

equalization formula. Two other provinces - Newfoundland and Prince Edward Island - achieve a degree of equalization through paying the greater part of the cost of instruction. Ontario, Saskatchewan and Alberta make use of various flat and equalization grants, while New Brunswick and Quebec use a combination of flat and special grants. In addition most provinces provide grants for capital expenditure, establish loan funds, and guarantee and assist in marketing debentures.

Private schools and colleges are normally supported by student fees, endowment income, a variety of gifts and support from sponsoring bodies.

Universities and colleges received 52 per cent of their current operating funds from provincial and federal governments, 30 per cent from fees, 7 per cent from endowments and gifts and 11 per cent from a variety of other sources.

School Buildings

The number of public schools has remained fairly constant for some years, but this masks a surging movement towards the erection of new and larger structures and the closing of isolated one-room schools. The trend is towards the construction of buildings of one and two storeys, of modern design and functional plan. These are well-lighted, well-ventilated, and make use of indirect and bilateral lighting, folding or otherwise movable partitions, ramps instead of stairs, rooms planned for special activities or projects such as television and projection, music appreciation, industrial arts, commercial studies and many others. Painting and lighting are undertaken with consideration of the psychological effects of colour and the elimination of glare.

There are still, however, some desolate frame structures in thinly-settled areas and dingy, over-crowded buildings on small plots in the cities. This is true at all levels. Colleges, for example, range from cramped and crowded quarters to well-planned, roomy, permanent structures on broad campuses. Some have found themselves cramped in the heart of a growing city and started again in suburban areas; others have expanded through expropriation. The problem of providing adequate facilities in colleges will become increasingly acute during the next ten years or more, and fund-raising campaigns will continue to be conducted from one end of the country to the other.

National Organizations Concerned with Education in Canada

Throughout Canada there are many associations and societies organized on a local, provincial or national scale, either wholly or partly interested in furthering some or all phases of education. They vary widely in size and purpose, from local groups meeting occasionally and informally to nation-wide groups with a permanent office, secretariat and programme. Some concern themselves with local school activities, others with provincial problems or those concerning several or all provinces and with representing Canadian groups abroad. National federations, among other things, usually aim at co-ordinating regional efforts, providing leadership and giving direction to educational endeavour. Only a very limited number can be mentioned here.

Among the better-known organizations is the Canadian Education Association, which dates back to 1892. It is supported by 10 provincial departments of education, a number of school boards and individual members. It maintains a permanent office in Toronto, publishes Canadian Education, acts as a clearing-house and maintains liaison among the provinces. It has undertaken or fostered a number