

(i) Teacher Education

This section is really included as a kind of "place holder". There was just not enough time to study the possibilities at this level, although certain statements were made indicating that teacher educators may be much more sympathetic to the problem, and more ready to help with its solution, than might be assumed. For the time being, the main practical step that can be recommended is the inclusion of teacher educators in the kinds of "study tours" referred to in Section (f). Such experiences should at least lead to a personal conviction on the part of these rather crucial educational figures that Canadian culture is largely neglected in the U.S.A. and that the opposite side of the coin is found in Canada. This conviction is important, for there never was a teacher -- or a teacher educator -- worth his salt who, being aware of such a lack, did not find opportunities to try to fill the gap regardless of what the course of studies might say.

(i) The University Community

This study was not intended to look directly at the situation at the university level. On the basis of some sideways glances, however, there appears to be a modest but gratifying increase in the number of universities in the United States that are establishing chairs of Canadian studies. (I may be wrong, but I believe they already have Canadian institutions outnumbered in this respect.)

There are those (chiefly in universities) who maintain that the place to start to work for a solution to the problem that gave rise to this assignment is among the scholars at the university level. There are others (chiefly "school men") who argue just as strongly that the elementary and secondary schools are the best places to begin. This can obviously form a most interesting argument for a rainy day when one has nothing more useful to do. For myself, I cannot believe that there is any more