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these four provinces there still exist government-administered teachers' colleges. In eight provinces for which data are available, about 11 per cent of those in elementary schools and 74 per cent of those in secondary schools have university degrees.

School organization The majority of elementary-school and secondary-school pupils in Canada are in public schools. About two per cent attend private schools. Each September, most six-year-old Canadian children enter an eight-grade elementary school. At about 14 years of age, nearly 90 per cent of these enter a regular four-year or five-year secondary school. From the graduates at this level, a limited number, about 13 per cent of those who began school, go on to college or university, where more than half of them pursue a three-year or four-year program leading to a bachelor's degree in arts or science. The remainder enrol in various professional courses, such as commerce, education, engineering, law and medicine. In addition, an increasing number (10 per cent) attend community colleges. In three provinces (British Columbia, Alberta and Quebec), comprehensive programs exist that offer university-parallel programs as well as the technological programs offered in other provinces.

The eight-four plan leading from Grade 1 to tertiary has been modified from time to time in all provinces and there are a number of variants to be found in Canada. For example, in some parts, at the beginning of the system, one kindergarten year has been added, and sometimes there are two. In other places an extra year has been added to the high school, providing five rather than four years of secondary schooling. Junior high schools have been introduced and the resulting organization changed to a six-three-three or six-three-four plan. A fairly recent innovation is the establishment of what is generically called community colleges, discussed below. In the Province of Quebec, such schools are referred to as CEGEPs.

Historically, the secondary school was predominantly academic, preparing its students for entry to university. Until recently, vocational schools were limited almost entirely to the larger cities. Today, besides commercial and technical secondary schools, there are increasing numbers of composite and regional secondary schools that provide courses in home economics, agriculture, shop-work and commercial subjects, as well as the regular academic courses. The number of subjects offered has also greatly increased and the number of options available provides a wide choice for pupils with different abilities and aims. Considerable emphasis has been placed on music, art, physical education, guidance and group activities, but not at the expense of the basic subjects that provide a general foundation.

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