

in view -- namely the improvement of the treatment of Canada in the schools of the United States and the improvement of the treatment of the U.S. in our schools.

## 2. Approach Taken

From the beginning it was agreed that the individual conducting the study would have complete freedom in the approach taken to the problem. It seemed clear that this should not be treated as an academic piece of research, but in a more free-wheeling and flexible fashion, since only in this way could promising leads be explored and less promising directions abandoned immediately their qualities became obvious.

The starting point was the considerable list of key contacts among American educators built up over the years by the Canadian Teachers' Federation. Using these as a spring-board, additional interviews were arranged in various parts of the country, often at very short notice. In all, seven cities and four consulates were visited, and personal interviews were conducted with some sixty individuals in addition to those consulted within the Embassy and the consulates. The base for the study was the Canadian Embassy in Washington, an address which greatly enhanced the prestige of the inquiry. Every single person with whom I had dealings at the Embassy went out of his or her way to take a kindly interest in the project and in my own welfare. Their attitude was both considerate and helpful. However, there appear to be such restrictions on virtually everyone who works for the Department of External Affairs that, in very many cases, these kindly individuals were quite unable to facilitate my work. No claim is being made that the authorized procedures and provisions are necessarily harmful to work that falls within the conventional program of the Department of External Affairs. It is simply that in a project such as this one whose short duration requires the ultimate in flexibility and manoeuverability -- both from an administrative and a financial point of