

courses in World History. Next most popular are courses on Great Britain and on Ancient History. United States History follows far behind these and, with the exception of an optional course in one province, it is always taught in combined courses such as "Britain, Canada and the U.S.A.". It would even appear that at least three or four provinces teach no American history. While this should be checked, for the survey is two years old and details may be somewhat different today, nonetheless, I suspect that the general picture presented still persists.

United States geography fares somewhat better, perhaps because with the great number of geographical features which run from north to south it is extremely difficult to teach Canada without also teaching the United States. When this survey was made, geography courses of any kind appear to have been offered with far less frequency than history courses, and a surprising number of them ranged over immense areas such as "World Geography". One even finds such fascinating combinations as: "Any three of: Western Europe, U.S.S.R., U.S.A., South and East Asia".

The foregoing, it must be stressed, should not be taken as an authentic pronouncement on the exact state of teaching about the U.S.A. in the schools of Canada. It should, however, prove sufficiently disturbing to those who believe that our schools are deluged with information about the United States to warrant some caution; and it should also serve to indicate the need for a more intensive and up-to-date examination of the situation.

5. The Problem

In both countries, it is tempting to deal with the problem at surface level in terms of inadequate course content, textbooks which construct their teaching around an unrelenting central theme of brotherhood across the border, and the lack of authentic information and personal experience possessed by the teachers in each country. Without doubt, all of these are real problems; but as already indicated, I believe that they are merely