

Determining an equitable sharing of costs between the province and districts poses a problem, especially during the first few years.

Private schools are normally supported by student fees, endowment income, contributions of a church congregation, and a variety of gifts and support from sponsoring bodies. A few are self-supporting.

Universities and colleges at present receive about 30.5 per cent of their moneys from student fees, 13 per cent from the Federal Government and 44 per cent from provincial governments, the remainder coming from a variety of sources including endowments, contributions by religious organizations, and other gifts. Plant funds may come largely from building campaigns and grants from corporations, which supplement grants from the province and the Canada Council and loans from the Central Mortgage and Housing Corporation.

School Buildings

The school administrator will be continuously involved in planning and designing new schools as enrolments rise and as new methods and courses are introduced. Considerations of functional architectural cohesiveness, beauty and costs must be weighed with the provision of facilities for team-teaching, audio-visual instruction, air conditioning and so on.

Although the actual number of public schools has remained fairly constant for some years, this fact obscures 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.

At the first "Canadian Education Showplace", staged in Toronto in 1965, school suppliers displayed the latest in supplies and equipment and educational products. In addition, there was an exhibition of school architecture, showing a selection of the new buildings.

There are still, however, some desolate frame structures in thinly-settled areas, and dingy, over-crowded buildings on small city plots. This is true at all levels. Colleges, for example, range from crowded quarters to well-planned, roomy, permanent structures on broad campuses. Some, finding themselves cramped in the heart of a growing city, have made a fresh start in the suburbs; others have added storeys or expanded through expropriation. The problem of providing adequate facilities in colleges will become increasingly acute during the next ten years or so, and fund-raising campaigns will continue to be necessary.