

6. Attitude of U.S. Educators

Almost without exception, the American educators with whom this problem was discussed showed sympathy and even enthusiasm for the valid educational problems that are soon revealed when one begins to examine this subject. There is absolutely no doubt that they are prepared to spend time, energy, and money on their part in a joint search for ways of improving the situation on both sides of the border. It cannot be emphasized too strongly, however, that this enthusiasm depends almost entirely on any efforts being equally concerned with the situation in Canadian and American schools. Just as efforts to improve the situation by limiting activity to official government agencies are likely to be very limited in value, so it can be said that attempts to improve understanding of Canada in U.S. schools without efforts to achieve similar ends north of the border are doomed to failure.

IV -- RECOMMENDATIONS

Before considering the recommendations of this study, it would be wise to pause for a minute to recognize the fact that, between 1944 and 1961, there did exist a "Canada-United States Committee on Education". The members of this committee were some of the most eminent educators on both sides of the border. At least four or five major studies were conducted on such subjects as the attitudes held in each country about the other, the accuracy and adequacy of textbook material being used, and the then-current practices in the interchange of educational personnel. My own observations, reinforced by those of a number of individuals who were prominent in the work of this committee, yield the conclusion that there remains no observable result of the committee's work. This is particularly regrettable since many of the committee's recommendations were sound and would inevitably have led to improvement if implemented. It is important for those who launched the present assignment to question why this is so-- why no action ever resulted from the excellent work of the Canada-United