

States Committee on Education over a period of some seventeen years. The answer is simple and important: there was no result because no action was ever taken.

In spite of the fact that External Affairs officials who launched the present study agreed from the beginning that the problem could be approached on a reciprocal basis, the present recommendations are largely restricted to the objective of improving the adequacy of information about Canada in American schools. The major exceptions occur where reference to reciprocal activities is essential if even a one-way effect is to be achieved.

The recommendations are on two levels: the level of fundamental, long-term attitudes; and the level of less-fundamental, activity-oriented programs which might, however, be expected to have a much shorter term of effect. I believe that programs limited to the second level are bound to wither in a relatively short time, because they lack any relationship to an "appetite" or "felt need" on the part of United States schools and the public they serve. Lastly, it must be stressed that there are roles both for the Information Division of External Affairs and for non-governmental bodies of educators and others.

1. The Fundamental Program

As sketched briefly above, the writer has reached the firm conclusion that the basic blockage to any significant increase in the flow of accurate and adequate information on Canada into U.S. schools is an attitudinal one. Americans simply do not believe that Canadians are foreign, or different from themselves. It is, therefore, recommended that a fundamental program be undertaken to change the image of Canada that exists in the minds of the American public, and thus in the minds of those who are in decision-making positions related to U.S. school systems. Only if some such program is undertaken can an appetite for information on Canada be created on any continuing basis, for no society can be force-fed information about another,