combination of federal and state funds could be found to underwrite all
expenses other than personal ones which, as on the Canadian side, should be
left to pupils, family and community. Amounts of money required would not
be large. For example, a chartered bus from Albany to Montreal and return
would hold 38 passengers and would cost $495(U.S.). An individual teacher's
round-trip air-fare between the same two centres (for the advance visit)
would cost $42.84(U.S.). There are several advantages to some form of joint
financing -- one of the most important of which is the fact that it would
spread the commitment (and so the involvement) among the very groups that
must be involved and committed if our objective of increased knowledge and
understanding is to be achieved.

Other opportunities for student exchange should not be overlooked. The
director of French teaching for the San Francisco School Board made a strong
case for the value of exchanging one student from her classes with one from
a Canadian school where the language of instruction is French, for a one-
week period. The two-way value of each student's visit, not forgetting
the reporting to each home community after the visit, could be considerable,
and the expenses would not be great in terms of the effect. It seems rather
important that such arrangements be launched under the auspices of the
Canadian government -- and through the appropriate consulate -- so as to
keep such ventures accessible to a number of our provinces. Otherwise, the
Quebec government seems certain to move into this field (surely only a
matter of time) -- a move which could result in a virtual monopoly on the
part of that one province.

One possible form of student exchange that -- once launched -- would
require little time or trouble on the part of the Information Division
is through the program of the American Field Service. This New York-based
program sends high school students from the U.S. to other countries and
brings a large number of foreign students to the United States. Each