

Further, it has collaborated with the provinces in the establishment of technical schools and has contributed generously to more recent movements for the education of adults.

There are in effect ten systems of education functioning under provincial control—Quebec Province has two distinct systems under one administration to serve the English- and French-speaking sections of the Province. Within the framework of provincial administration there is still further delegation of financial administration to municipal or local school-district authorities. This policy has necessarily retarded the tempo of educational development on a national basis. In many cases advancement has been restricted by local economic and social conditions; moreover, anomalous situations of unequal opportunity within neighbouring areas have occurred.

On the other hand, the system of separate provincial and local control has many advantages. It has resulted in a high standard of literacy for the country—the Census of 1931 showed over 96 p.c. of the population literate—and has promoted the process of racial assimilation by safeguarding the interests of minority groups. Under this system urban and progressive rural districts have been permitted to implement local programs of school medical services and cultural and applied arts. The result has been that, while it has not lent itself entirely to the development of a nationally conscious people with broad political concepts, it has developed civic consciousness and community pride.

The western provinces have undertaken recently an experiment in larger administrative areas. Alberta has amalgamated some 3,000 school districts into about 50 school divisions and the results of three years experience are very promising. Under this system more equitable distribution of taxation has made possible the provision of: consolidated schools for rural areas, teachers with better qualifications, equipment for instruction in technical subjects and free transportation to and from school. In addition, it has been possible to supply regular preventive medical services and physical-fitness training which could not be maintained in the smaller districts.

Co-incident with Alberta's experiment, the Provinces of Ontario and Manitoba have made a beginning by the establishment, in some areas, of township administration similar to the system adopted by Quebec Province. British Columbia and Saskatchewan have organized larger units on an experimental basis and Nova Scotia and New Brunswick are following the results closely with a view to adopting similar systems.

**Kindergarten and Elementary Education.**—The new approach to democratic education in Canada emphasizes social relationships in each stage of educational development. Kindergartens have, for many years, trained young Canadian children in group activities, games and skills but it is only in recent years that similar methods of co-operative activities have been projected into the grades of formal schooling.

Habits of mental concentration formed through absorbing interest in constructive enterprise undertaken by the group is the objective of modern teaching methods. Instruction is integrated and the natural instincts and curiosity of children are directed under trained supervision into natural channels of expression.

Many Canadian children do not receive formal education beyond elementary-school level. For this reason, every effort is made during this period of school attendance to emphasize the importance of health; to teach discipline in social