

Minister Trudeau's famous statement quoted above.

All of the Canadian academic studies assume that lesson drawing runs in one direction only, from the United States to Canada. They document and attempt to explain why the example of the United States was accepted or resisted in the development of Canadian public policy, i.e., how and why either positive or negative lessons predominated. For instance, in his careful study of comparative environmental policies, Hoberg (1991) indicates that in nine out of ten cases involving pesticide regulation, Canadian policy was influenced by the United States to some degree; the last case showed coterminous policy development rather than policy borrowing. More generally, Hoberg concludes, "these case studies demonstrate that American influence over Canadian environmental, health and safety regulation is pervasive" (p. 125). Other studies have demonstrated Canadian policy borrowing from the United States in civil liberties (Manfredi, 1990; Bennett, 1990), women's rights and affirmative action (Backhouse and Flaherty, 1992), and various economic matters (Brooks, 1993). On the other hand, with its size, resources, and sense of distinctiveness ("the City on the Hill"), the United States seems unusually resistant to policy borrowing from other countries. When it does borrow, public officials are likely to remain quiet about it.