

the case of India. If this is done, it will be, in large part, a result of the fact that this assignment was undertaken.

Lastly, it might be reported that I have been invited to address the National Association of Secondary School Principals next February on the subject of this assignment. It is wise always to view with skepticism the potential lasting effect of any speech to any group, but at least this initiative taken by American educators indicates that a certain interest has been awakened. It remains for us to capitalize on such interest.

III -- THE SITUATION THAT EXISTS

1. Canadian Consulates

It was my impression that individual officers in charge of information at various posts have often worked very hard and to good effect in spite of a large number of other demands on their time. However, I also have the impression that these individuals have been working virtually in isolation and in the absence of any coordination, insofar as efforts related to school programs are concerned.

Probably some of the best work has been in the area of film showings. Consulates have been quick to take advantage of the excellent material provided by the National Film Board of Canada, although there has been some tendency to overlook filmstrips and perhaps still photographs, as well. There has also been a general lack of familiarity with available French-Canadian films. Generally speaking, the approach seems to have been to strive to build up a film library in the consulate itself and, where possible, to provide facilities within the consulate for cleaning, rewinding, processing and distributing these films. Thus it is hardly surprising that, in larger centres, even film libraries of respectable size cannot handle the deluge of demands for their services.

Another major occupation of the consulates in relation to schools has been the wholesale filling of requests by teachers and students for printed