

Secondary schools were established mainly to prepare students for the professions, chiefly through preparing them for appropriate faculties of the university. Social distinctions were evident in the Latin grammar schools. The academies, generally established by subscribers living in the same community, whether church-goers or not, were more practical in nature. By 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, until today secondary education is aimed at providing a wide range of electives 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 churches and of the professions. Their development was influenced by settlers from England, Scotland and other countries, often with the desire of imitating institutions in their native lands. Our universities are English-language, 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 or affiliates.

The population of Canada, a young, rapidly-growing nation of 17.5 million people, has clustered mainly along the 3,500-mile southern border, though more and more tentacles are being thrust north even into the Arctic regions. The country has changed from a predominantly rural one to one where more than 60 per cent of the population lives in highly industrialized urban areas. Transportation and communication are highly mechanized and rapid, leaving relatively few people isolated. Present demands on schools for more and better-trained graduates reflect Canadian interest in the exploitation of new geographic areas and natural products, 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 under public auspices, and in all provinces religious groups, private organizations and individuals are permitted to establish private schools. In all provinces but Quebec, from 2 to 4 per cent of school children attend such private academic schools. In Quebec the percentage is about 8.2 per cent.

During the nineteenth century, universal elementary education became a reality and now all provinces have compulsory education from ages 6 to 7 to the end of age 15, or 16 in some urban areas, for the full school year, generally beginning on the first Thursday in September and continuing to the end of June, with special holidays and a week off at Christmas and at 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 individual differences, academic, trade and vocational courses and courses for the exceptional child are provided, and in many schools there are "ability streams." To provide education for children in isolated northern districts, the Ontario Department has provided railway cars outfitted with