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# REFERENCE PAPERS

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## THE CANADIAN SYSTEM OF EDUCATION

(Prepared by Dr. William H. Lucow, Education Division,  
Dominion Bureau of Statistics)

To discuss one Canadian system of education would be misleading, for there is an independent and distinct system in each of the ten provinces. (1) Also, an active interest in education is maintained by several departments of the Federal Government, some directly involved in the education of Indians, Eskimos, children of armed forces personnel, and other special groups.

One hundred years ago, the British North American colonies which entered into Confederation insisted, as a condition of union, that education be strictly a provincial matter. Section 93 of the British North America Act of 1867 provided that educational legislation should be the exclusive responsibility of each provincial government. In 1867, Section 93 applied to New Brunswick, Nova Scotia, Quebec, and Ontario, and it was applied, in the same or slightly altered form, to the provinces which subsequently entered Confederation: Manitoba (1870), British Columbia (1871), Prince Edward Island (1873), Saskatchewan and Alberta (1905), and Newfoundland (1949).

As a consequence of Section 93, there are ten provincial education systems in Canada today and, though they have much in common, some possess unique features. Newfoundland retains a denominational organization under a single Department of Education. Quebec's Department has two branches -- one essentially French-language and Catholic and the other English-language and Protestant. All the other provinces have single administration systems, but some make provision for tax-supported separate (or dissentient) schools.

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(1) A detailed description is contained in THE ORGANIZATION AND ADMINISTRATION OF PUBLIC SCHOOLS IN CANADA, available from Publications Distribution, Dominion Bureau of Statistics, Ottawa 3, Canada (or from the Queen's Printer, Hull, Canada). Catalogue No. 81-535, \$2.00.

## Provincial Organization and Administration

Each province designates a cabinet member to serve as minister of education. Under him the deputy minister, who is a public servant and senior professional educationist, administers the department and advises the minister on policy.

Each department of education undertakes: (1) either the training or supervision of the training of teachers; (2) the certification of teachers; (3) the inspection of public schools in order to maintain specified standards; (4) the prescribing of courses of studies and of textbooks; (5) the provision of financial assistance to the schools through grants and services; and (6) the setting out of rules and regulations for the guidance of school trustees and teachers. Each department requires regular statistical and other reports from schools.

Departmental personnel usually include: a chief inspector of schools; elementary-school and secondary-school inspectors or superintendents; and directors or supervisors of curricula, technical-vocational education, teacher training, home economics, guidance, physical education, audio-visual education, correspondence instruction, adult education, and a limited number of other services.

## Local Units of Administration

In all provinces, school laws provide for the establishment and operation of schools by local education boards, which operate under the public school act and are held responsible to the provincial government and resident ratepayers for the actual operation of the local schools. Through the delegation of authority, education becomes a provincial-local partnership, with the degree of centralization changing from time to time.

From the earliest times, the provincial departments delegated authority to publicly-elected or appointed boards, which functioned as corporations under the school acts and regulations. These boards of three trustees were expected to establish and maintain a school, select a qualified teacher, prepare a budget for the annual meeting of ratepayers, and present it to the municipal authorities. As towns and cities developed, the original boards remained as units, but provision was made in the acts for urban school-boards with more members and, generally, with responsibility for both elementary and secondary schools, though in some districts separate boards are still to be found. In recent years there has been a trend in rural and adjoining town areas to amalgamate boards into larger units of administration, particularly for secondary schools.

## The Provincial Systems

### Newfoundland and Labrador

Population: 493,396 (1966)

School enrolment: 146,221

University enrolment (full-time): 3,168

The grade system consists of Grades 1 to 11, with provision for some kindergartens. Graduation from Grade 11 constitutes matriculation to Memorial University, where a first degree may be obtained after completion of a four-year course of studies.

Denominations in order of number of schools controlled include: Anglican, Roman Catholic, United Church and Presbyterian, Salvation Army, Pentecostal Assemblies, and Seventh Day Adventist.

In 1965-66, there were 69 boards each serving 500 pupils or more, and 201 boards each serving fewer than 500 pupils. The Report of the Royal Commission on Education and Youth, published in 1967, pointed out the defects of small school districts serving few pupils and recommended that the entire province be divided into about 35 consolidated districts, amalgamation taking place within and across denominations. Some implementation of this recommendation is now in progress.

In northern Newfoundland and Labrador, about 10 per cent of the population are Indian and Eskimo, the ratio being 3 to 1 in favour of the Eskimos. Schooling is conducted by the same denominations that operate throughout the province; however, most of the Indians are taught at Catholic, and most of the Eskimos at Moravian, missions. Also, some education work is carried on by the International Grenfell Association in co-operation with several school-boards.

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Prince Edward Island

Population: 108,535 (1966).

School enrolment: 28,415.

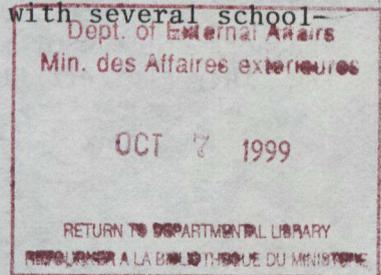
University enrolment (full-time): 924.

Grade system: 1 to 12 with provision for some kindergartens. Graduation from Grade 12 constitutes matriculation to Prince of Wales College or St. Dunstan's University. A first degree may be obtained after completion of a four-year course of studies.

The schools are non-sectarian. Reading of the Bible without comment is permitted, but attendance at such religious exercises is not compulsory.

The school-year consists of 200 teaching days, less days allowed for teachers' meetings. School attendance is compulsory for children from 7 to 15. Examinations for Grade 12 are set and evaluated by the Atlantic Provinces Examining Board.

A candidate for a teacher's licence must be at least 17 years of age and have completed a training course at an approved university or teachers college within the Atlantic Provinces.



Nova Scotia

Population: 756,039 (1966).

School enrolment: 206,203.

University enrolment (full-time): 9,457.

Grade system: Primary year plus 1 to 12. Graduation from academic Grade 11 constitutes junior matriculation, and from 12 is senior matriculation, to the universities. There are seven degree-granting institutions and several professional schools.

For educational purposes, there are 66 municipal units, 24 rural or non-urban districts, 39 towns, and three cities. For inspection purposes, the province is divided into 15 areas, each in the charge of a school inspector.

School attendance is compulsory from 6 to 16. The school-year consists of 195 school days. Examinations in Grades 11 and 12 are conducted by the Atlantic Provinces Examining Board, but local authorities may conduct their own examinations in some subjects.

Prospective teachers follow a two-year programme in the Nova Scotia Teachers College or attend one of the co-operating universities. After training, they are certificated by the provincial Department of Education.

New Brunswick

Population: 616,788 (1966).

School enrolment: 168,154.

University enrolment (full-time): 6,371.

Grade system: 1 to 12. Graduation from academic Grade 12 constitutes matriculation to university, where a first degree may be obtained after completion of a four-year course of studies. There are four degree-granting institutions, one of them using French as the language of instruction.

Legislation passed in June 1966 brought basic changes to the administration of education in New Brunswick. The province assumed full responsibility for the provision of elementary and secondary schooling, paying all costs but delegating the administration to trustee boards of about 34 new and larger school districts.

Attendance is compulsory for 7 to 15. The school-year is fixed at 195 teaching days.

A person enrolling at teachers' college must sign a bond for \$600 as a guarantee to teach for two years in the public schools of New Brunswick within five years of receiving a teacher's licence. On attaining experience and additional university credits, a teacher is eligible for one of a hierarchy of six certificates. Music, vocational, and other special certificates are also available.

### Quebec

Population: 5,780,845 (1966).

School enrolment: 1,461,528.

University enrolment (full-time): 67,316.

Grade system: kindergarten or nursery, plus Grades 1 to 12. Graduation from 11 constitutes junior, and from 12 senior, matriculation to six degree-granting universities. Many "classical colleges" accept pupils after Grade 7 and grant the Baccalaureat *ès Arts* after eight years of study.

Far-reaching change has characterized the organization and administration of education in Quebec since 1964. Traditions entrenched over three and a half centuries are yielding to pressures for modernization and secularization to such an extent that the process has been called a "renaissance" and a "coming of age".

Two basic practices which have their roots in 350 years of Canadian history remain unchanged: (1) Quebec has two parallel and distinct programmes of education operating under a common act, about five-sixths of the population following the programme of the Catholic section and the other sixth the Protestant; (2) French is the language of instruction in the majority of the Catholic schools.

Cities, towns and villages are usually left as units for educational purposes within their territorial limits. Catholics and Protestants may each select a school-board that operates independently for elementary-school purposes.

The administration unit called the school region is a union of several school districts for the building, maintenance and administration of secondary schools -- "secondary" meaning Grades 7 to 12. In 1964-65, 55 Catholic and nine Protestant school regions were established.

There are three distinct types of school administration: (1) Public schools, which offer elementary, secondary and vocational training to the end of Grade 12, with provision for a post-secondary technical education year; (2) independent subsidized schools, which include the classical colleges, hospital schools, family institutes, and "familial" education from Grade 8 and up; and (3) provincial government schools, which are mainly trade and technical, teacher-training, fine-arts, music and drama institutions.

Ontario

Population: 6,960,870 (1966).

School enrolment: 1,791,000.

University enrolment (full-time): 58,983.

Grade system: kindergarten and Grades 1 to 13. Graduation from Grade 12 constitutes junior matriculation to certain universities, where a first degree may be obtained after a four-year course of studies; Grade 13 constitutes senior matriculation to all universities, and a first degree may be obtained after a three-year course.

In addition to 17 degree-granting universities, there are several teachers' and other professional colleges.

Education is provided free to all persons under 21 years of age. Separate schools for Catholics may be established, subject to the same standards of efficiency as the public schools.

In southern Ontario, the older settled part of the province, each city, town and village is a unit for purposes of school administration. Northern Ontario makes up six-sevenths of the province but is sparsely settled.

School is compulsory for children from 6 to 16. The school-year of 198 days is divided into two terms: September 1 to December 22 and January 3 to June 29. Two 30-minute periods of religious instruction are provided each week, but attendance is subject to the wishes of parents.

Teachers are trained for elementary schools (public and separate) in 13 teachers' colleges throughout Ontario. Secondary-school teachers are trained at Ontario Colleges of Education located at two of the universities. The Ontario Institute for Studies in Education, University of Toronto, provides graduate training in education leading to master's degrees and the Ph.D.

Manitoba

Population: 963,066 (1966).

School enrolment: 239,195.

University enrolment (full-time): 11,069.

Grade system: 1 to 12. There are kindergartens in the larger communities. Graduation from Grade 12 constitutes matriculation to the University of Manitoba or the University of Brandon, where a first degree is obtainable after a three-year course of studies.

Alberta

Population: 1,463,203 (1966).

School enrolment: 372,865.

University enrolment (full-time): 14,749.

Grade system: 1 to 12. Graduation from Grade 12 constitutes matriculation to the University of Alberta in Edmonton, University of Calgary in Calgary, or University of Lethbridge in Lethbridge, where a degree is obtainable after a three-year course of studies. Public junior colleges provide instruction for the first two years leading to a degree and function as community, composite schools.

The school district is the basic unit of administration, though, since 1937, its powers have, to a large extent, been assumed by the newer school divisions, which have combined rural districts and have been joined by villages and towns in almost all cases. Now an even larger unit, the county, is gradually superseding the divisional organization.

Public schools are free to all up to the age of 21, and compulsory from 7 to 15. The school year consists of 200 teaching days beginning September 1.

All subjects are taught in English, but a primary course may be given in French. A board may employ competent persons to give additional courses in a language other than English to children whose parents are willing to pay for it.

Teacher-training is carried on at the faculties of education in the three universities. The provincial Department of Education issues two general types of certificate: (1) Standard (two years of training beyond Grade 12); (2) Professional (three years of training beyond Grade 12). The Standard may apply to elementary or secondary grades, depending on the nature of the training-course taken.

British Columbia

Population: 1,873,674 (1966).

School enrolment: 445,904.

University enrolment (full-time): 23,144.

Grade system: kindergarten and Grades 1 to 12. Graduation from academic Grade 12 constitutes junior matriculation to one of the four universities and their affiliates, and a first degree may be obtained after a four-year course of studies. Graduation from Grade 13 is senior matriculation, and a first degree is obtained after a three-year course.

The distribution of school districts in British Columbia is a function of its geography. Most of the province except for the Peace River district constitutes the most rugged and elevated region in Canada. For purposes of administering the schools, the province is divided into 83 organized and four unattached districts classified as municipal or as rural school districts.

Types of school include: Senior secondary (Grades 11 and 12, and sometimes 13); junior-senior secondary (Grades 8 to 12); junior secondary (Grades 8 to 10); elementary-senior secondary (Grades 1 to 12); elementary-junior secondary (Grades 1 to 10); and elementary (Grades 1 to 7).

The sole authority to issue teaching certificates rests with the provincial Department of Education, which issues a series of Elementary and Professional certificates. Teacher-training is done at the faculty of education in each of the universities.

#### Federal Departments and Agencies

While education is primarily a responsibility of the provinces, the Federal Government is directly responsible for the education of native Indians throughout Canada and for Eskimo, Indian and other children in the Arctic regions, inmates of federal prisons, and members of the armed forces and their children on military bases at home or overseas. In addition, some federal departments close to problems of national defence, manpower, social welfare, and vocational training have become involved directly or indirectly in certain education services or have provided education facilities for specified groups. The following incomplete list includes only those departments most immediately concerned:

Department of Agriculture -- The Information Division edits and issues departmental publications, releases information to the press and radio, prepares motion pictures for screening and television use, and provides exhibits in this field for display at fairs and exhibitions.

Department of External Affairs -- The Cultural Affairs Division performs a liaison function in matters concerning education with international implications. Thus the direct official link UNESCO maintains with the Federal Government is through this Division. The same may be said for liaison between Canada and the International Bureau of Education, of which Canada is not yet a full member. Similarly, Canada's participation in the Commonwealth Education Liaison Committee and the biennial Commonwealth Education Conference is organized by the same Division within the Department. Finally, as a function of its responsibility for the conduct of Canada's external relations, the Department of External Affairs has been charged with the negotiation and implementation of cultural agreements with foreign countries which, among other things, provide for academic and scientific exchanges.

External Aid Office -- This office is responsible for the administration of educational and technical assistance on a bilateral basis to other countries. Its divisions include planning and policy co-ordination, education, capital assistance, and technical assistance.

School organization includes small districts for elementary grades, large divisions usually for secondary grades only, and a school area whose board administers both elementary and secondary schools. The consolidation of small districts into larger units of administration, stepped up since the Second World War, now covers almost all the province.

Teachers are trained in Winnipeg at the University of Manitoba and in Brandon. Certificates, issued by the provincial Department of Education, are classified according to professional and academic training.

Public schools are free to all up to the age of 21, and compulsory from 7 to 15. The public schools are non-sectarian, and religious exercises are not compulsory.

#### Saskatchewan

Population: 955,344 (1966).

School enrolment: 245,734.

University enrolment (full-time): 10,707.

Grade system: kindergarten, Grades 1 to 12. Graduation from Grade 12 constitutes matriculation to the University of Saskatchewan (and its affiliates), where a first degree is obtainable after a three-year course of studies.

Main types of school administration include: (1) Local independent boards of three elected trustees; (2) the consolidated school district; (3) the larger school unit, combining 80 to 100 small rural districts; (4) urban centres, including towns and cities with elected boards; and (5) the northern areas, which are under an administrator who works with an education committee of local residents.

The eight elementary and four secondary grades have curricula organized in four divisions: I and II provide a six-year basic programme; intermediate Division III consists of Grades 7, 8, and 9; and high-school Division IV consists of Grades 10, 11 and 12.

Public schooling is provided free up to the age of 21, and is compulsory from 7 to 16 or Grade 8, whichever comes first. Public schools are non-sectarian, and religious instruction is not compulsory. There is provision for the setting-up of separate schools for children of a sufficiently large religious group in one locality.

All teacher-training comes within the jurisdiction of the College of Education of the University of Saskatchewan. A standard "A" certificate may be earned after two years of training beyond Grade 12, or a bachelor of education degree and professional certificate after four years beyond Grade 12.

Department of Finance -- The Government Finance Division provides information concerning the availability of loans to students under the Canada Student Loans Plan.

Department of Indian Affairs and Northern Development -- (a) The Education Division of the Northern Administration Branch is responsible for the education of Eskimos, Indians and others in Northern Canada. The Division operates schools in the Northwest Territories and Arctic Quebec. Its sections include: curriculum, vocational educational school services, school administration, linguistics (Eskimo), and adult education. (b) The Education Division of the Indian Affairs Branch provides schooling for Indian children living within the provinces, from kindergarten through university. Facilities are provided in either federal or provincial schools. Its sections include education in federal schools, education in non-federal schools, adult education, vocational training, and guidance.

Department of Justice -- Inmate Training of the Canadian Penitentiary Service is responsible for education and training of penitentiary inmates.

Department of Manpower and Immigration -- (a) The Research Branch is concerned with research on the supply and demand of technical and professional manpower. (b) The Technical and Vocational Training Branch assists in the development of a manpower-training programme, distributes federal grants to further this development, assists the provinces in the development of a manpower-training programme, distributes federal grants to further this development, assists the provinces in establishing interprovincial standards, and provides technical assistance of a general nature to all provinces. Sections include apprenticeship training, technician training, secondary vocational education, training in industry, supervisory and management training, standards development, teacher training, and occupational analysis.

Department of National Defence -- The Directorate of Dependents' Education is responsible for the provision of education facilities for the dependents of Canadian Armed Forces personnel at overseas bases.

Department of National Health and Welfare -- This Department has charge of all matters relating to the promotion and preservation of the health, social security and social welfare of the people of Canada over which the Parliament of Canada has jurisdiction. Divisions of the Welfare Branch include: Family Allowances and Old Age Security, Social Aid, and Unemployment Assistance. The Civil Defence College at Arnprior is the principal civil-defence training-centre in Canada. The Department also provides research grants to institutions of higher education.

The Public Archives -- The purpose of the Public Archives is to assemble and make available to the public a comprehensive collection of source material relating to the history of Canada. The main divisions deal with manuscripts, maps, pictures, books and the storage of dormant government records. The Manuscript Division contains manuscript collections and public records, each arranged in groups including private papers of governors, intendants, explorers and missionaries, as well as a major part of the correspondence of many leading Canadian statesmen. A central microfilm unit is attached to the Administration Division.

Department of Public Printing and Stationery -- This is a service agency concerned with the distribution of Government of Canada publications. Its functions include: the compilation and issue of monthly, annual, and separate catalogues and price lists; the sale of publications, the distribution of publications to designated depository libraries and to other institutions and persons entitled to receive them free; the maintenance of a complete mailing service for government departments and agencies; and the publication of the Canada Gazette and Statutes of Canada. A branch also has the exclusive agency in Canada for the sale of publications of international organizations such as the United Nations, UNESCO, the Food and Agriculture Organization, the World Health Organization, the Organization for Economic Co-operation and Development, the International Atomic Energy Agency, the Commonwealth Economic Committee and the Council of Europe.

Public Service Commission of Canada -- (a) The Language School uses the latest methods and equipment to provide intensive courses in conversational French for selected public servants. (b) The Operations Branch is responsible for the classification of positions, recruitment to the public service, and the administration of competitive examinations qualifying for entrance thereto. (c) The Advisory Services Branch studies the present and proposed organization and establishment of departments and agencies, conducts centralized training, and co-ordinates staff-training and development programmes throughout the service. It studies requests for educational leave and supervises the secretariat of the Suggestions Award Board of the Public Service.

Department of the Secretary of State -- The Travel and Exchange Division of the Citizenship Branch co-ordinates information in Canada concerning exchanges among students and young people in general. The recently created Education Support Branch is responsible for the co-ordination of federal policies of educational support, particularly post-secondary education financing, student aid, and support of research in the universities. The Branch also performs a liaison function among federal departments and agencies and between the Federal Government and provincial government departments of education, institutions of education and education associations.

Dominion Bureau of Statistics -- The Education Division collects, co-ordinates and publishes statistics and information on all levels of education, public and private. Its sections include elementary and secondary education, vocational, higher education, adult education, research and finance.

Department of Veterans Affairs -- The Rehabilitation Division offers academic and vocational courses for public servants, members of the armed forces, merchant seamen, tuberculosis hospital patients and inmates of penal institutions. Education assistance is given to children of war dead.

Canadian Broadcasting Corporation -- With the co-operation of the provincial departments of education, universities and others, the CBC produces radio and television programmes at the public-school, university and adult-education levels.

Canada Council -- This agency was created by the Government of Canada in 1957 to foster and promote the study and enjoyment of, and the production of works in, the arts, humanities and social sciences. It carries out its task mainly through a broad programme of fellowships and grants of various types. With other organizations, it helps the Department of External Affairs implement Canada's cultural relations with other countries and administers, as a separate agency, the Canadian National Commission for UNESCO.

Canadian National Commission for UNESCO -- This Commission advises the Government, through the Department of External Affairs, on the UNESCO programme, provides liaison between UNESCO and Canadian agencies directly concerned in UNESCO's affairs and publicizes the work of UNESCO.

National Film Board - This agency produces education slides, film strips and films.

National Research Council -- The Awards Office provides pre-doctorate and post-doctorate scholarships in science and engineering and research grants to university staff members.

#### Financing Canadian Education

Within the last 100 years, education in Canada has ceased to be the privilege of the few and become the right of the many, advancing from log schoolhouses to multi-million dollar establishments. Today, a school enrolment of five million children in a population of 20 million has involved the nation in the expenditure of hundreds of millions of dollars for new and expanded facilities and services; most of this increased expenditure has occurred since the Second World War. The portion of Canada's gross national product allocated to education rose from 1.5 per cent in 1944 to an estimated 6.0 per cent in 1964. In those 20 years not only percentage but the GNP itself redoubled. Thus, over 16 times as much money was spent on Canadian education in 1964 as in 1944. (In 1965, the estimate for expenditure on education was 6.3 per cent of the GNP.)

In keeping with the provincial responsibility for academic elementary and secondary education, as specified in the BNA Act, the cost of this basic education for children of school age is borne by provincial, municipal, and local administrations. The Federal Government contributes to some vocational training in the high schools, much of the post-secondary vocational training, and substantially to higher education costs.

The Federal Government pays the entire cost of educating Indians and Eskimos, members of the armed forces and their children, and some dependent children of the war dead and of veterans.

Since 1964-65, a special programme of federal loans to university students provides up to \$1,000 a year to individual students, free of interest until after graduation.

Various federal departments and councils, such as the Department of Health and Welfare, the Department of Agriculture, the Canada Council, the National Research Council and the Defence Research Board, provide grants for research (and often for travel too), to university professors and graduate students.

Substantial grants toward the building of new vocational-training facilities and in aid of the actual conduct of courses were made from 1961 to 1967 by the federal Department of Labour under a vocational and technical training agreement with the provinces. Programmes included: technical and vocational high-school training; technician training; trade and other occupational training; training in co-operation with industry; training of the unemployed; training of disabled; training of technical and vocational teachers; training for federal departments and agencies; student aid; manpower requirements and manpower-training research. The federal share of the costs of these programmes for the duration of the agreement (1961-1967) has been estimated at upwards of \$800 million. When all the projects that have been approved are implemented, there is an additional commitment on the part of the Federal Government of about \$765 million to be paid out after March 31, 1967. When this happens, a total of 425,000 new student places will have been provided.

Provincial financing is done by means of a variety of grant schemes. In the early days, most provinces used flat and incentive grants based on such considerations as number of teachers, number of pupils, days in session, and average daily attendance. Special grants were introduced as incentives for purchasing special equipment or for serving hot lunches at school. Next, attempts were made to introduce an equalization formula designed to help poor districts.

In general, provincial grants to school-boards are applied to construction costs and to operating expenses. Relative amounts vary from province to province, but the average provincial contribution across Canada is about 48 per cent of these costs and expenses.

The provincial governments usually pay all the costs of teachers' colleges, trade and technical schools, and schools for the deaf, the blind, and those requiring special education.

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

An example of the national total annual expenditure on education: In 1966, the cost of all formal academic and vocational education in Canada exceeded \$3.75 billion, which was 6.5 per cent of the gross national product or 8.8 per cent of the total personal income.

### School Buildings

Plans and designs for new schools change as enrolments rise and as new methods and courses are introduced. Considerations of functional architectural cohesiveness, beauty and costs are weighed against the provision of such facilities as team-teaching, audio-visual and programmed instruction, and air-conditioning.

There has been a movement towards the erection of new and larger schools and the elimination of one-room rural schools. The trend is to buildings of one and two storeys, with folding or otherwise movable partitions, ramps instead of stairs, and rooms planned for special techniques and courses such as television and motion-picture screening, music appreciation, the industrial arts, and commercial studies.

The "Canadian Education Showplace" has continued as an annual display of school supplies and equipment since its debut in Toronto in 1965. It includes an exhibiton of school architecture.

### National Education Organizations

Local and provincial education associations with similar interests usually establish a national federation with a permanent staff to co-ordinate activities. The following is a partial list of the better-known organizations:

The Canadian Education Association dates back to 1892. The CEA is supported by the ten departments of education, by school-boards, and by individual members. It maintains an office in Toronto, publishes Canadian Education and Research Digest, conducts an information service, and maintains liaison among the provincial departments. It is a semi-official organization.

The Canadian Teachers' Federation was established in 1919 by the provincial teachers' societies. Combined memberships today total about 200,000. The CTF, with headquarters in Ottawa, conducts an information service, undertakes research studies, and maintains liaison among the provincial associations.

The Canadian Association of Professors of Education draws its members from among the staffs of university faculties of education. It meets annually as part of the convention of learned societies.

The Canadian School Trustees Association and its constituent provincial associations hold annual conferences, publish professional magazines, and have fostered research in school finance. The CSTA was founded in 1922.

The Canadian Home and School and Parent-Teacher Federation, founded in 1927, holds annual conventions and provides leadership for provincial affiliates.

The Canadian Association of French-Language Educators (ACELF), organized at Ottawa in 1947, is a group of French-language educators at the national level. Existing in the interests of French culture and Catholic teaching in Canada, it is a representative organization that presents its views to provincial and federal commissions and before international associations on education. The Association publishes a bulletin, L'ACELF, about four times a year.

The Association of Universities and Colleges of Canada brings together in voluntary association 58 Canadian institutions of higher education to foster the development of higher education. Constituted in 1965 by an Act of Parliament, AUCC is the successor to the National Conference of Canadian Universities and Colleges and its executive agency, the Canadian Universities Foundation. Membership is institutional, with associate membership open to national organizations

of university personnel representing major academic or administrative divisions or interests within the universities.

Canadian Association of University Teachers, with its office in Ottawa, is an association of campus organizations of professors.

The Canadian Association for Adult Education conducts an information service, holds radio forums and conferences, and publishes Continuous Learning. Its permanent office is in Toronto. Its counterpart, with headquarters in Montreal, l'Institut canadien d'éducation des adultes, serves the same functions for French-speaking adults.

The Canadian Council for Research in Education, with headquarters in Ottawa, has an executive body made up of representatives of most of the foregoing associations that are interested in research. It was established to promote and foster research in education and to maintain liaison throughout the field.

### Looking Ahead

The role of education in Canada has changed since 1867. Today, its chief purpose is to contribute to the good of a changing society and, at the same time, to develop the individual child to the maximum of his capacity. A greater variety of educational offerings is aimed at producing graduates who can meet the new challenges in trade, industry, and government. Education today is provided for all school-age children and, indeed, attendance is compulsory throughout Canada.

The stigma of inferiority of vocational education compared to academic is rapidly disappearing with the establishment and spread of post-secondary institutes of technology and vocational schools of all kinds. At the same time, university enrolments seem destined to reach a higher level every year for many years to come.

There has been more expansion in the number and size of educational institutions in Canada in the past ten years than in any previous ten years, and their offerings have been more numerous and varied than ever. There is every reason to expect continued expansion of education facilities in the years which lie ahead.

It is a pleasure to have you here today. We are very glad to have you with us.

The first part of the program will be a presentation by the speaker.

After the presentation, there will be a question and answer period.

We hope you will find this program interesting and informative.

Thank you very much for your attention.

Yours truly,  
[Name]

The second part of the program will be a discussion of the topic.

We will be discussing the various aspects of the problem.

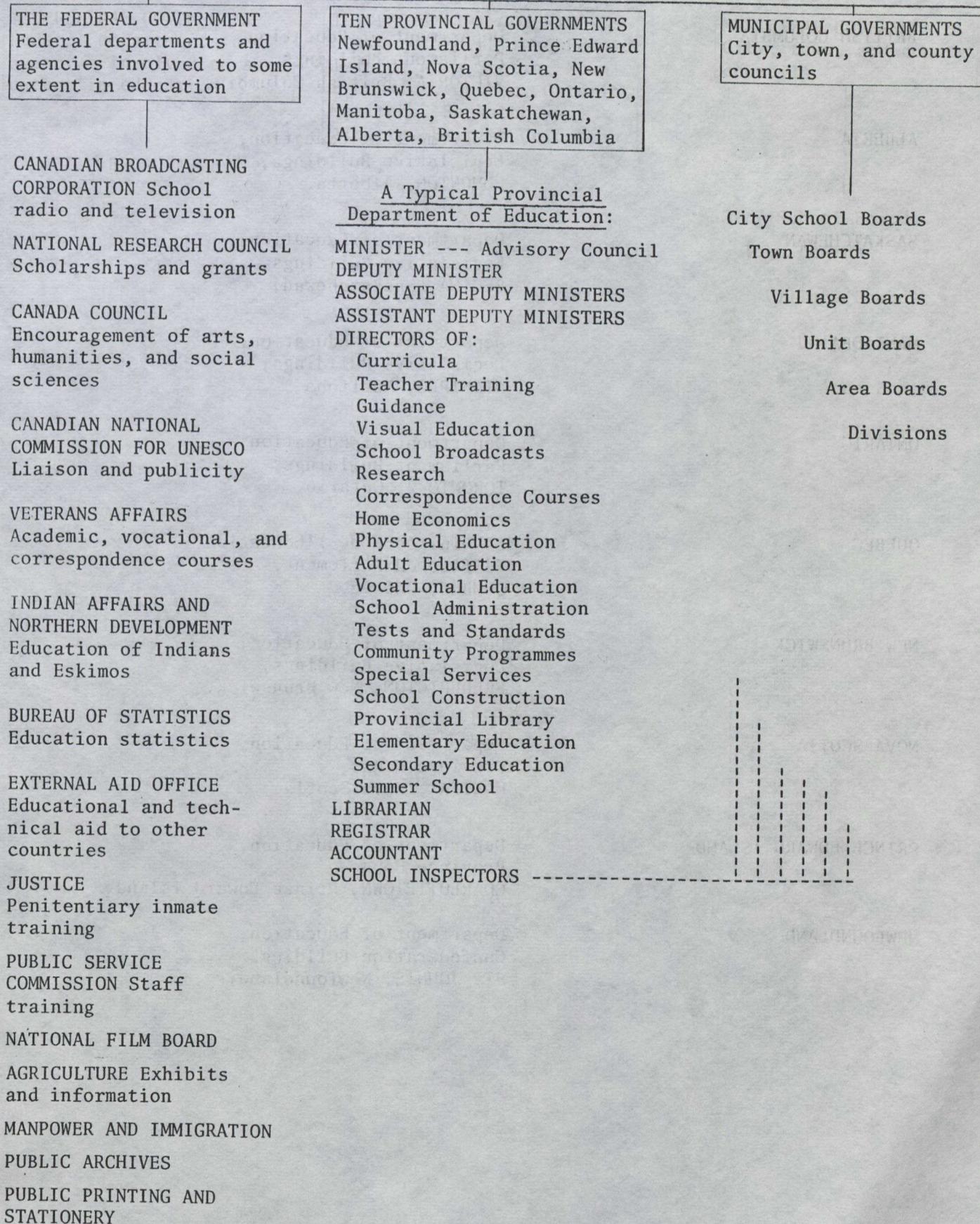
It is hoped that this will be a most fruitful session.

We will be glad to hear your thoughts on the subject.

Thank you for your participation.

Very respectfully,  
[Name]

THE PEOPLE



APPENDIX II

ADDRESSES OF PROVINCIAL DEPARTMENTS OF EDUCATION

BRITISH COLUMBIA

Department of Education,  
Parliament Buildings,  
VICTORIA, British Columbia.

ALBERTA

Department of Education,  
Legislative Buildings,  
EDMONTON, Alberta.

SASKATCHEWAN

Department of Education,  
Legislative Buildings,  
REGINA, Saskatchewan.

MANITOBA

Department of Education,  
Legislative Buildings,  
WINNIPEG, Manitoba.

ONTARIO

Department of Education,  
Parliament Buildings,  
TORONTO 2, Ontario.

QUEBEC

Le Ministère de l'Éducation,  
Edifice du Parlement,  
QUEBEC, Québec.

NEW BRUNSWICK

Department of Education,  
Legislative Buildings,  
FREDERICTON, New Brunswick.

NOVA SCOTIA

Department of Education,  
Province House,  
HALIFAX, Nova Scotia.

PRINCE EDWARD ISLAND

Department of Education,  
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NEWFOUNDLAND

Department of Education,  
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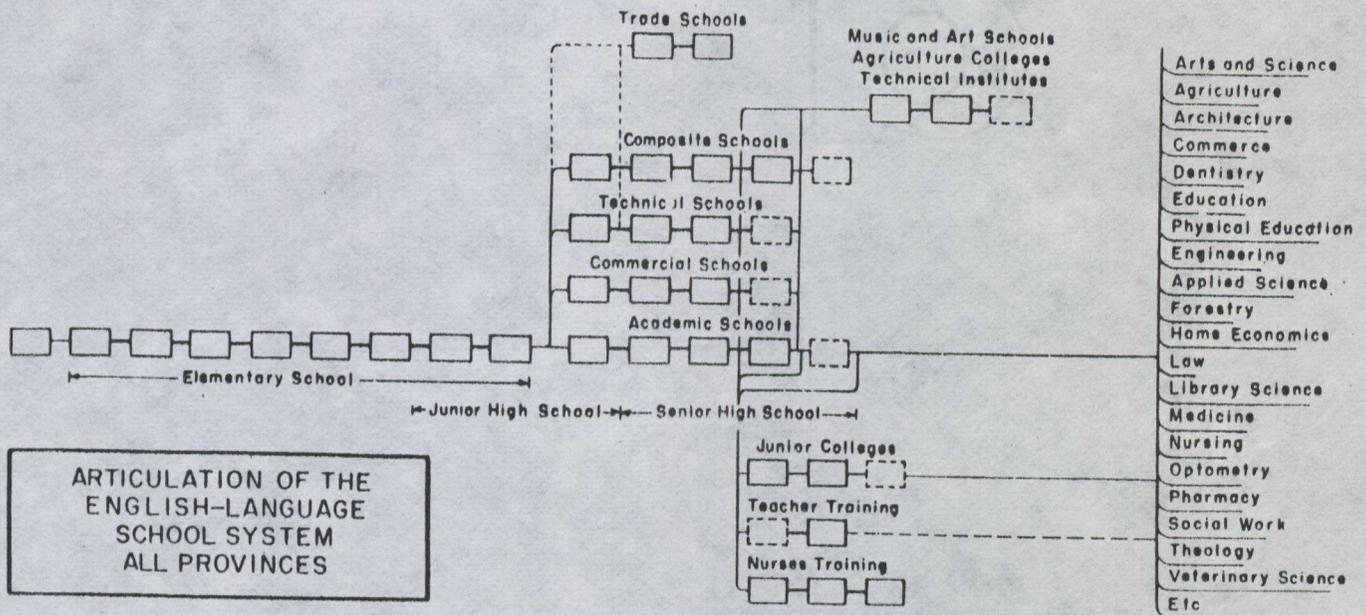
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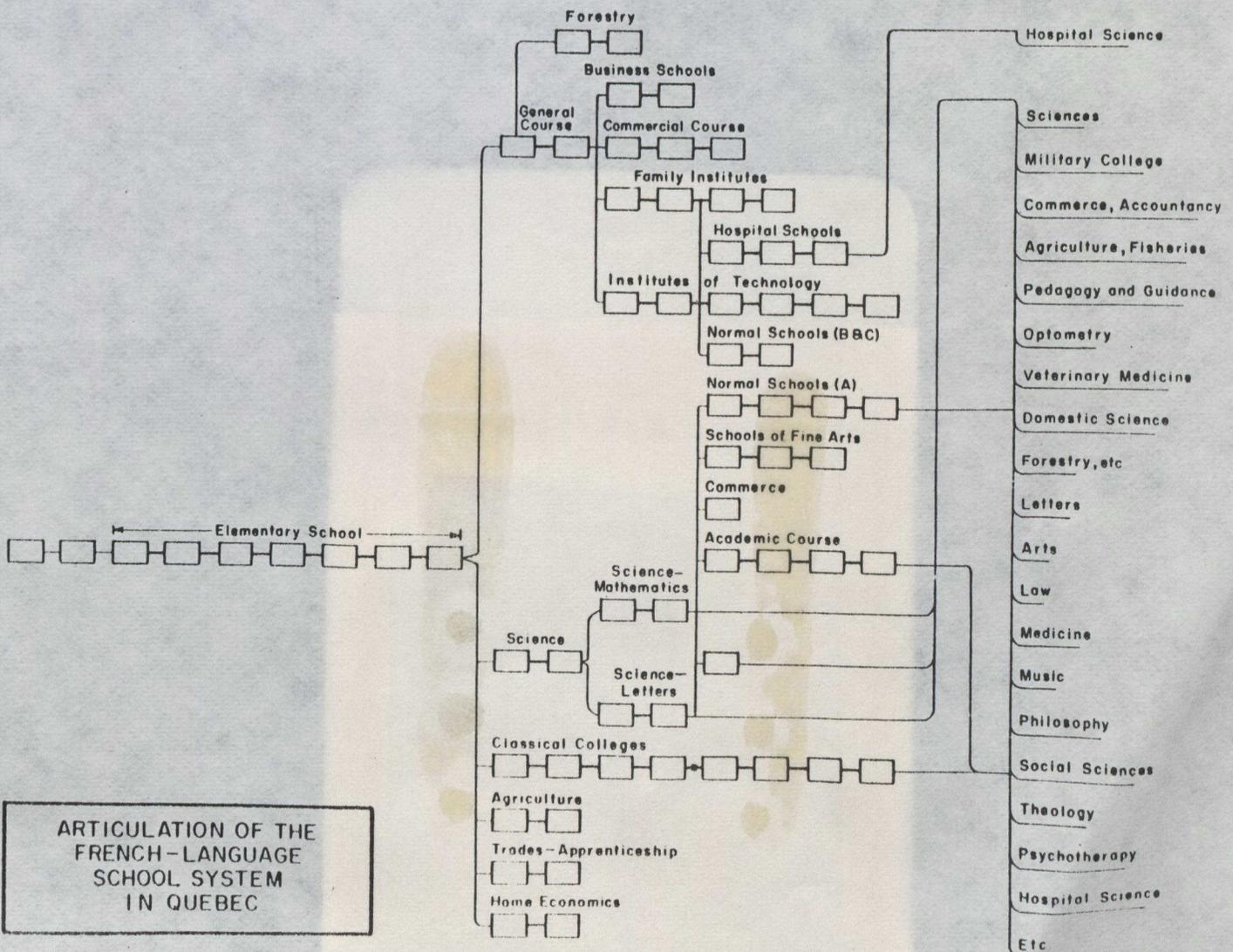
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