

Secondary schools were established mainly to prepare students for the professions, chiefly through preparing them for appropriate positions in the public service. The students were trained in the Latin grammar schools. The students generally established by universities living in the same community, whether church-goers or not, were more practical in nature. In the middle of the nineteenth century, the secondary schools were administered by provincial departments and were often superimposed on elementary schools. The idea of secondary education as a means of preparing a select few for university has been modified, and today secondary education is aimed at providing a wide range of activities from which all may benefit. At present it is generally conceded that secondary education should be available to all pupils who have successfully completed the elementary grades.

The present array and distribution of colleges and universities grew out of a variety of needs and desires on the part of the provinces of the empire and of the universities. Their development was influenced by settlers from England, Scotland and other countries, often with the desire of maintaining institutions for their native lands. Our universities are English-founded, French-language or bilingual. Some have religious affiliations, others are non-sectarian; and all may be provincial or independent, or a combination of these. At one end of the scale there are classical, arts, veterinarian, theological, military and other colleges. At the other, complex universities with many professional and graduate schools as integral parts of their structure.

The population of Canada, a young, rapidly-growing nation of 14.5 million people, has clustered mainly along the 5,000-mile northern border, though more and more tentacles are being thrown north even into the Arctic regions. The country was opened to settlement by the railway, and more than 60 per cent of the population lives in highly industrialized urban areas. Transportation and communication are highly mechanized and rapid, but in relatively few people isolated. Present demands on schools for more and better-trained graduates reflect Canada's interest in the exploitation of new geographic areas and natural resources. Increase in industrialization and improved technology, as well as reflecting Canada's newly-attained position of responsibility in the world.

Canada is committed to a publicly-supported, publicly-controlled system of education, with responsibility for education in each province exercised by the provincial department of education or delegated to local school boards. In several provinces religious groups have the right to have their own (separate) schools, but public services, and in all provinces religious groups, private organizations and individuals are permitted to establish private schools. In all provinces but Quebec, from 3 to 4 per cent of school children attend non-private academic schools. In Quebec the percentage is about 0.8 per cent.

During the nineteenth century, university education was a privilege and now all provinces have compulsory education from ages 5 to 16, or 15, or 14 in some rural areas. For the full school year, generally beginning on the first Monday in September and continuing to the end of June, with several holidays and a week off at Christmas and Easter. School is in operation five days a week from 9 to 12 a.m. and from 1:30 to 4:00 p.m. or thereabouts. Today the consensus is that all children who are able to benefit from instruction should be given both an elementary and a secondary school education. Because of historical differences academic, trade and vocational courses and courses for the exceptional child are provided, and in many respects there are striking parallels to provide education for children in isolated northern districts. The Ontario Department has provided a wide range of facilities with