

is expected, provided and demanded of the slower student and more is expected, provided and demanded of those labelled highly intelligent. This cultural practice increases the differences between individuals and means that many students do not achieve as much as they could.

Similarities and contrasts between the two nations also include the content of curriculum and textbooks. In Japan, the curriculum is both highly specified and common across all schools and classrooms in the country. In contrast, in Canada, not only is education under provincial rather than national jurisdiction (and thus ministry guidelines vary from province to province) but also schools and teachers pride themselves on their initiative in having their students learn far more than what is contained in the provincial curriculum guidelines. The teacher's role in the two countries also differs substantially. As Stigler, Fernandez and Yoshida state: "An innovative teacher in the United States is one who organizes her own curriculum, makes her own materials, and implements her lessons with independent initiative. In Japan, the innovative teacher is one who skilfully teaches the lesson that is prescribed by the text" (1996 : 216). These differences appear to exist in both public and private schools and reflect the contrasting cultural aims of the adults. In the following discussion we focus on private schools and their contrasting ideology.

The 'mission statements' of the members of the CAIS reveal the cultural and social class goals for the students when they become adults. For example, the mission statement of a girls' school in Toronto is: "St. Clement's is committed to developing the leaders of tomorrow by encouraging academic excellence, self-confidence, and independent thinking in an enriching and supportive environment". Balmoral Hall, a girls' school in Winnipeg states: "Its mission is to prepare young women for university entrance and academic, social and leadership success in a changing world". (CAIS Directory, 1997 : 10).

Indeed, the preparation and provision of some of the country's future national leaders in a wide variety of fields is one of the aims of many of these Canadian schools. St. John's-Revenscourt, a coeducational school also in Winnipeg "encourages independence, self-discipline, integrity, compassion, leadership and a sense of social responsibility". The development of graduates with leadership ability as a goal is now more often explicitly stated in the aims/mission statements of the girls' schools than by the boys' schools. York House states its girls are "encouraged to be independent thinkers and decision makers" which is a view of the lauded attributes of an adult that is not emphasized in Japanese counterparts where emphasis is placed on group decision-making for both genders. The ample physical space and resources in these schools is often seen as a key means by which leadership abilities are developed "through a challenging outdoor programme, citizenship and leadership". (CAIS Directory).

Several other themes are evident in the mandates and goals of these Canadian elite private schools. The themes of preparing citizens for participation internationally and in the global economy is stressed by many of the schools. St. Clement's "offers a sound, stimulating environment for girls who will become global citizens of the 21st. century". The themes of developing creativity, self confidence and analytical skills in high school for their future roles as adults are all major goals of schools in Canada, public and private, but private schools tend to place special emphasis on these. One of the aims of a boys' school is "to foster an entrepreneurial spirit for which St. Andrew's is recognized".

These cultural differences as well as the enormous difference in physical space available/affordable for a private school in these two countries means that their buildings, grounds and resources show marked contrasts. Most of the schools in Japan are on very modest properties with more limited physical resources such as size of library, visual and dramatic arts, individual and team sports facilities and like, than their structural counterparts in Canada where space is not at such a premium. To give some examples : Sedbergh School in Quebec, a co-educational country boarding school for only one hundred, has the smallest enrollment of the CAIS member schools, but the largest property, with 1,000 acres of forest, hills and lakes. Trinity College School in Ontario states: "The spacious campus has facilities that rival most small universities". One of the oldest and best known private schools, a former boys' school which has been coeducational for over 15 years, has facilities that are far more extensive than Japanese schools have, or may even desire :

Ridley's 90 acre campus features superior facilities, including a 350-seat performing arts centre, modern classrooms and labs, a beautiful Gothic chapel, ice hockey arena, two gymnasias, swimming