

researcher or journalist conducts from time to time. Many students (and a good many more adults) will tend to come off rather badly if peppered with factual questions about their detailed knowledge in any subject. Surely it would be much more to the point to conduct attitudinal studies such as those conducted during the 1950's by the Canada-United States Committee on Education.

As for adequacy of treatment, the picture is far less bright. In any terms at all, knowledge about Canada and Canadians is presented most unsatisfactorily in schools south of the border. Course requirements are no doubt partly to blame for the situation, but one must not ignore the small amount of interest and knowledge possessed by the teachers themselves. Neither should one ignore the fact that school teachers may often quite properly be viewed chiefly as a specialized segment of the society in which they teach. In other words, deficiencies in American teacher knowledge and attitudes about Canada are largely a reflection of the knowledge and attitudes of the entire American society.

Lastly, it must be noted that where Canada is treated at all, it is usually treated in the blissful stereotype of "The Good Neighbour". The American-Canadian relationship is waved as a glowing example in a world of strife, with overwhelming stress laid on the undefended border. (Perhaps we should begin to call it the border which has not been defended since the last war between the two countries.)

4. Where and How is the U.S. Taught in Canadian Schools?

Since returning to Canada, I have been given access to a two-year old survey of history and geography courses offered in Canadian schools. At the moment, the information is confidential since publication is a consideration.

The picture presented in this survey is quite clear. In the case of history, there is great emphasis in our schools on Canada and on survey