

fundamental starting point than the public that forms the society in which these institutions are set -- the society they must serve and to which they must react. After that, my vote is for quick and effective action in any sector where an opportunity presents itself, regardless of academic level or jurisdiction.

(k) Research Studies

There have been a number of full-blown academic research studies of this question\* and there will be many more. They can be very enlightening -- or less so -- depending on many factors. It takes a long time to discover which is the case, because thorough academic research just is time-consuming.

In addition to the well-known works of Mason Wade and other current scholars in the field, aspiring researchers would do well to review the work of the Canada-United States Committee on Education, with a view to possibly up-dating some of the studies of textbooks, attitudes, etc., that were conducted by that body.

(l) Conferences -- and the Involvement of the Professional Sector

In involving professional educators in efforts to achieve the objectives of this study, there are no doubt a number of possible approaches. Whichever approach is taken, much depends on the degree to which the Canadian government is prepared to declare its frank interest in the matter.

It seems to me that the government can appropriately play two kinds of roles. First of all, it can and should act directly in programs related to the achievement of the fundamental objective sketched in the first part of these recommendations; and it can also act directly to

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\*e.g. A doctoral dissertation completed at the University of Oregon in 1962 by Tory I. Westermarck: "A Comparative Study of Canadian and American Sixth-Grade Students' Knowledge About Certain Basic Concepts Regarding Canada and the United States."