

search for the kinds of leads which, from the beginning, had seemed to me to be the most promising, namely key American educators associated with curriculum development, and equally prominent figures in the textbook industry and related educational sectors. Before long there was cause to reassess the importance of these two sectors. I found to my regret and enlightenment that I had been assessing American school problems in Canadian terms.

3. Results

The most obvious result of the work done during this two-month assignment is this report. It will be noted that it concentrates largely on the first phase of this project: the examination of the treatment of Canada in United States schools and suggestions for improving that situation. However, some reference is made to the other side of the coin -- the treatment of the U.S. in Canadian schools -- particularly where, as so often happens, some kind of joint or reciprocal approach is going to have to be made if anything at all is to happen.

A less obvious result is what might be called "fall-out" from the mere fact that the assignment was carried out. It is quite clear that in many of the American centres visited, key figures in the textbook, curriculum, and social studies sectors are now more aware of the need to give increased attention to Canadian facts and affairs. This has happened simply because these individuals placed themselves in a situation where they discussed Canada for two or three hours during my visit to their areas. Care was taken to draw to the attention of the appropriate Canadian consulate the names of any individuals who showed a particularly keen interest in the subject, or who appeared likely to welcome material which could reasonably be provided by a consulate. The Centre for International Programs and Services of the New York State Department of Education is considering launching a study in depth of Canadian culture as it has already done in