

Each teacher is able to elaborate his own programme and to try his own experiments; and this has seemed to produce both some young artists and, what is also very important, an enlightened public.

I would like also to mention the new Art School of Brazilia University, where some young and enthusiastic teachers are trying new programmes and new ways.

ZELIA SALGADO,

President, IAA-AIAP of Brazil.

APPENDIX 4

CANADA (1)

PROFESSOR J. A. M. EMERSON, INSPECTOR OF SCHOOLS, ONTARIO

Since it has appeared that the question of the professional artist's rôle as a teacher of the young (often below the art college level) is a recurring one, and since the art college is inevitably dealing with the products of the secondary school system, I would suggest that a group such as the I.A.A. might wish to explore the form and degree of liaison possible or advisable between secondary art education and adult art education.

May I add that such a discussion might do much to awaken members of the International Society for Education through Art. I have for some time regretted the limited extent of liaison between our secondary schools and art colleges in Ontario. The fact that each Canadian province is educationally autonomous and that our art colleges are seldom more than slightly affected by the policies of central provincial education authorities, may explain why there is such a wide range of standards in Canada's higher art education.

Certain recent developments—notably the inauguration in Ontario of a senior secondary external examination in art—indicate that art is taking a more prominent place in our curriculum.

JOHN EMERSON

CANADA (2)

PROFESSOR THOMAS MACKAY, HALIFAX, NOVA SCOTIA

Regardless of the country or school, the training of the professional artist poses the same problems. The Nova Scotia College of Art, where I am teaching is a growing school, and we are optimistic about the future. Distances between art schools here are great. However, transportation facilities are excellent and we are able to keep in contact.

THOMAS MACKAY

APPENDIX 5

CZECHOSLOVAKIA

THE ORGANISATION AND SYSTEM OF PROFESSIONAL TRAINING OF THE ARTIST

Artistic education in Czechoslovakia has a long tradition. Its beginnings go back to the reforms of Joseph II (1782). Art education as a leisure activity is highly developed. Instruction is provided in the Peoples' Schools of Art (Ecoles