

instead of stressing our by-now familiar similarities. Such a program would be extremely expensive but well worth while. It is, of course, no job for amateurs.

As for the activities that may usefully be conducted to further the objectives of this program, it is quite clear that while there are a number of things that should be done by the Information Division of the Department of External Affairs itself, there are at least an equal number of tasks which can only be successfully accomplished if: (a) they are undertaken by the educational community; and (b) they are quite clearly educational -- rather than governmental -- in their orientation. The Canadian Government is playing an important and laudable role by drawing attention to this problem. At the same time, little more than very modest success can be hoped for, unless the government can persuade the key non-governmental organizations to accept the problem as their own and to work towards its solution within the normal terms of reference of their own programs.

## II -- THE PRESENT STUDY

### 1. Origin and Terms of Reference

The contract for the present study appears to have been the result of a conviction in the minds of various personnel in the Department of External Affairs that the treatment of Canada in American schools was both inaccurate and inadequate. Whether these convictions were based upon objective data or not, these are the terms in which the contract was let.

Fortunately, the Information Division refrained from delimiting the problem too severely. Thus, the original terms of reference provided a great deal of room for that type of flexibility which is so important if one is to have any hope of achieving success in such a mammoth endeavour. Furthermore, those who commissioned the study were far-sighted in agreeing from the beginning that the study could be conducted with a reciprocal objective