

It is necessary to distinguish between education proper, which is a provincial matter, and a national culture.

Educational systems vary from province to province and in some cases differ considerably, so that cultural unity, over and above whatever diversity exists, becomes a necessity.

This can be achieved through the arts alone.

The arts, being universal, transcend racial, political and economic differences and class interests as well as sectional prejudices.

So it is concluded that Canadian unity can be promoted through the arts. This is one of their important functions to-day in Canada.

(b) *The social benefits accruing from such centres.*

Many of the people in our rural and remote districts suffer from loneliness and a sense of frustration. This the community centre should meet and overcome. If hundreds of centres can be built up and down the land, and if the government will provide citizenship and cultural services for them, we shall keep our rural and frontier communities stable and content. In halls where there is light and warmth and fun and worthwhile activity there will be relief from monotony, from boredom and loneliness. The drift of population from the smaller to larger communities will be checked.

Being happier, our people will be more productive. In industry this is a fact proven by extensive scientific research.

Many of the leisure activities of the neighbourhood can be integrated at the centre.

A better understanding between the different parts of Canada; between urban and rural areas; between west and east; between French and English sections of the country could be achieved in these community centres by a directed program for citizens' forums and adult education groups, by lectures and exhibitions designed to explain one community to another, and especially by travelling plays, music, films, and art exhibits—since art is the best road to understanding.

With these two approaches in view, the following plan is submitted as one of the most inclusive and far reaching methods of integrating the arts with the life of the Canadian people.

Plan.—The initiative in building these centres should come from the communities or parishes themselves if they are to succeed. The procedure followed in encouraging vocational education might be used; the federal government to set aside the sum of ten million dollars (\$10,000,000), from which any community, no matter what its size, would be entitled to a grant to assist in the building of such a centre, provided that the community and the province are prepared to contribute on an established pro rata basis.

The government body in charge of this project should try to interest at least twenty-five cities in the erection of major community centres.

These major centres might include all or some of the following:

- (a) An art gallery, for all kinds of exhibitions, including the crafts; a craft work shop; work shop with equipment for lithography, silk screen prints and mural paintings, etc.; rooms for children's work and art teachers' classes; storage, assembly and packing rooms, and the necessary offices.
- (b) A library, municipal library in larger centres. Smaller centres and rural districts to be served through county or regional libraries as proposed by the Canadian Library Council.
- (c) A large auditorium designed and equipped for drama, ballet, orchestra and concerts of all kinds. Films, lectures and meetings of all kinds could be held in this hall.