

Both the concept approach and the continental context approach can be applied at a variety of grade levels, provided that the material is carefully tailored to the child's level of maturity. For example, at even the primary and junior elementary grade levels, socio-political information about Canada can fit well into a series on "Our Neighbours in...", or "Children in Other Lands". At the secondary school level, the same type of information fits naturally into more intensive courses on "Styles of Democracy" and other studies of societies in which different races and colours must find an effective way to peaceful coexistence and cooperation (U.S.A., Belgium, Canada, Switzerland, Kenya, etc.). In geographical studies, the treatment can range all the way from having Canadian, American and Mexican children colouring political map outlines of North America, (though art supervisors may frown) to a continental treatment of physical geography, resources and climate in later elementary school and at the secondary level. History can include "stories" about all three of the continental nations in the early grades and, later, in-depth study of the continental treatment of indigeneous peoples.

After observing the widespread tendency in most nations of the world to start with the child, then move out to his family, his community, his state or province, his country, his continent -- and so on, in a kind of "spreading ripple" effect -- one begins to ask questions about the ultimate effect that such a practice must have on all our adult views of international affairs. Are we not in danger of producing adults who are convinced that other countries have importance only insofar as they relate to oneself? -- or, indeed, that other places and other peoples have existence only insofar as they relate to oneself and one's own country? This question at least deserves thoughtful examination.