

(b) Canadian Studies in Britain (October 1980)

The current known pattern of Canadian Studies in Britain is summarised at the end of this paper in the map and the listing of Universities, Polytechnics and Colleges where teaching about Canada is undertaken in the subject areas indicated.

This information has been derived from two sources: written replies to surveys¹¹ carried out in the fields of *history; geography, environment and planning; political science and international relations; and French Studies*; and from informal, ad hoc contacts between institutions and the High Commission. The data is not therefore comprehensive, hence the importance of the date (October 1980). It represents our knowledge so far. It is planned to undertake further surveys¹¹ in the fields of economics, sociology and anthropology, law, education, English Canadian literature and the arts.

The map and listing represent an attempt to identify a pattern of Canadian Studies in Britain.

Before focusing on this pattern, reference will be made to "the trinity" of organisations supporting Canadian Studies on a nationwide basis: the British Association for Canadian Studies (BACS); the Foundation for Canadian Studies in the UK; and the Canadian High Commission.

The BACS provides a national academic forum for those interested in Canada — it organises an annual conference; publishes a Bulletin and Newsletter; provides financial assistance for selected academics to make study visits to Canada; and shares in the organisation of other meetings designed to support and encourage teaching about Canada. The Association is growing in membership and is becoming increasingly important in the development of Canadian Studies.

The Foundation for Canadian Studies in the UK administers a Trust Fund, which supports the Centre of Canadian Studies at Edinburgh University; assists the Regional Canadian Study Centre at Leeds University; channels travel awards to British academics through the BACS; and assists other initiatives from time to time.

The High Commission works closely with both the BACS and the Foundation. Through the Academic Relations programme, it assists selected institutions to develop their collections of Canadian *teaching resources*; provides *travel awards* to enable academics to visit Canada in connection with the introduction of new or the modification or extension of the Canadian content in existing courses; undertakes *surveys* about opportunities for teaching Canada at 'O' and 'A' level and about the Canadian content of courses in higher education; *publishes* termly Newsheets⁵ and other publications designed to support and encourage learning and teaching about Canada; arranges and assists others to organise *meetings* about Canada; and *liaises* with a wide range of educational organisations. Canada House with its Enquiry Centre, Library, Film Library, Cultural Affairs, Information and Academic Relations Divisions may also be regarded as an important *Resource Centre* for teaching and research.

The map shows three Canadian Study Centres — the Edinburgh Centre of Canadian Studies was established in 1975; Leeds University was designated as a Regional Canadian Study Centre in 1979; and the University of Birmingham is likewise due to be designated in 1981. Each of these Universities has teaching about Canada in a variety of fields. They also have significant Canadian holdings in their libraries. These represent the most comprehensive and developed teaching about Canada in single institutions known to us so far.

There are however a number of other concentrations, identified on both the map and listing, whose teaching about Canada is developing in at least 3 subject areas. It is interesting to note that these concentrations, when considered with the 3 Canadian Study Centres, mean that almost everywhere in Britain, except for Northern Ireland and the extreme north west of Scotland, is within 100 miles of a centre with a significant amount of teaching about Canada, and many areas are much closer than that. Despite the increasing cost of transport within Britain, it is hoped that co-operation between centres will both continue and develop to the benefit of Canadian Studies as a whole.

The map focuses upon places where *teaching* about Canada is to be found. Of the 27 locations identified in the Bloomfield Survey¹, 20 are on this map. The 7 locations not shown have 9 centres with Canadian resources; whereas the 20 locations in common, cover 128 centres with Canadian resources. There is perhaps an emerging pattern in which both resources on the one hand and teaching and research on the other are found to exist in a welcome proximity, though more work on both the teaching and resource aspects of this pattern remains to be done.

Although this summary has concentrated on Canadian Studies in British higher education, we are aware of the importance of including Canada in curriculum development at the senior levels of secondary education. The development of Canadian Studies Resource Centres, able to make some of their holdings available to schools are likely to play an increasingly important part in the development of Canadian Studies at school levels. Efforts to increase the amount of teaching about Canada at these levels have taken several forms. Firstly, there has been a concentration of effort upon the senior levels of secondary education (14-19 years, the immediate pre-University entrance stage); secondly there has been a concentration on those parts of the curriculum which already allow teaching about Canada to be included; thirdly, support