence of others. Not so. It consists not in saying things but in having things heard." 34

So writes John Culhin in "A Schoolman's Guide to Marshall McLuhan". Because of our electronic environment, says Culhin, we have a new kind of learner.

"A lot of things have happened since 1900 and most of them plug into walls. Today's six-year-old has already learned a lot of stuff by the time he shows up for the first day of school. Soon after his umbilical cord was cut he was planted in front of a TV set 'to keep him quiet'. He liked it enough there to stay for some 3,000 to 4,000 hours before he started the first grade. By the time he graduates from high school he has clocked 15,000 hours of TV time and 10,800 hours of school time. He lives in a world that bombards him from all sides with information from radios, films, telephones, magazines, recordings, and people. He learns more things from the windows of cars, trains, and even planes. Through travel and communications he has experienced the war in Vietnam, the wide world of sports, the civil rights movement, the death of a president, thousands of commercials, a walk in space, a thousand innocuous shows, and, one may hope plenty of Captain Kangaroo." 35



The new learner requires a new kind of learning.

"The new learner, who is the product of the all-at-once electronic environment, often feels out of it in a linear, one-thing-at-a-time school environment. The total environment is now the great teacher; the student has competence models against which to measure the effectiveness of his teachers. Nuclear students in linear schools make for some tense times in education. Students with well developed interests in science, the arts and humanities, or current events need assistance to suit their pace, not that of the state syllabus. The straight line theory of development and the uniformity of performance which it so frequently encourages just don't fit many needs of the new learner. Interestingly, the one thing which most of the current educational innovations share is their break with linear or print-oriented patterns: team teaching, non-graded schools, audio-lingual language training, multi-media learning situations, seminars, student research at all levels of education, individualized learning, and the whole shift of responsibility for learning from the teacher to the student."<sup>36</sup>

Education in this view, takes on new meaning. Neville Scarfe in his article "The aims of Education in a Free Society", explains:

"Education is something that the child must do for himself. Teachers cannot add to the power of the child's mind any more than they can add one cubit to his stature. The child must do all the thinking for himself if he is to be educated. Like digestion and exercise, thinking and wise action are self-operated, essential activities which no one can do for another individual. Teachers can only arrange conditions which stimulate, foster, and maintain a desire for mental activity. Without the desire no valuable intellectual effort is forthcoming. It needs consummate artistry and scientific skill to arrange conditions in school so that children naturally want to learn, because the emphasis must always be on learning rather than teaching."<sup>37</sup>

This, Scarfe recognizes, is no simple task.

"Education can never be made easy. There is no labor-saving device which can save the child the effort of thinking for himself. Education cannot be mechanized even though instruction can. Wisdom and virtue are not achieved by effort expended in any form outside the child's brain. The art of education is to make use of the child's natural desire, needs, interests, curiosity, in order to tap the maximum energy and guide it towards the consideration of the important problems of our time and of the future. Since children spend maximum effort on those activities which interest them most, all such activities should be turned to intellectual profit and thought-provoking value by a clever teacher. The purpose of the teacher is to see that a maximum amount of high quality cerebration goes on in a given time - far more than normally goes on now. This

is not done by regimentation, by prescription, by compulsion, or by direct frontal attack--but by subtlety, ingenuity, persuasion, stimulus and by working through the things that naturally attract the inquisitive curiosity of the child." 38

This means applying all the things we know about how children best learn.

"We know a number of things about how children learn. We know, for instance, that they learn most effectively when they devote energetic attention to important problems. We know that they become diligently thoughtful when they are actively investigating real and concrete problems that seem to them worth solving. We know that they learn most effectively if they can persist with concentrated effort for a considerable length of time. We know that this can happen and does happen when the problem or topic of investigation retains their interest, awakens their curiosity, and develops their enthusiasm. We know, too, that children are different - that different things interest different children. We realize, therefore, that it is the business of the school to make sure that every child devotes concentrated attention and thought to important and challenging problems, bearing in mind that not all worthwhile problems or useful ideas are interesting to begin with." 39

Kohlberg specified that the educational methods employed must demonstrate that they stimulate moral change. We need, then, to apply the methods effective for learning in general to the specific area of valuing. In so doing, and keeping in mind the theory in the balance of the chapter, we move to a consideration of our fourth major question.

#### WHAT APPROACH TO VALUING WOULD BE MOST SUITABLE AND EFFECTIVE ?

Let's start with Kohlberg. Based on his four requirements, he indicates what is the essential feature of a programme of moral education.

"The first step in teaching virtue, then, is the Socratic step of creating dissatisfaction in the student about his present knowledge of the good. This we do experimentally by exposing the student to moral conflict situations for which his principles have no ready solution. Second, we expose him to disagreement and argument about these situations with his peers. Our Platonic view holds that if we inspire cognitive conflict in the student and point the way to the next step up the divided line, he will tend to see things previously invisible to him." 40

This, of course, is not seen by Kohlberg as a grand program for moral education. What is really needed, he says, is "full student participation

in a school in which justice is a living matter."<sup>41</sup>

In our schools, as on our planet, justice is not, unfortunately, a living matter. But this is not to say that an effective program of valuing or moral education cannot be realized. For if justice is not a living matter in our world, it is certainly the crucial one. And the case has been made for involving students at all levels in solving the real and important problems of today. This is not in conflict with the basic features of Kohlberg's approach; rather, it extends the parameters of his argument. It is our feeling that problems and concerns of the community--local, national, and international--could serve in many cases as the conflict situations Kohlberg talks about. And where his goal is primarily cognitive development, we suggest that a valuing program emphasize not only the development of cognitive skills but of affective, problem-solving and social skills as well. The essential premise remains the same: valuing rather than the values themselves is the primary feature of the program. Curriculum studies support this general view. Alberta's new social studies calls this essential feature "value-clarification". The committee writes:

"It must be emphasized that since there is no truly universal set of values, and since present values are undergoing change, the only valid productive activity for teachers is the teaching of value-clarification skills.

Process is emphasized, for in a rapidly changing world each person develops habits of examining his purposes, aspirations, and attitudes if he is to find the most intelligent relationship between his life and the surrounding world. It has been said that the primary goal of education is to create and maintain a humane society. The new curriculum allows students to explore ways and means of enhancing the human-ness of humanity.

Therefore, the process of valuing is the values component of the new program. The process by which a student arrives at his values is more important than the value position he obtains."<sup>42</sup>

This involves more than cognitive skills.

"Knowledge in the social studies is gathered for the purposes of establishing concepts and generalizations, and for the understanding and solution of problems and issues. The actions of gathering and processing knowledge, employing interpersonal relations and applying a problem-solving strategy reflect skills. Skill development allows that these actions will be performed efficiently."<sup>43</sup>

The valuing process is the major skill to be applied in the program. The three basic skills of this process are choosing, prizing and acting and they involve affective, cognitive, problem-solving and social skills.

Specifically the three major skill areas mean this:

"Students in the Alberta social studies should demonstrate that they are:

- choosing--1. Identifying all known alternatives
- 2. Considering all known consequences of each alternative
- 3. Choosing freely from among alternatives
- prizing-- 4. Being happy with the choice
- 5. Affirming the choice, willingly and in public if necessary
- acting-- 6. Acting upon the choice
- 7. Repeating the action consistently in some pattern of life."<sup>44</sup>

A second study illustrates a variation of the Alberta format. The California State Department of Education call their social studies approach an inquiry-conceptual program and like the Alberta program, it involves three major skill areas:

"Most thinking is an effort to answer, in one or another way, one of the following questions: (1) Why do these phenomena behave as they do? (2) Who am I, or who are we? (3) What do I, or we, do next? A different set of inquiry processes is involved in thinking about each of these questions, and to each mode of thinking a name may be given. (1) the analytic mode (Why do these phenomena behave as they do?); (2) the integrative mode (Who am I, or who are we?); and (3) the policy mode (What do I, or we, do next?)!"<sup>45</sup>

While the format is somewhat different, the basic approach and rationale are the same:

"Though society may change radically, the ways in which men seek to understand it will remain much more constant. This means that while students are studying today's society, they must be mastering the

inquiry--conceptual skills and tools that will equip them for social understanding throughout their lives....what is most important, therefore, is not particular concepts per se, but the nature of conceptual tools and the processes of inquiry through which they are developed and utilized."<sup>46</sup>

Given this approach to valuing--an approach which we endorse as both most suitable and effective--the keywords are flexibility and imagination. So long as valuing rather than specific values remains the goal, any number of applications are possible. What we know about how children best learn can be utilized. The most exciting educational innovations can be employed. Valuing can be a meaningful process in courses ranging from social studies and health to literature and drama.

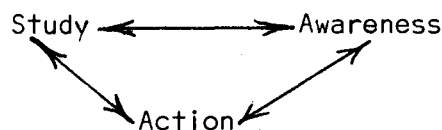
Nor does the valuing process need to be a linear progression. One view within the field of the applied social sciences is that education leads to concern and concern leads to involvement. We can illustrate this with a linear diagram:

Study → Awareness → Action

Others disagree; they call this the "AAS-backwards" approach. Their view is that people do not really get their minds involved until they see a clear course of action to be taken.<sup>47</sup> Their diagram would be the reverse:

Action → Awareness → Study

Our holistic approach to learning suggests that both views are correct and that all three ingredients in the process can operate simultaneously. Our schematic representation would look more like this:



In like manner, the valuing process may become the foundation from which the need for new skills and further involvement emerges. Through

his experience in the valuing program, a student will begin to form value positions on certain issues. But he may not possess the necessary skills for "acting upon the choice" (refer p.66) in the manner he sees as most appropriate. Applying what we know about learning (e.g. "accelerated learning of abstract concepts without sufficient related direct experience may result in symbols without meanings" (refer p.56) or, "we know that children learn most effectively when they devote energetic attention to important problems" (refer p. 64) two things become necessary: first, the learning of specific skills related to the problems inherent in the value issue; and secondly, sufficient opportunity to practise those skills. Schematically, the process would look like this:

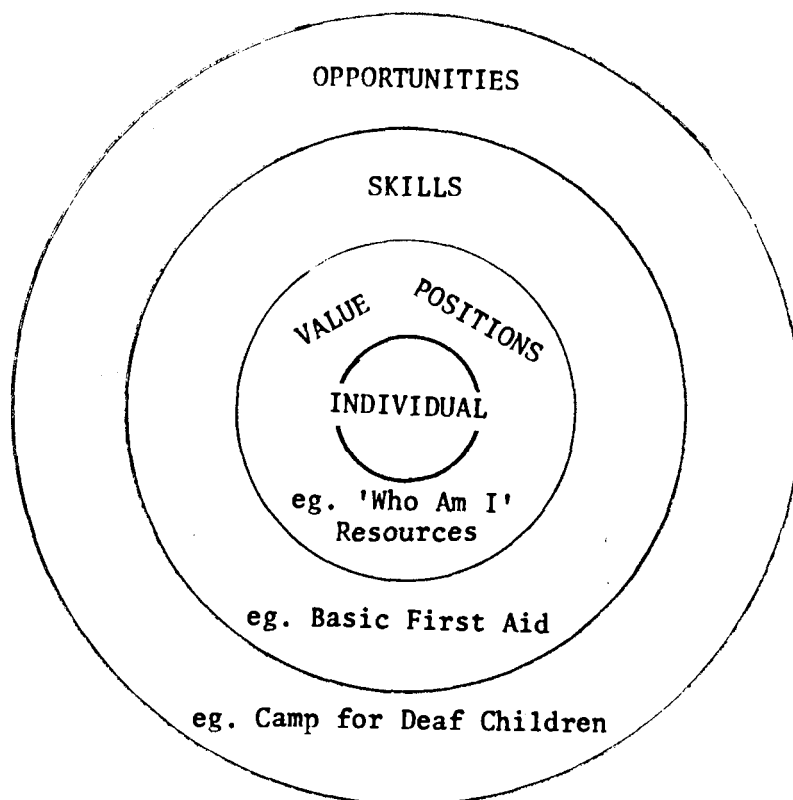


Fig. 4 A Schematic Representation of a Model for Program Development

We stress the flexibility which this approach to valuing allows because we feel it is the key to its success. If seen by teachers as a linear process or if subjected to outdated teaching methods, its merits as an agent in the total education process will not be realized. The Alberta Committee also encourages its creative use; it suggests some of the methods and activities teachers can use to stimulate the process. These include: reading activities, viewing and listening activities (audio-visual aids), case studies, committee or group work, preparing displays and exhibits, interviews, guest speakers, community service projects, preparing notebooks and scrapbooks and simulations.<sup>48</sup> This calls for a wide variety of instructional materials and resources; books, tapes, slides, film, charts and diagrams, travel folders and posters, topographical maps and aerial photographs, copies of original documents, journals and diaries, artifacts, and models, resource people from the community, collections, music and art pieces should be part of the teacher's repertoire.<sup>49</sup>

Furthermore, not only should the community come to the school but the school to the community. Perhaps the potential impact of education in the life of the child will never be fully realized until the world becomes his classroom and the variety of humankind with whom he shares the planet, the great teacher.

"Learning experiences for children should include field visits to government departments, community agencies, hospitals, homes for the aged, and develop awareness of community organization and its continuing problems. City children and teachers should learn first-hand about life in rural areas, and rural children and teachers should have personal experiences of life in urban areas. In time, perhaps the field experiences can be extended to the rest of Canada and other countries.

Our children will be called upon to make important decisions in which personal commitment and involvement may be of vital importance. Knowledge in depth of the peoples and countries of the world, their way of life, their history, their social philosophies, their problems and attempted solutions should be encouraged and be well-travelled learning routes for discovery. In today's society, every child will have to become aware of his role in the family of man."<sup>50</sup>

What, then, is the role of Red Cross Youth? Chapter V outlines the recommendations.



## REFERENCES

1. L. Kohlberg, "Education for Justice: A Modern Statement of the Platonic View", in Moral Education: Five Lectures (Cambridge, Massachusetts: Harvard University Press, 1970), p.57.
2. Alberta Social Studies Committee, Responding to Change: A Handbook for Teachers of Secondary Social Studies (Edmonton: Government of Alberta, Department of Education, 1972), p.64.
3. Louis E. Raths, et al, Values and Teaching (New York: Charles E. Merrill Publishing Co., 1966), p.37.
4. Otto Dahkle, Values in Culture and Classroom (New York: Harper & Brothers Publishers, 1958), p.61.
5. James M. Gustafson, "Education for Moral Responsibility", Moral Education: Five Lectures ( Cambridge, Massachusetts: Harvard University Press, 1970), pp. 14-15.
6. Neville V. Scarfe, " The Aims of Education in a Free Society", in Social Foundations of Canadian Education , ed. A. Malik (Scarborough, Ontario: Prentice Hall of Canada Ltd., 1969), p.24.
7. Gustafson, op. cit., p.11.
8. L. Kohlberg, "Stages of Moral Development as a basis for Moral Education", in Moral Education: Interdisciplinary Approaches, ed. C.M. Beck et al (Toronto: University of Toronto Press, 1971), p.23.
9. Ibid., p.24.
10. Ibid., p.24.
11. Ibid., p.76.
12. Ibid., p.76.
13. E. Burgess, Values in Early Childhood Education. (Washington:National Education Association,1965), p.35.
14. Ibid., p.35.
15. A.W. Kay, Moral Development: A Psychological Study of Moral Growth from Childhood to Adolescence (New York: Schoken Books Inc. 1969), pp.41-44.
16. Ibid., p.59.
17. Ibid., p.61.

18. Ibid., p.67.
19. Ibid., p.69.
20. Kohlberg, "Stages of Moral Development", p.78.
21. Ibid., p.78.
22. Kohlberg, "Education for Justice", p.58.
23. Kohlberg, "Stages of Moral Development", pp.86-87.
24. Ibid., p.46.
25. Ontario Provincial Committee, Living and Learning: The Report of Provincial Committee on Aims and Objectives of Education in the Schools of Ontario (Toronto: The Newton Publishing Co., 1968),p.46.
26. Ibid., pp.46-47.
27. Alberta Social Studies Committee, op.cit., p.5.
28. Kohlberg, "Stages of Moral Development", p.24.
29. Ontario Provincial Committee, op.cit., p.21.
30. Ibid., p.21.
31. Alberta Social Studies Committee, op. cit., p.21.
32. Scarfe, op.cit., p.10.
33. Ontario Provincial Committee, op.cit.,p.21.
34. John M. Culkin, "A Schoolman's Guide to Marshall McLuhan", in Social Foundations of Canadian Education, ed. A.Malik (Scarborough, Ontario: Prentice Hall of Canada Ltd.,1969), p.128.
35. Ibid., p.129.
36. Ibid., pp.130-131.
37. Scarfe, op.cit., p.121
38. Ibid., p.12.
39. Ibid., p.11.
40. Kohlberg, "Education for Justice", p.82.
41. Ibid., p.82.

42. Alberta Social Studies Committee, op.cit., p.64.
43. Ibid., p.74.
44. L. Raths, et al, Values and Teaching (Columbus, Ohio: Charles Merrill & Co., 1966), quoted in Alberta Social Studies Committee op.cit., p.5.
45. California Statewide Social Sciences Study Committee, Preliminary K-12 Social Sciences Framework (California State Department of Education, 1968), p.6.
46. Ibid., p.2.
47. Canadian Council on International Cooperation, Action/Communications: The Creation of Multimedia, Multi-Screen Presentations by Community Groups (Ottawa: Canadian Council on International Cooperation, 1970), p.8.
48. Alberta Social Studies Committee, op cit., p.48.
49. Ibid., p.48.
50. Ontario Provincial Committee, op. cit., p.65.

## CHAPTER V

RECOMMENDATIONS

## INTRODUCTION

This final chapter will make specific recommendations for the future of the Red Cross Youth program. Mindful of the Society of which Red Cross Youth is a part, and using our findings from participant observation, the data from the survey and a review of the literature, we will focus our recommendations in the four general areas: philosophy and objectives of the program, use of structure and resources in program planning, service and delivery system, and program content. It is not intended that the suggested changes will outline an all-inclusive, detailed new program; rather, our goal is to provide guidelines for change in each of the four broad areas, guidelines which will give new direction to the program, allow for on-going innovation, and utilize methods which have proven to be effective. Our plan is to state each proposed recommendation and follow it with our rationale.

## PHILOSOPHY AND OBJECTIVES OF THE PROGRAM

## RECOMMENDATION ONE:

Although not in its present form, Red Cross Youth as a service should be retained and its spirit and mandate developed and expanded.

With no pun intended, the phrase "We need young blood in Red Cross!" is repeated at meetings, in internal publications, by volunteers and by staff. Red Cross branches are fading away. It is difficult to find canvassers. Blood donor clinics are getting smaller.

The need for younger volunteers has been largely directed to the Youth Department, but Red Cross Youth cannot be the panacea for Red Cross. The problems of Red Cross are also the problems of Red Cross Youth: a lack of innovation, a reliance on traditional programs without recognizing that needs change, a dependency on staff members to do the work, very little for the new volunteer to do. Erich Fromm illustrates the dilemma in the following statement:

"What holds true for the individual holds true for society. It is never static: if it does not grow it decays: if it does not transcend the status quo for the better, it changes for the worse.... The moment we stand still, we begin to decay."<sup>1</sup>

As the youth program does not produce tangibles, it is seen by many as a liability. Pints of blood and swimming awards can be counted but Red Cross Youth cannot produce figures to indicate the number of attitudes it has influenced. Many feel that education should be left to the schools. Furthermore, the Youth Department does not produce income, and to some it "doesn't sell a ticket to the show." If the program were eliminated, there would be a considerable saving of funds for blood procurement or for aquatic instruction. What would be lost if Red Cross Youth were to disappear?

The principles and the timeless aim of the Red Cross to relieve suffering and to better the quality of life for all, are intangibles which are too often forgotten by many volunteers and staff directing the Society. Red Cross Youth is the one service which has a program to increase public knowledge of and support for these ideals. Of most interest to the detractors of Red Cross Youth should be the latent public relations value of the service. The largest single group in Canadian society is youth, and through the school program, this group is served by Red Cross Youth. When field consultants visit schools to encourage participation in the youth program, students and

teachers are informed of all Red Cross services.

In the French sector of the Red Cross in Quebec, Red Cross Youth was eliminated; in the Los Angeles Chapter of the American Red Cross the Youth service was absorbed by another service. In both cases, within five years the support for Red Cross had declined so much that both groups re-instituted the Youth programs at considerable cost. The initial obvious saving of funds that would result from eliminating Red Cross Youth would be so very costly over time because of the diminished public support for Red Cross and from the lack of youthful participation.

Because of the increasing complexity of society, the enormous task of educating the young must be shared. The Canadian Red Cross Society, the largest voluntary agency in Canada, represents a significant proportion of the population who believe in humanitarian ideals, of man's humanity to man, of world peace, of a unity of effort to solve global problems, of increased health and safety standards for all, of citizens prepared to volunteer to achieve community goals. Traditionally, special interest groups have organized to bring about changes deemed necessary to create a better society. Not only has the Red Cross the right to represent this large group of Canadians to expose the young to these ideals, but it also has a responsibility to do so. The only program within the Red Cross that is structured to provide this educational service for the community is Red Cross Youth.

The process of preparing the student for the totality of living cannot be completed with any lasting effect in isolation. Theorists emphasize the need for practical experience to make the process of valuing come alive. Schooling has for too long emphasized the cognitive domain at the expense of affective learning. Currently we are experiencing a trend to balance the cognitive and affective realms and to strengthen the learning process

through practical application. Red Cross Youth has the potential for enabling students to face real problems on a community or world scale, and for providing the learner with the skills and opportunities to make real choices and effect real changes. If the Youth program were not presently a part of the services of Red Cross, we feel that the Society, in order to survive, would need to create a service which was youth oriented, which could design and deliver programs to the schools, and which could respond with innovation to perceived community needs.

#### RECOMMENDATION TWO:

Re-state the organization's goal; revise the service's objectives to insure that they are measurable, and that they are worth measuring.

The goal of Red Cross should also be the goal of the service. The goal is worth re-stating:

"In time of peace and war, to carry on and assist in work for the improvement of health, the prevention of disease and the mitigation of suffering throughout the world."<sub>2</sub>

The objectives of the service must be measurable.

"There is a radical difference between (goals) and objectives. You can measure objectives but you cannot measure (goals)."<sub>3</sub>

The objectives of Red Cross Youth as stated on page 23 do not lend themselves to measurement. It is difficult to evaluate programs designed to "improve", "inculcate", and "foster". In addition, the very process of "inculcating" is foreign to the current philosophy of education. One no longer should strive to "impress by frequent repetition or admonition"<sub>4</sub>. Also, "to foster... understanding" of another culture is no assurance that the understanding will result in actions of a non-racist or empathic manner.

While the objectives of individual programs will, of course, be more specific, we would revise the general objectives for the service as below.

(1) to develop and strengthen positive health and safety awareness, knowledge and activity;

(2) to develop through the valuing process, concepts of justice and peace.

(3) to develop concepts of volunteerism and volunteer activity within the local, national and international community.

#### RECOMMENDATION THREE:

Establish a common acceptance of the goal of the organization and of the objectives of the service among those responsible for its development and implementation.

"If you do not know where you are going, any road will do".<sup>5</sup>

As was illustrated in Chapter II, there is diversity of opinion among staff as to the goal and objectives of Red Cross Youth. Without a common acceptance of purpose, program development and implementation will be diverse, confused, and ineffective.

#### RECOMMENDATION FOUR:

Achieve the objectives of the service through the development of the individual.

"An individual comes to a full realization of his own social dimensions through an apprenticeship of active participation in the functioning of social structures and where necessary, through a personal commitment in the struggle to reform them."<sup>6</sup>

With flexibility and imagination in program development, Red Cross Youth



can achieve a better standard of health and safety, concepts of justice and peace, and volunteer activity in the community by participating with the educational system in the development of the individual. The valuing process cannot be complete unless the value positions can be tested. "Accelerated learning of abstract concepts without sufficient related direct experience may result in symbols without meaning." (refer page 56). Red Cross Youth can provide programs which will involve valuing, combined with skills development and opportunities to exercise the individual's value positions and skills. Opportunities for individuals to effect changes in their local or world community, skills involved in working with groups, practical living skills, and resources to help teachers effect the valuing process are general examples of directions for Red Cross Youth programming. Value clarification, skills development and the providing of opportunities are the guiding elements for developing a program to achieve the Red Cross Youth objectives.

#### USE OF STRUCTURE AND RESOURCES IN PROGRAM PLANNING

##### RECOMMENDATION FIVE:

Dissolve Red Cross Youth, Water Safety Services, and part of the Nursing Department as presently structured and re-combine as a single department called "Red Cross Education and Community Services".

The departments of the Society are very insular. Each has a separate budget, staff, and advisory committee. There is little appreciation for or knowledge of each other's services; co-operation and information exchanges are minimal. The educational methodology varies from service to service and the duplication and lack of cohesion is expensive and confusing. For example,

Red Cross Youth has a well established network to the schools, yet Water Safety Service and Blood Donor Service are building a system of school visits and school programs.

"Organization renewal ultimately depends upon youth. It is of the utmost importance, therefore, that youth be perceived not just as a separate, chronological and cultural sub-section of society and of the Canadian Red Cross Society (Red Cross Youth), but also as a normal and necessary ingredient of the Red Cross as such and the Youth Program in particular."<sup>7</sup>

The above quotation from the Canadian Red Cross Society's recent Long Range Planning Report emphasizes the importance of the integration of youth throughout all the Society's services. As has been demonstrated numerous times, as long as there exists a separate Youth Department, all youthful volunteers will be channelled to that office, and the Youth Department will continue to be expected to produce youthful involvement in the Society. The transition from Red Cross Youth to Youth in Red Cross will only take place after the formal structure has been altered.

The greatest danger inherent in such a combining of services is the loss of the innovative element of Red Cross Youth which captures the spirit of the Red Cross Movement more than does any other service. It is crucial, then that the structure of the new service allow for the meeting of new community needs with the same freedom which the present Red Cross Youth mandate enjoys.

Re-organization of Red Cross Youth to Red Cross Education and Community Services would allow for a common set of education objectives, and services which would be compatible with and support each other. Duplication of effort would be largely eliminated while the resources offered and the repertoire of field staff would increase. Service re-organization would only slightly reduce costs, but would definitely improve the quality and efficiency of services.

## RECOMMENDATION SIX:

In addition to field and secretarial staff, there should be one director for the new service and three program co-ordinators, each responsible for one of three areas of program development relating to the objectives of the service.

The service will be effected well only with capable, professional staff. With the director responsible for the total program, full-time co-ordinators would develop specific sections of the service into programs, working with volunteers and resource persons in the field. Consultants, located throughout the area serviced by the Division, would be responsible for program delivery and volunteer support and be given opportunity to have creative input in the development of the program.

## RECOMMENDATION SEVEN:

All staff working in the Department of Education and Community Services should be responsible to the Division for program and for budget and staff policy.

At present, the schizoid position of the Red Cross Youth director, with responsibility for program to the National office and for budget and staff policy to the Divisional office (refer Chapter II) makes for diversity in function and effort. In a like manner, some field staff working within the Youth Department are responsible to their Branch office rather than to the Divisional headquarters. A single line of responsibility of all staff to the one Divisional office would make for better continuity and more efficient service.

## RECOMMENDATION EIGHT:

The volunteer committee should be a policy-making body, consisting of the chairpersons of standing service sub-committees, task-oriented sub-committees, professionals in related fields, and youth.

The committee should consist of members who are professionals in education, youth work, recreation, and health and should have youth well represented. Standing sub-committees and task-oriented sub-committees, the latter established for the duration of the task only, should be responsible to and have their chairperson from the Education and Community Services Committee.

## RECOMMENDATION NINE:

Establish standing sub-committees to the policy-making body to be responsible for program development in specific areas of the service relating to the objectives.

It is unrealistic to expect a volunteer committee concerned with all aspects of the Department of Education and Community Services to develop program in specific areas; standing sub-committees would be able to perform this function. To address the health and safety objective, for example, Water Safety, First Aid and Home Care sub-committees could be established. In the area of justice and peace, a sub-committee could assist with international development education and fund-raising for international projects. Separate sub-committees could concentrate on curriculum development to meet new needs and leadership development in the local community. It can be seen that the area of concern of a particular sub-committee is not restricted to addressing only one of the objectives of the service but, in most cases, has components of two or all three.

The establishment of two particular sub-committees warrant special attention and are the substance of the following two recommendations.

RECOMMENDATION TEN:

Establish a curriculum development sub-committee to assist with program planning to meet new needs and program evaluation within the schools specifically and within the community generally.

Within the context of the objectives of the service, and in view of learning and education theory, the Curriculum Development Sub-committee should actively participate in the establishment of new programs to meet recognized needs.

As illustrated in the survey results, younger teachers are using the Red Cross program in their teaching rather than in the traditional manner as an extra-curricular club activity. All curriculum development should be effected in the context of the needs of youth and should be compatible with the public school curriculum. Pre-designing of a Red Cross curriculum to be imposed on the educational system must be avoided. Teachers have, through the survey, indicated their support for present and new Red Cross educational materials and programs. To insure continued acceptance, teachers must be involved in the development of new programs.

Each program must have measurable objectives and should have built into it a system for periodic evaluation and up-date. Maximum teacher input must be encouraged in the evaluating process. In addition, a system of statistical analysis, uniform from year to year and based on a school year should be developed. Numerical figures of a financial nature would need to remain on a calendar year to parallel budget figures.

## RECOMMENDATION ELEVEN:

Establish an International Red Cross Sub-committee to be responsible for international development education and fund-raising for international projects.

The present Red Cross Youth Department is the only arm of Red Cross which has a responsibility for development education and is the source for the largest amount of funds raised specifically for international development projects. Also, the Youth Department, with the exception of the media, provides to the public the greatest amount of information on Red Cross disaster relief activities. However, since Red Cross does not have a specific department of international affairs whose role it is to inform the public on world development needs and on Red Cross involvement in development and relief activities, rarely is this information included in the resource lists for educators and the interested public.

The Education and Community Services Department should be given official responsibility to provide this function, both within the schools and in the community at large, and should be guided by the new International Red Cross Sub-Committee. The sub-committee should be composed of persons committed to and professionally associated with its functions: disaster relief, development, development education, and fund-raising. It should be financially free from the United Way campaigns, and should seek public and governmental funding for its international activities. Five per cent of its total receipts should be retained specifically for development education.

## RECOMMENDATION TWELVE:

Establish a system of volunteer staff positions similar to that used by the American National Red Cross.

"Volunteers are needed as binding elements in the development of a functional community."<sup>8</sup>

Not only are volunteers needed, but volunteers need important, meaningful and satisfying tasks to perform. The successful American program of volunteer staff positions provides a volunteer who can be retained and dismissed, who has specific responsibilities distinct from those of paid staff, and who can expend more creative effort and thus achieve a higher level of self-actualization than usually occurs in the performance of most routine volunteer tasks. This system should be tried in the Department of Education and Community Services.

## RECOMMENDATION THIRTEEN:

Program staff should attend and have input in the meetings of the policy-making committee and the sub-committees related to their areas of responsibility.

Since program staff must develop and implement program, they should be included in all discussions which result in policy and which determine the direction and quality of the program.

## RECOMMENDATION FOURTEEN:

There should be ample opportunity for youth to participate in the planning and implementing of Red Cross programs and services, and in the decision making of Red Cross at all levels of the organization.

"The traditional youth-serving organizations will be required to re-orient their policies, their programs, and their structures to meet young people's demands for relevance and shared power in decision making and program planning. The days of traditional programs of youth work and youth service are clearly numbered. Obsolescence is rapid now and will accelerate".<sup>9</sup>

Red Cross can serve youth best by making provision for youth to serve Red Cross. This can be achieved only when their rightful participation in the organization is assured. To plan for youth without their consultation and input is to lose sight of the very ingredient assuring its acceptance and relevance.

#### RECOMMENDATION FIFTEEN:

Volunteer teachers should be consulted during program development, and should be encouraged to participate more fully in the service.

Teachers who use the present Red Cross Youth program, according to the survey, tend to volunteer more often than do those teachers who are non-sponsors. Teacher sponsors should therefore be provided with additional channels through which to participate in Red Cross. Consultation in program development is of special importance; involvement in local community activities through Red Cross branch offices is another possibility and one which could reinforce the participation of school children in community projects.

Teachers need recognition for their effort. At present, a teacher must volunteer for fifteen years to receive a service award where all other services in Red Cross require only ten years of participation for this recognition. Since most teachers participate in Red Cross Youth for about five years, this system of recognition is unrealistic. The service award should



be presented for ten years of service and a flexible citation system should be developed for recognition of effort and contribution for a lesser period of time and for outstanding involvement.

RECOMMENDATION SIXTEEN:

An effort must be made to eliminate the subservient role of staff to volunteer.

"We work for the volunteer." This philosophy has created a situation of poor morale among staff and has contributed to the reduction of active volunteer participation and the number of volunteer roles being made available. It is important to reaffirm that both volunteer and staff work together to achieve the aim of the organization through different roles and with mutual respect.

RECOMMENDATION SEVENTEEN:

Financial self-sufficiency should be sought for certain programs.

No one should be excluded from any Red Cross program because of financial limitations. At the same time, the recovery of funds for programs, wherever possible, from groups, individuals, and government, will enable the Society to expand its services in another area. "Seed money" is needed to develop a program to self-sufficiency before those same funds can be applied elsewhere. Educational programs at the developmental stage, however, are not necessarily a liability. We offer the following quotation in support of this statement.

"We do at least know that it is not self-evident that an education program necessarily erodes the financial base of the whole organization. Canadian Catholic Organization for Development and Peace

has successfully launched an education program with an actual increase in revenue being realized."<sup>10</sup>

In other cases, businesses and foundations should be approached for funds for specific public service programs and projects.

#### SERVICE AND DELIVERY SYSTEM

##### RECOMMENDATION EIGHTEEN:

Establish an Instructional Media Centre with a full-time Resources Co-ordinator as part of the Department of Education and Community Services.

Presently, each department within Red Cross handles materials and instructional tools, sometimes duplicating effort and each using a different system. The Instructional Media Centre would co-ordinate and develop materials, resources and educational tools for all Red Cross services.

For years, Red Cross Youth has offered a very limited number of crafts, drawings, films, and slides for use in the schools. The packaging, presentation and promotion of these materials has been very poor. The teacher, because of a multi-billion dollar education materials industry, has become visually very sophisticated. Although Red Cross should not attempt to compete with this industry, it must prepare and package what it does offer so that it is attractive and convenient for use in the schools. Red Cross has access, for example, to slides that are current, unique, and valuable for social studies (e.g. months after Bangladesh declared its independence, Red Cross staff had returned from foreign duty with hundreds of slides and a wealth of information).

The Centre should also develop and deliver resource packages (printed matter) and EduKits (audio-visual resource materials) on topics of mutual

interest to the schools. All material must be of a professional quality, and although most should be available on loan, some could be for sale on a non-profit basis.

RECOMMENDATION NINETEEN:

Revise the present methods of communicating the program to the students and teachers.

As indicated in the survey, teachers in British Columbia are not finding out about the services of Red Cross Youth through the present system. They indicated over-whelmingly that they would like to be informed of Red Cross services through the B.C. Teacher magazine; this channel should be used. In addition, the newsletters put out by the Department of Education and the superintendents of each school district should be used as a vehicle to keep teachers informed about the program. As there is a confused image on the part of teachers as to what Red Cross educational services includes, a comprehensive guide should be made available.

The survey indicated that the national magazine On the Move should be discontinued and the divisional newsletter redesigned to be an on-going link between the enrolled classroom and the Education and Community Services office, informing students and teachers of current programs and services. Special information about specific elements of the program can also reach teachers through the specialist lists of the B.C. Teachers Federation.

The survey indicated that some teachers who are volunteer-minded do not use the Red Cross Youth program. Efforts should be made to inform these teacher non-sponsors of volunteer elements within the Red Cross program and of the benefits these services can be to their teaching.

## RECOMMENDATION TWENTY:

Wherever possible, programs and services should be introduced through the medium of workshops and seminars.

Recently, the Vancouver School District made a decision to withhold new programs unless suitable teacher orientation could be a part of the introduction. It was found that without proper teacher orientation, new programs were failing for reasons not related to the program itself. The teacher might have false impressions about the program, be afraid to try something new or not want to take the time to prepare new program materials. Workshops and seminars would remove some of the factors which contribute to the resistance to use new programs.

If a program is worth taking the time to develop and test, it is worth the extra effort to orient the teacher volunteer as to its objectives, method and alternate uses.

## RECOMMENDATION TWENTY-ONE:

Establish the means by which youth can become involved in their own community.

Just as new methods must be employed to communicate with teachers and students at the elementary school level, so must there be established a communication network for students at the secondary level to participate in the program.

At present, the work of the Red Cross Branches is suited to and perpetuated by the ages of their members. The Branches know very little about the Youth program. This, of course, reflects their interest and support.

Youth has demonstrated maturity and capability in dealing with issues

which concern them. This age group should be well involved in Branch activities. The function of the Divisional office becomes one of consultation and facilitation. The diagram below illustrates the network.

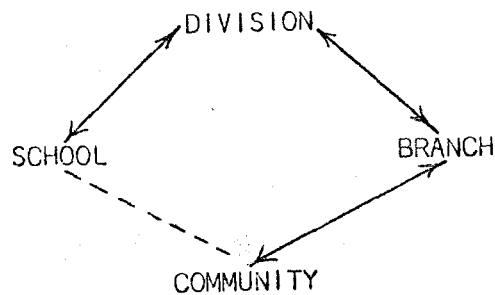


Fig. 5 Divisional Relationship to Community

If the structure inhibits or does not aid youth involvement in the community, then alternate means should be devised. Opportunity and activity are the important factors.

#### RECOMMENDATION TWENTY-TWO:

Establish "Contact Canada" and "Contact International" to replace the present limited exchange system.

The major criticisms of the present exchanges are that they are slow and often unreliable. A new bureaucracy must be established to make exchanges quicker and more direct by by-passing many of the unnecessary intermediate protocol steps.

The whole concept of exchange should be further developed. At present, exchanges are limited to albums and stamp cards. These could be expanded to include any number of articles appropriate to the area of Canada or country involved: audio tapes, slides, travel folders, posters, maps and diagrams, magazines, music, artifacts. The most important exchange, of course, would

be the students themselves and this program should be encouraged, initially within Canada and with a goal to international exchanges when the service is further developed.

RECOMMENDATION TWENTY-THREE:

Establish children's television programming to meet the Red Cross Education and Community Services objectives.

"After infancy, a child's most rapid growth in many stable characteristics occurs in the early years... 17 per cent of the growth in school achievement will occur between the ages of 4 and 6, with another 17 per cent taking place between 6 and 9.

It is during this period of growth that the environment in its broadest sense, including people, customs, values, physical surroundings, family attitudes toward learning, books and so on, has its greatest effect."<sup>11</sup>

The UNESCO study on education, Learning to Be, reports that recent research has shown that the age span between three and five years is determinant for the subsequent development of the individual. The report states:

"The development of education for pre-school children must become one of the major objectives for educational strategies in the 1970's."<sup>12</sup>

With such a large percentage of the attitudinal development taking place before a child reaches school age, the Red Cross, to achieve its objectives, should consider educational programming for the pre-school age group.

Before a child has reached school, he or she has viewed 3,000 to 4,000 hours of television, and before leaving high school has viewed 15,000 hours of TV time but only 10,800 hours of school time (refer page 62). The success of the Children's Television Workshop has been documented many times; the Faure UNESCO study makes reference to it.<sup>13</sup> Sesame Street, using marketing as well as educational research, teaches children co-operation and human understanding as well as how to count and recognize objects. The "Electric Red Cross" should program themes on health, safety, justice, peace,

other cultures and countries, and volunteering.

The Canadian Broadcasting Corporation has made a decision to eliminate commercials from children's programming. Many of the programs will still have commercial time slots as they are of American origin; these commercial time periods could be filled with "edu-bits". Forty hours of community access programming must be provided each week by the cable television station. These stations are often searching for new material and are usually open to suggestions. The use of cable television could provide an economical beginning to the Electric Red Cross. The Children's Television Workshop was funded originally from grants. The Electric Red Cross could also have a similar beginning. The scope is unlimited and the need is great.

#### RECOMMENDATION TWENTY-FOUR:

Membership should be open to all who seek it; should be of the nature of an association; and should not be restricted to age.

In the present system, young people become members of Red Cross Youth rather than of the Red Cross per se. Many people still have a recollection of being press-ganged into membership in the Junior Red Cross through the classroom. Students today resist club membership and dislike being categorized by age. Clarifying rules for membership is a characteristic of an established institution; a movement is much less concerned about such rules.

For all these reasons, membership in Red Cross should be of the nature of an association - that an individual chooses to associate himself with the organization is sufficient criterion. Membership should exist because the individual is motivated to seek it and should not be restricted to age. Although it should not be actively discouraged for those teachers presently using it, the concept of the club should no longer exist.

## PROGRAM CONTENT

## RECOMMENDATION TWENTY-FIVE:

Design the content of all programs so that the objectives of the Red Cross Education and Community Services are achieved through the general program methods - value clarification, skills development, and opportunities.

"Enthusiasm", "self-worth", "skills of listening and reacting", "values", "how to evaluate and make decisions": these were the reactions of teachers at a recent seminar when asked what they most wanted their students to take from their school year with them. Using the newly developed program methods, Red Cross can become more of an education resource to teachers than ever before.

"Too often the gap between learning theories and classroom experience has been incredibly wide."<sup>14</sup>

Program content based on the general program methods inherent in the valuing process can narrow this gap. With the needs of the individual at the centre of program design, Red Cross can help teachers meet the objectives of the service through programs which provide for value clarification, skills development and opportunities. A schematic representation of a curriculum which uses the general program methods to achieve the objectives of the service appears on the following page (fig.6).

## RECOMMENDATION TWENTY-SIX:

Re-evaluate the health education priorities of the program to meet today's needs.



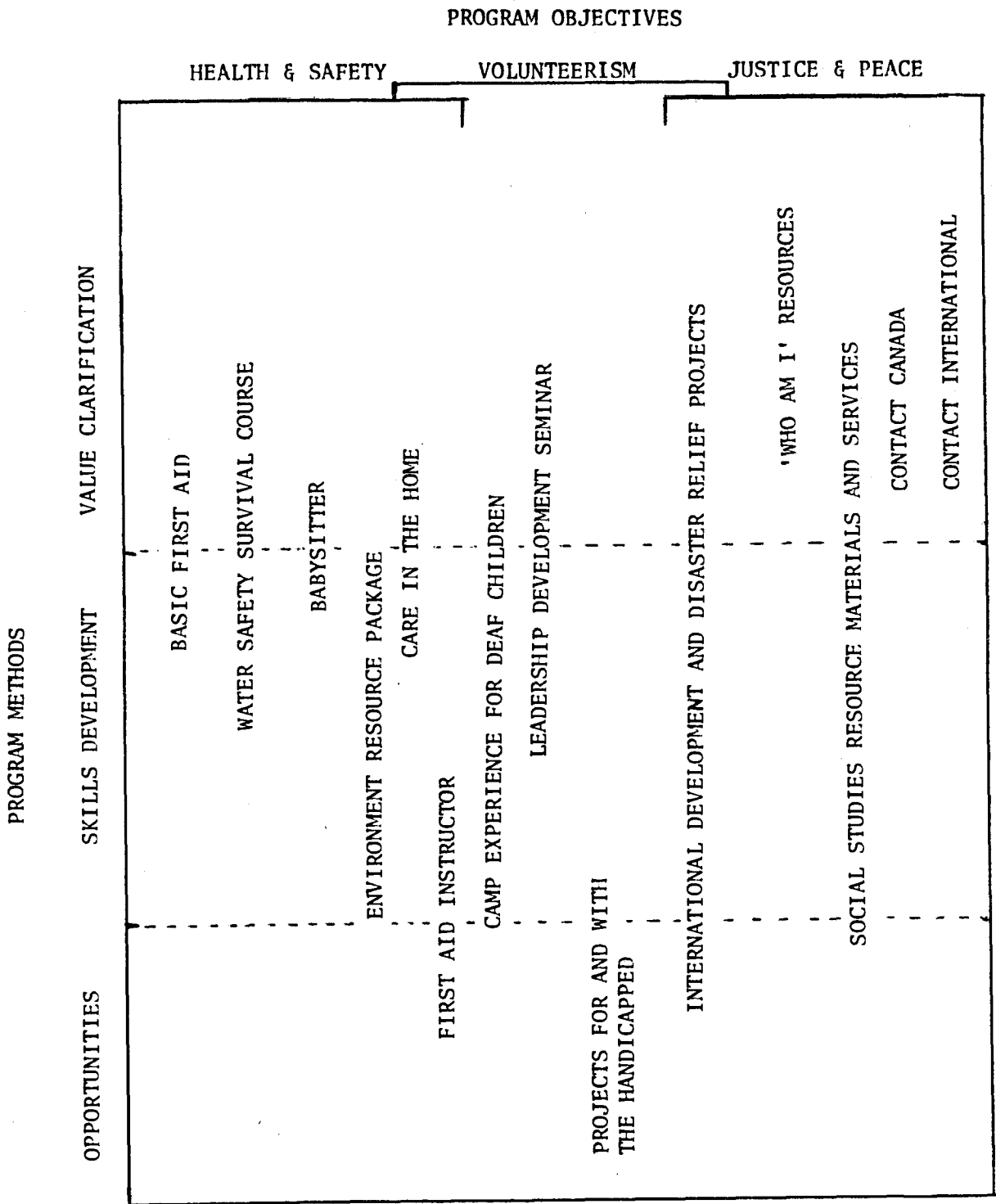


Fig. 6 A Schematic Representation to Illustrate a Sample Curriculum Development for Red Cross

"Health is one of the fundamental human values, and the promotion of good health is one of the basic moral obligations."<sup>15</sup>

"Healthful living....depends upon safety. The good life from which wholeness results is one in which proper precautions against injury are habitually taken."<sup>16</sup>

Health is one of the most neglected and most poorly taught subjects in the school curriculum. The present Red Cross health education program is weak and should be revised and expanded.

In the elementary school survey, teachers indicated that there is a need for Red Cross health education materials and programs in general, and specifically endorsed proposed programs in nutrition, bicycle safety, physical fitness, first aid and home accident prevention, and health in other countries. These programs should be developed.

Red Cross Education and Community Services should also be involved in public health and safety education. Efforts in the past by governmental and private agencies to provide public education in these areas have met with limited success. An exception is Canada's Particip-Action program which promotes physical fitness through marketing techniques developed by the advertising industry. These techniques should be used by Red Cross in promoting public health and safety. The techniques are basic: (1) create or draw attention to the concern, (2) motivate the audience to do something, (3) offer a solution, and (4) reinforce the activity through encouragement and reminders.

#### RECOMMENDATION TWENTY-SEVEN:

As a priority, establish a nutrition education program for pre-school children and for students in elementary and secondary schools.

"Nutrition is an area in which ignorance abounds."<sup>17</sup>

"What a high price children must pay for the ignorance of their parents! People trust most those who unwittingly harm them, because they prefer to cling to old habits, even bad ones, rather than risk a change."<sup>18</sup>

"The influence of advertising on children's food selection patterns suggests that children could be receptive to nutrition education... Nutrition is an essential part of health and should be adequately emphasized in school curricula."<sup>19</sup>

Encouragement to make poor food choices and an invitation to over-eat as recreation are powerful persuasive elements used by the advertising industry and these must be overcome. There is no question that children can influence parents to purchase the foods which they desire; one has only to observe the growth of the breakfast cereal industry to get an indication of the effect of advertising on children, and they in turn on their parents.

The same process which has produced such poor choices in food should be exploited to encourage better food choices. Through the Electric Red Cross and through a classroom program, Red Cross Education and Community Services can help to develop better nutritional attitudes utilizing all present community resources with an interest in nutrition.

#### RECOMMENDATION TWENTY-EIGHT:

As a priority, establish classroom first aid training as an essential element of an over-all accident prevention program.

To avoid needless duplication, St. John Ambulance Society and the Canadian Red Cross Society agreed in 1951 that the teaching of first aid would be a responsibility of the former. Although Red Cross Youth was exempt from this agreement, St. John Ambulance has had an exclusive mandate to teach first aid and has failed to reach the school system and youth.

According to the World Health Organization, Canada leads the 'developed' countries in the accident rate for children under the age of one, and between the ages of 5 and 9 years.<sup>20</sup> In Canada, in 1971, almost two thousand children under the age of 15 died from accidents while over 500,000 children were injured. Every five minutes in Canada, a child is injured.<sup>21</sup> British Columbia leads Canada with an accident rate of 72.0 per 100,000 population; (Canada's rate is 53.3 per 100,000).<sup>22</sup>

"Bell Telephone (Canada) found over a two year period that the accident rate for employees trained in first aid was a little more than one-third of the accident rate for employees with no training in first aid.<sup>23</sup>

In addition to the above, a study conducted by Drs. Agnew & Miller of York University in Orillia, Ontario of a first aid blitz in a large portion of the total population showed that those who took first aid courses were more "safety conscious" than those who took no instruction in first aid.<sup>24</sup>

The goal of a classroom first aid course would be to 'accident-proof' the vulnerable one-third of our population. Latent goals of the program could be the learning of human anatomy and other-directed attitudes - (one learns first aid in relation to repairing the wound of another person). The program must be suited to classroom use, utilize current methodology, and require only minimal teacher orientation.

#### RECOMMENDATION TWENTY-NINE:

Re-evaluate the international and intercultural understanding priorities of the program to develop concepts of justice and peace.

The five million member World Confederation of Organizations of the

Teaching Profession, at its last world meeting, emphasized that all methods available be utilized for education for peace. Patterson State College of New Jersey's course on "Alternatives to Armed Conflict and Social Aggression" and the Centre for War/Peace studies in New York are institutional responses to the desperate need for peace education. In his study, Children and War, Howard Tolley Jr. found attitudes among children like this statement by a sixth grade girl: "War is horrible, but we have to learn to live with it."<sup>25</sup> He concludes:

"If the radical movement of the 1960's derived in part from the disappointed expectations of idealistic youth, the more critical children of 1971 should face no such disillusionment in the decade ahead...Rather than manifest righteous indignation at departures from the democratic creed, more cynical youth might simply accept the system with resignation."<sup>26</sup>

The difficulties for anyone involved in undertaking peace studies are enormous. There is no one discipline which one can look to for guidance. "The genius of peace studies is that it is not a single discipline. It is cross-disciplinary or better, trans-disciplinary."<sup>27</sup>

Red Cross, as the largest voluntary agency in the world with 122 member countries, has the mandate and channels through which a program for peace can be developed. Its humanitarian goals and non-political position can be the bulwark of a program in which people of all ages can participate in a movement for peace.

Such a movement can take many forms. Development is one avenue toward peace. A survey of attitudes of youth conducted by the Canadian Council on International Co-operation revealed that there is a lack of understanding of what is meant by "development" and "developing countries". The same study recommends that there be "closer collaboration between the school systems and the aid-giving countries".<sup>28</sup> Red Cross Education and Community Services can

take a major role in development and development education by providing international development projects, development education materials in the form of Edu-Kits and resource packages, and cultural exchanges.

Justice is a condition of peace. Young people need to examine this important concept, and they need the skills and opportunities to act on value positions they choose. Too often the learning of social studies takes place in abstraction. Learning is at its best when children can "devote energetic attention to important problems" and are most thoughtful when they can concentrate on problems that are "real... and seem to them worth solving" (refer page 64). Utilizing the methods outlined earlier, of value clarification, skills development, and opportunities, Red Cross can bring to the classroom the real problems of the world and can provide opportunities for students to help solve these problems. Red Cross can also provide the classroom with a channel to any one of over a hundred countries for cultural information and exchanges.

#### RECOMMENDATION THIRTY:

As a priority, establish international and intercultural educational resources of professional quality.

"There is no question that the boys and girls who pass through our schools should graduate with a sensitivity to the common humanity which they share with other people in other parts of the world."<sup>29</sup>

To promote the concepts of justice and peace, Red Cross Education and Community Services should develop materials in the form of Edu-Kits and resource packages to assist children in their understanding of and appreciation for people of divergent cultures. Emphasizing the commonality of mankind, the materials should help the student conceptualize the sociological truths that he is in some ways like all other men (i.e. he shares basic needs), that he is in some ways like some other men (i.e. he belongs to a cultural

group), and that he is in some ways like no other man, (i.e. he possesses a unique personality). The materials must be a tool to achieving justice and peace and not an end in themselves; their goal should be to inoculate the student against the de-humanization process which makes the individual vulnerable to racism.

The resource materials should be developed for cultures both within and outside Canada. Vancouver, for example, is a cosmopolitan city with well-represented culture groups - Chinese, East Indian, Native Peoples, etc. The following example of a possible set of materials focuses on four separate cultures in four countries: China, India, Kenya (Masai), and Egypt. The package design may present the material as a single cultural study focusing on a variety of topics such as religion, family patterns, community life, architecture, food, transportation, education, customs and dress, economy (including technology and work roles), art forms... or the design can be alternately used to present a comparative study of four cultures on a specific topic. For example, using the four cultures mentioned above, an Edu-Kit or resource package on "The Religions of Man" would include the state 'religion' of China, Hinduism in India, the tribal beliefs of the Masai, and Islam in Egypt. In both cases, the students' own North American culture, wherever possible, should be used as a base from which he can come to appreciate cultural differences rather than fear them and through which he can find his place in the family of man.

The materials should be stimulating and so designed that students as well as teachers can use them. Such items as slides, tapes, photographs, artifacts, maps, diagrams, documents, journals, clothing, music and art should be included in the Edu-Kit. Red Cross can produce quality, professional materials for sale at forty to sixty per cent less than current market prices. The

eliminating of royalties, sales commissions, profit, and promotional overhead, and utilizing the established Red Cross Youth network to the schools would enable Red Cross to provide this service more economically than materials on the market with no compromise in quality and with support services and contacts which no other organization can provide.

#### RECOMMENDATION THIRTY-ONE:

Establish leadership development programs for youth to promote the concept of volunteerism.

"Commitment brings meaning into one's existence."<sup>30</sup>

Leadership development would include (1) the learning of skills to facilitate volunteer activity, and (2) participation in group decision-making which will affect program development and Red Cross policy. The process of leadership development is of equal or more importance than the end result. We use the term 'leader' in a very broad sense, a leader being one who enables a group to clarify and achieve its objectives. Such a definition illustrates that our emphasis is on development rather than training.

We have introduced the following terminology to aid in the development of the program:

#### A) Leadership Development Centres.

<u>Type</u>	<u>Function</u>
seminar	information
course	training
workshop	personal development
committee	research and decision making

Such centres should be divisional and intra divisional.



## B) Youth Conferences.

Such conferences will be work sessions to achieve certain objectives: policy, program, statement of areas of concern, etc. The delegate should have a background of experience similar to other members of the group in order that the group can function at an effective level. These conferences should be provincial, national and international.

All sessions at both the centres and conferences must be designed with objectives in mind, and with an evaluation component built into them. Youth must be encouraged to have maximum input in the planning and implementation of leadership development programs. This procedure will facilitate youth involvement in their local communities.

### RECOMMENDATION THIRTY-TWO:

Retain the fund-raising element of the program as an educational tool and to promote volunteer activity.

"We must recognize the fact that between 1970 and 1980 many of our present young people will be called upon to shoulder a great proportion of the financial burden of being their brother's keeper. Broad, sweeping health, welfare and educational programs have come into existence in Canada over the past fifty years. In that time they have grown tremendously and will require great understanding to be maintained and developed."<sup>31</sup>

The demands upon the young to make choices and participate in social improvement activities will be great when they reach the age of salary-earning. Fund-raising activities enable students to learn how to make choices and to participate in social change. Fund-raising should not be confined to children helping children but should be expanded to give to the student the same opportunity to take part in social action as that in which the community is being asked to participate.

## CONCLUSION

The Canadian Red Cross Society, with its reputation for responding quickly to needs and with its human and material resources which represent the largest segment of Canada's volunteer community, has a responsibility to participate in the preparation of citizens of school age for community life. To meet this responsibility, the Society has expressed, in its philosophical Long Range Planning Report, a willingness to respond to change.

As was outlined in the Forward of this thesis, we attempted to provide a research project report that could have direct benefit to the community. The thirty-two recommendations must be made operational if they are to become a part of the dynamic process of change. The final responsibility for initiating discussion and change rests with the Canadian Red Cross Society.

## EPILOGUE

The participant observer's report potentially could perpetuate inefficiencies within the organization. To compensate for this danger, it was established with the Red Cross administration that we would conduct this study and effect as many recommendations as possible within a limited time. Our future career did not depend on this report.

We had the advantage of an outsider to view what had become invisible to many; and as a participant we were able to appreciate the working philosophy of the Red Cross as a voluntary organization. The role of the voluntary organization (refer p.2) is vital to the functioning of our society, to innovate, to meet perceived needs, to work for government policy and to provide the opportunity for people to become involved in their community in a useful and vital way. This is a tradition that the Red Cross must preserve.

## REFERENCES

1. E. Fromm, The Revelation of Hope (New York: Harper & Row, 1968), p. 37.
2. Canadian Red Cross Society, This is Red Cross (Toronto: Canadian Red Cross Society, 1968), p.18.
3. E. Faure, et al, Learning To Be (Paris: UNESCO, 1972), p.145.
4. Webster's Third New International Dictionary (Chicago: C.& G. Merriam Co., 1966), p. 1143.
5. J. Furina, quoted at a seminar, "Community Development and Recreation" (Edmonton Alberta: May, 1970).
6. E. Faure, et al, op. cit., p. 151.
7. Canadian Red Cross Society, And Who is My Stranger: Report of the Long Range Planning Committee (Toronto: Canadian Red Cross Society, 1973), p.40.
8. E. Schundler-Rainman and R. Lipsett, The Volunteer Community (Washington: NTL Learning Resources Inc., 1971), p.16.
9. Ibid., p. 29.
10. OXFAM Papers: Education (Toronto: OXFAM Ontario, 1973), p.7.
11. Ontario Provincial Committee, Living and Learning: The Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario (Toronto: The Newton Publishing Co., 1968), p. 42.
12. E. Faure, et al, op.cit., p.191.
13. Ontario Provincial Committee, op.cit., p. 182.
14. Ibid., p. 52.
15. P.H. Plenix, Education and the Common Good: A Moral Philosophy of the Curriculum (New York: Harper & Row, 1961),p. 133.
16. Ibid., p. 135.
17. R.G. Foulkes, Health Security for British Columbia (Victoria: Government of British Columbia, 1974), p. IV-C-10-1.
18. Ibid., p. IV-C-10-1.
19. Nutrition: A National Priority (Ottawa: Information Canada, 1973), p.119.

20. The City That's Sold on Safety (St. John Ambulance Society) quoted in First Aid Instruction (Vancouver: Canadian Red Cross Society, 1973), p.2.
21. Accident Fatalities : Canada 1971 (Toronto: Canada Safety Council, 1972), p.6, table 3.
22. Ibid., p.6, table 3.
23. First Aid Instruction , op.cit.,p. 2.
24. Ibid., p. 2.
25. H. Talley jr., "Children and War", Saturday Review of Education, (May, 1973), p.38.
26. Ibid., p. 40.
27. Ibid., p. 40.
28. Youth on Development (Ottawa: Canadian Council on International Cooperation, 1971), p. 45.
29. Ontario Prinvincial Committee, op. cit. p.29.
30. Ibid., p.29.
31. Ibid., p. 65.

## BIBLIOGRAPHY

## BOOKS

- Beck, C.M.; Crittenden, B.S.; and Sullivan, E.V. Moral Education: Interdisciplinary Approaches. Toronto: University of Toronto, 1971.
- Bloom, B.S. Stability and Change in Human Characteristics. New York: John Wiley & Sons Inc., 1964.
- Broom, L., and Selznick, P. Sociology. New York: Harper & Row Publishers, 1963.
- Burgess, E. Values in Early Childhood Education. Washington: National Education Association, 1965.
- Dahke, H. Otto. Values in Culture and Classroom. New York: Harper & Brothers Publishers, 1958.
- Fromm, E. The Revelation of Hope. New York: Harper & Row, 1968.
- Gustafson, I.M.; Peters, R.S.; Kohlberg, L.; Bettelheim, B.; and Keniston, K. Moral Education: Five Lectures. Cambridge, Massachusetts: Harvard University Press, 1970.
- Kay, A.W. Moral Development: A Psychological Study of Moral Growth from Childhood to Adolescence. New York: Schocken Books Inc., 1969.
- Lambert, W.E. Children's Views of Foreign Peoples: A Cross-National Study. New York: Appleton, Century, Crofts, 1967.
- Lasker, B. Race Attitudes in Children. New York: Greenwood Press, 1968.
- Malik, A. (editor). Social Foundations of Canadian Education. Scarborough, Ontario: Prentice Hall of Canada Ltd., 1969.
- May, Philip R. Moral Education in School. London: Methuen Educational Ltd., 1971.
- Miles, M.B. Innovation in Education. New York: Columbia University, 1964.
- Mueller, J.H., and Schuessler, K.F. Statistical Reasoning in Sociology. Boston: Houghton Mifflin Co., 1961.
- Niblett, W.R. Moral Education in a Changing Society. London: Faber and Faber Ltd., 1963.
- Oppenheim, A.N. Questionnaire Design and Attitude Measurement. New York: Basic Books, 1966.

Phenix, P.H. Education and the Common Good: A Moral Philosophy of the Curriculum. New York: Harper & Row, 1961.

Raths, L.E. Values and Teaching. New York: Charles E. Merrill Publishing Co., 1966.

Schindler-Rainman, E., and Lippitt, R. The Volunteer Community. Washington: NTL Learning Resources Corporation, 1971.

Selltiz, C.; Jahoda, M.; Deutsch, M.; and Cook, S.W. Research Methods in Social Relations. New York: Holt, Rinehart, & Winston, 1964.

Webster's Third New International Dictionary. Chicago: C. & G. Merriam Co., 1966.

#### GOVERNMENT & AGENCY PUBLICATIONS AND PERIODICALS.

Alberta Department of Education, Goals of Basic Education. (draft copy) Edmonton: Province of Alberta, 1973.

Alberta Social Studies Committee. Responding to Change: A Handbook for Teachers of Secondary Social Studies. Edmonton: Province of Alberta, 1972.

California Statewide Social Sciences Study Committee. Preliminary K-12 Social Sciences Framework. California State Department of Education, 1968.

Canadian Council on International Cooperation. Action/Communications: The Creation of Multi-Screen, Multi-Media Presentations by Community Groups. Ottawa: C.C.I.C., 1970.

Canadian Council on International Cooperation. Youth on Development. Ottawa: C.C.I.C., 1971.

Faure, E. et al. Learning to Be. Paris: UNESCO, 1972.

Foulkes, R.G. Health Security for British Columbia. Victoria: Government of British Columbia, 1974.

Nutrition: A National Priority. Ottawa: Information Canada, 1973.

Ontario Provincial Committee. Living and Learning: The Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario. Toronto: The Newton Publishing Co., 1968.

OXFAM Papers: Education. Toronto: OXFAM Ontario, 1973.

Saturday Review of Education. (May, 1973). San Francisco: Saturday Review Co.

## RED CROSS PUBLICATIONS AND PAPERS

And Who is My Stranger: Report of The Long Range Planning Committee.  
Toronto: Canadian Red Cross Society, 1973.

Chalk Notes for Teachers. Calgary: Canadian Red Cross Society, Alberta-  
N.W.T. Division, 1972.

First Aid Instruction. Vancouver: Canadian Red Cross Society, British  
Columbia- Yukon Division, 1973.

Policy Manual. Toronto: Canadian Red Cross Society, Youth Dept., 1968.

Red Cross Youth. Vancouver: Canadian Red Cross Society, British Columbia-  
Yukon Division, 1971.

Teachers' Guide. Toronto: Canadian Red Cross Society, .

This is Red Cross. Toronto: Canadian Red Cross Society, 1968.