

the age of cybernation and becomes still more deeply involved in international affairs. Greater variety of educational opportunity must be provided, in order to produce graduates who can meet the new challenges in trade, industry and government.

In Canada's pioneer days, elementary schooling consisted of reading, writing and "number work"; these three were considered sufficient for the needs of most pupils. The contents of the classroom readers were largely religious and highly moral. As a result, controversy broke out now and then between those who wished religion to be taught in the schools and to permeate the secular subjects and those who wished to keep sacred and profane studies separate.

Today, certain provinces permit Catholic or Protestant minorities to establish separate schools. Others observe a gentleman's agreement permitting secularly-oriented schools to be operated by Catholic or Protestant minorities as part of the public-school system. And all provinces permit the establishment of private schools by religious bodies, individuals and groups, provided they are satisfied that the education so offered is comparable to that of the public schools.

In the early days, secondary schools, whether Latin Grammar Schools or academies, were established to prepare students for professional training at university, for teacher training and for other academic pursuits. Social distinctions were evident in the Latin Grammar Schools. The academies, usually established by subscribers living in the same community, were generally 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. Secondary schools were for all pupils who could qualify, and it came to be accepted that everyone was entitled to elementary and secondary education who could benefit from it. The next step was to achieve equality of educational opportunity so far as providing money to operate the schools was concerned.

At present more attention is directed towards developing creativity and originality, and education is aimed at developing the individual to his maximum potential. However, it is difficult to remove emphasis from the accumulation of factual information, and to overcome a trend toward regimentation with "packaged courses", or to aim at quality control which will produce a reasonably uniform product of acceptable quality.

Responsibility for Education

Each of the ten provinces has the authority and responsibility for organizing its education system and education policies. Consequently, organization and practice differ somewhat from province to province -- first, because of their historic beginnings; second, owing to influences from other countries; third, because of developments following recommendations of royal commissions; and fourth, following official decisions implemented by the legislature or department of education of each province. Differences among the provinces are gradually lessened or increased as one province or another changes its organization and moves ahead. Quebec is now in the process of reorganizing its department and school systems, which, outwardly, will more