

improve the effectiveness of programs that are properly part of the work of the Information Division (see Sections (a)-(d)). Secondly, the government can act indirectly through professional educators and their organizations. In the latter case, the government role is obviously to alert these bodies to the problem and sub-problems that exist, to invite them to participate in seeking solutions within their own terms of reference, and to provide incentive grants to launch such activities by these agencies.

It may be helpful at this point to recapitulate the sectors that should be involved in any all-out effort to tackle this problem. They are:

1. Administrators (CASSI and AASA)
2. Provincial and State authorities (CEA, Interprovincial Council of Ministers, and the Education Commission of the States)
3. Teachers (CTF and NEA)
4. Teacher Educators (CAPE, TEPS, and ACTE)
5. Social Studies (CASS and ACSS)
6. Universities (AUCC and ACE)
7. Curriculum (OACD and AACD)
8. Textbook Publishers (CTPI and ATPI)
9. Professional Journals (CEPA and AEPA)

In each of the above cases, it will be noted that the Canadian organization has one or more counterparts in the U.S.A. It is therefore recommended that the Information Division attempt to interest each Canadian organization in initiating joint projects with its American counterparts -- projects that will work towards reciprocal improvement of communication and understanding in the schools of both nations.

To begin with, a planning group composed of representatives of the Canadian bodies should be formed. The first meeting would be for orientation and to enlist their general support for the broad venture. At a second meeting, key U.S. educators could be added to the main body -- or to a sub-committee -- with the objective of planning a broadly representative