

London), among chapters on the same subject from other parts of the British Commonwealth.

Interprovincial Exchange.—The new provincial curricula have certain new emphases, such as on health teaching and social studies, in common, partly in line with the latest developments in other countries, but retaining at the same time certain characteristics which are peculiarly Canadian. One of the surprising things to many a new student of provincial school systems in Canada is the similarity they show in spite of their separate origin and independent development. The common features have had less chance of survival since the newer provinces were organized early in the present century, but to offset this there has developed a freer exchange of ideas among provinces and a better acquaintance with one another's problems.

Only two Dominion-wide organizations of educationists antedate the twentieth century, and they only by a few years. The Dominion Education Association, now the Canadian Education Association, was founded in 1892, and the Business Educators' Association of Canada in 1896. Only one other, the National Conference of Canadian Universities in 1911, had its origin before the Great War, but in the years since, more than a dozen have come into existence, each contributing something toward a national outlook on educational problems. Some of the names and dates of formation run as follows: the Canadian Teachers' Federation, and the National Council of Education, 1919; the Canadian School Trustees' Association, 1922; Canadian National Federation of Home and School Associations, 1927; Association of Headmistresses of Canada, 1932; Canadian Physical Education Association; National Federation of Kindergarteners, 1934; Canadian Association for Adult Education, 1935; Headmasters' Association; Workers' Educational Association of Canada; Division of Education and Mental Health in the Canadian National Committee for Mental Hygiene, 1936; Canadian Conference of the New Education Fellowship, 1937. Other national organizations, of which the Junior Red Cross is one of the most conspicuous, have pursued a common program through the schools of all provinces, while yet other groups, *e.g.*, the Federated Women's Institutes, the I.O.D.E., the National Council of Women, have made the schools a subject of leading interest in their national conferences.

The 'education press', with few exceptions, remains essentially provincial rather than national in range, but to some extent the wider picture is interpreted by exchanges, particularly among kindred groups of magazines like those of teachers' federations, trustees' associations, and home and school federations. The Canadian Teachers' Federation has had under consideration for several years the publication of a national magazine, and, while the project has not yet come to fruition, a central news service to all the provincial magazines is conducted.

It is not intended to assess here the extent to which different factors—improved knowledge and acquaintance as between provinces, development from a more or less common root, or geographical and social conditions, for instance—are responsible, but simply to point to the fact that education in the eight mainly English-language provinces tends to continue in these changing times to maintain a common form and content.