



CANADA

REFERENCE PAPERS

INFORMATION DIVISION
DEPARTMENT OF EXTERNAL AFFAIRS
OTTAWA - CANADA

No. 45

(Revised May 1960)

THE CANADIAN SYSTEM OF EDUCATION

(Prepared by F.W. Whitworth, Chief, Research Section,
Education Division, Dominion Bureau of Statistics)

This paper is designed for persons who are not acquainted with the organization of education in Canada. At the outset it may be helpful to explain that each of the ten provinces is autonomous in respect of the organization and control of education within its borders according to the agreement reached at the time of Confederation in 1867. Division of responsibility between provincial departments and local authorities exists throughout, since each province delegates a considerable degree of control to the local school districts for public elementary and secondary education and to the governing bodies in higher education. A strong conviction that the citizens of the provinces and local communities should have major control of education is seldom questioned. The provinces enforce few restrictions on those operating private schools and colleges. Federal interest, which is inevitable today, is shown concretely through grants to vocational education, to higher education institutions, and to research.

Interest in education has not only increased, it has changed. Few after-dinner speakers reminisce nostalgically today, as they used to, about the "little red schoolhouse", whether a red-brick, box-like shell, a one-room structure of rough-hewn logs, its crevices stuffed with moss, warmed by a generous fire blazing in an open fire-place, and standing sentinel in a forest clearing, or a frame structure heated by a pot-bellied station stove, a beacon on the wind-swept, snow-covered prairies. Instead they are likely to engage in the great national polemic over the aims and purposes of education, a controversy that has included vigorous criticism of our schools, teachers and pupils, ending too often with the nostalgic suggestion that we should regress to the good old days of their childhood. If, however, the present struggle is evidence of genuine interest on the part of scholars and other citizens, it may be read as a sign of health and a portent of progress.

In the early days, schooling at the elementary level consisted of reading, writing and number work, which was considered adequate for the majority. The forefathers of our French-speaking population were interested in its practical use for the occupations and professions, and the Roman Catholic Church showed tireless zeal in the conversion of the Indians and the production of good citizens with some knowledge of reading, writing, arithmetic and religion. The English-speaking population from the beginning was more secular, but possessed an equal respect for the role of education. In the eighteenth century, there were church schools, parish schools, charity schools, private venture schools, and, at the secondary level, Latin grammar schools and academies.

INTEGRATION DIVISION
DEPARTMENT OF EDUCATION
OTTAWA, CANADA

No. 45

(Revised May 1960)

THE CHANGING SYSTEM OF EDUCATION

Prepared by R. W. Whitworth, Chief, Research Section,
Education Division, Dominion Bureau of Statistics

This paper is designed for persons who are not acquainted with the organization of education in Canada. At the outset it may be helpful to explain that each of the ten provinces is autonomous in respect of the organization and control of education with the exception of the agreement reached at the time of Confederation in 1867. Division of responsibility between provincial governments and the federal government exists throughout since each province delegates a considerable degree of control to the local school boards for public elementary and secondary education and to the governing bodies in higher education. A strong conviction that the alignment of the provinces and federal government should have major control of education is seldom questioned. The province enters few restrictions on those operating private schools and colleges. A local interest, which is inevitable today, is shown especially through grants to vocational education, to higher education institutions, and to research.

Interest in education has not only increased, it has changed. Few dinner-table speakers confine themselves today to any one aspect of the "little red schoolhouse", whether a red-brick box-like affair, one-room structure of rough-hewn logs, the services started with more, warmed by a fireplace, or a place in an open field, and standing sentinel in a forest clearing. One-time structures heated by a pot-bellied stove, or a person on the wind-swept, snow-covered roof, are not likely to change. The great historical problems of the time and purposes of education, a social history, and the history of the various divisions of our schools, teachers and pupils, ending too often with the nostalgic suggestion that we should return to the good old days of their childhood. However, the present struggle is evidence of a new interest in the part of teachers and others. It may be said as a sign of health and a content of progress.

In the early days, schooling at the elementary level consisted of reading, writing and number work, which was considered adequate for the majority. The interests of our French-speaking population were interested in the practical use for the occupations and professions, and the Roman Catholic Church showed interest in the conversion of the Indians and the production of good citizens with some knowledge of reading, writing, arithmetic and religion. The Italian-speaking population from the beginning was more secular, but possessed an equal respect for the role of education. In the English-speaking, there were many private primary schools, and in the French-speaking, private primary schools, and in the secondary level.

Secondary schools were established mainly to prepare students for the professions, chiefly through preparing them for appropriate faculties of the university. Social distinctions were evident in the Latin grammar schools. The academies, generally established by subscribers living in the same community, whether church-goers or not, were 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. The idea of secondary education as a means of preparing a select few for university has been modified, until today secondary education is aimed at providing a wide range of electives from which all may benefit. At present it is generally conceded that secondary education should be available to all pupils who have successfully completed the elementary grades.

The present array and distribution of colleges and universities grew out of a variety of needs and desires on the part of the provinces, of the churches and of the professions. Their development was influenced by settlers from England, Scotland and other countries, often with the desire of imitating institutions in their native lands. Our universities are English-language, French-language or bilingual. Some have religious affiliations, others are non-sectarian; and all may be provincial or independent or a combination of these. At one end of the scale there are classical, arts, veterinarian, theological, military and other colleges; at the other, complex universities with many professional and graduate schools as integral parts or affiliates.

The population of Canada, a young, rapidly-growing nation of 17.5 million people, has clustered mainly along the 3,500-mile southern border, though more and more tentacles are being thrust north even into the Arctic regions. The country has changed from a predominantly rural one to one where more than 60 per cent of the population lives in highly industrialized urban areas. Transportation and communication are highly mechanized and rapid, leaving relatively few people isolated. Present demands on schools for more and better-trained graduates reflect Canadian interest in the exploitation of new geographic areas and natural products, increase in industrialization and improved technology, as well as reflecting Canada's newly-attained position of responsibility in the world.

Canada is committed to a publicly-supported, publicly-controlled system of education, with responsibility for education in each province exercised by the provincial department of education or delegated to local school boards. In several provinces religious groups have the right to have their own (separate) schools under public auspices, and in all provinces religious groups, private organizations and individuals are permitted to establish private schools. In all provinces but Quebec, from 2 to 4 per cent of school children attend such private academic schools. In Quebec the percentage is about 8.2 per cent.

During the nineteenth century, universal elementary education became a reality and now all provinces have compulsory education from ages 6 to 7 to the end of age 15, or 16 in some urban areas, for the full school year, generally beginning on the first Thursday in September and continuing to the end of June, with special holidays and a week off at Christmas and at Easter. School is in operation five days a week from 9 to 12 a.m. and from 1.30 to 4.00 p.m. or thereabouts. Today the consensus is that all children who are able to benefit from instruction should be given both an elementary and a secondary school education. Because of individual differences, academic, trade and vocational courses and courses for the exceptional child are provided, and in many schools there are "ability streams." To provide education for children in isolated northern districts, the Ontario Department has provided railway cars outfitted with

Secondary schools were established mainly to prepare students for the professions, chiefly through preparing them for appropriate positions in the public service. The students were trained in the Latin grammar schools. The students were generally equipped by universities living in the same community. Whether such schools or not, were more practical in nature. In the middle of the nineteenth century, the secondary schools were administered by provincial departments and were often superimposed on elementary schools. The idea of secondary education as a means of preparing a select few for university has been modified, and today secondary education is aimed at providing a wide range of activities from which all may benefit. At present it is generally conceded that secondary education should be available to all pupils who have successfully completed the elementary grades.

The present array and distribution of colleges and universities grew out of a variety of needs and desires on the part of the provinces of the empire and of the provinces. Their development was influenced by settlers from England, Scotland and other countries, often with the desire of maintaining institutions for their native lands. Our universities are English-Canadian, French-Canadian or bilingual. Some have religious affiliations, others are non-sectarian; and all may be provincial or independent. A combination of these, at one end of the scale, there are classical, arts, veterinarian, theological, military and other colleges. At the other, complex universities with many professional and graduate schools as integral parts of their structure.

The population of Canada, a young, rapidly-growing nation of 14.5 million people, has clustered mainly along the 5,000-mile northern border, though more and more settlers are being drawn north even into the Arctic regions. The country was opened to settlement by the railway, and more than 60 per cent of the population lives in highly industrialized urban areas. Transportation and communication are highly mechanized and rapid, but in relatively few people isolated. Present demands on schools for more and better-trained graduates reflect Canadian interest in the exploitation of new geographic areas and natural resources. Increase in industrialization and improved technology, as well as reflecting Canada's newly-attained position of responsibility in the world.

Canada is committed to a publicly-supported, publicly-controlled system of education, with responsibility for education in each province exercised by the provincial department of education or delegated to local school boards. In several provinces religious groups have the right to have their own (separate) schools, but public services, and in all provinces religious groups, private organizations and individuals are permitted to establish private schools. In all provinces but Quebec, from 3 to 4 per cent of school children attend non-private academic schools. In Quebec the percentage is about 5.8 per cent.

During the nineteenth century, university education was not a reality and now all provinces have compulsory education from ages 5 to 15, or 16 in some cases. The first three years of the full school year, generally beginning on the first Monday in September and continuing to the end of June, with several holidays and a week off at Christmas and Easter. School is in operation five days a week from 9 to 12 a.m. and from 1:30 to 4:00 p.m. on Thursdays. Today the consensus is that all children who are able to benefit from instruction should be given both an elementary and a secondary school education. Because of historical differences in academic, trade and vocational courses and courses for the exceptional child are provided, and in many respects there are striking similarities in the provision of education for children in isolated northern districts. The Ontario Department has provided a wide range of facilities with

living quarters for teachers and their families in containing classrooms. These cars stop at regular intervals at more than a score of sidings, to provide schooling for some 200 children for several months each year. The British Columbia Government has introduced bus classrooms that are used similarly. The Department of Northern Affairs has mobile classrooms that can be temporarily located in the northern wastelands as they are needed. Elsewhere, isolated pupils are enrolled in correspondence courses provided by the provincial departments of education and special services are provided for sanatoria and other hospital bed cases, and training schools for delinquents.

Responsibility for Education in Canada

Canada has a federal form of government, which delegates responsibility for the organization and administration of public education within its borders to provincial legislatures. The Federal Government is responsible for the education of some 136,000 Indians, 10,000 to 12,000 Eskimos, other children in territories outside the provinces, inmates of provincial penitentiaries and families of members of the armed forces on military stations, although whenever possible provincial educational facilities are used. In addition, the Federal Government makes grants for vocational training, provides a per capita grants to each province to be divided among its universities and college, participates to a considerable extent in informal education and makes grants-in-aid for research personnel and equipment that assist educational institutions indirectly. Outside of this, the provincial governments are entirely responsible for the education of their populations and for providing the necessary facilities for this.

Because each of the ten provinces has the authority and responsibility for organizing its education system as it sees fit, educational policies, organization and practices differ from province to province. But, because of rapid transportation and communication, interchange of personnel and ideas, proximity, co-operation and emulation, there is a considerable community of interest among the provinces. Each possesses a department of education, and all but Quebec have a cabinet minister as minister of education. Quebec's department is headed by a Superintendent of Education, a non-political appointment. He maintains liaison with Cabinet through the Provincial Secretary and is head of the Council of Education, which is composed of Catholic and Protestant committees. These committees sit separately and each is responsible for the organization, administration and discipline of its own public schools and normal schools (institutions for the training of public-school teachers), the conduct of examinations for school inspectors and the making of recommendations to the Cabinet concerning school grants and certain specified appointments.

In the other provinces each department of education is presided over by a deputy minister, or director, who is a professional educationist and a civil servant. He advises the minister on policy, supervises the department and gives a measure of permanency to its educational policy, in general carries out that policy, and is responsible for the enforcement of the public school act. The department of education usually includes the following additional members: the chief inspector of schools; high-school and elementary-school inspectors or superintendents; directors or supervisors of curricula, technical education, teacher training, home economics, guidance, physical education, audio-visual education, correspondence instruction, and adult education; directors or supervisors of a limited number of other sections (according to the needs of the provinces); and technical personnel and clerks. Only in Newfoundland, which has a public-denominational system, are there superintendents for the five denominations accepted by the School Act.

Responsibility for Education in Canada

Canada has a federal form of government, which places responsibility for the organization and administration of public education within its borders to provincial legislatures. The Federal Government is responsible for the education of some 100,000 Indians, 10,000 to 15,000 Eskimos, other children in territories outside the provinces, children of provincial parents and families of members of the armed forces on military stations, children wherever possible provincial educational facilities. In addition, the Federal Government makes grants for vocational training, provides a set of grants to each province to be divided among the universities and colleges, participates to a considerable extent in normal education and makes grants-in-aid for research personnel and equipment that assist educational institutions indirectly. Outside of this, provincial governments are entirely responsible for the education of their populations and for providing the necessary facilities for this.

Because each of the ten provinces has the authority and responsibility for organizing the education system as it sees fit, educational policies, organization and practices differ from province to province. But, because of rapid transportation and communication, interchange of personnel and ideas, generally, co-operation and emulation, there is a considerable community of interest among the provinces. Each possesses a department of education, and all but Quebec have a cabinet minister or minister of education. Quebec's department is headed by a Superintendent of Education, a non-political appointment. The Minister of Education in Ontario through the Provincial Secretary and his staff, the Council of Education which is composed of Catholics and Protestants. These committees are generally set up as a responsible committee for the organization, administration and financing of public schools and normal schools (institutions for the training of public school teachers), the conduct of examinations for school inspectors, and the making of recommendations to the Cabinet concerning school grants and certain appointed appointments.

In the other provinces, the department of education is headed over by a Deputy Minister, or Director, who is a professional educationalist and civil servant. He advises the Minister on policy, supervises the department and gives a message of government to the educational policy. In general, there are two policy, and in some cases, responsible for the enforcement of the public school act. The department of education usually includes the following additional members: the chief inspector of schools, high school and elementary school inspectors or superintendents; directors of superintendents of technical education, teacher training, home economics, physical education, audio-visual education, correspondence instruction, and adult education; directors of superintendents of limited number of other sections according to the needs of the province; and technical personnel and clerks. Only in Newfoundland which has a public-educational system, the three superintendents for the five economic areas accepted by the school act.

Other provincial departments having some responsibility for operating school programmes are: departments of labour, which operate apprenticeship programmes, agriculture departments, which operate agriculture schools, departments of the attorney-general or of welfare, which operate reform schools, departments of lands and forests, which operate forest ranger schools, and departments of mines, which conduct prospectors' courses.

From the beginning each department of education has undertaken among other things: 1. to provide for the training and certification of teachers; 2. to provide courses of study and prescribe school texts; 3. to provide inspection services to help maintain specified standards; 4. to assist in financing the schools through grants and services; and 5. to make rules and regulations for the guidance of trustees and teachers. In return, each department requires regular reports from the schools. When first introduced, government grants to schools were based on such factors as the number of teachers, enrolment, days in session and attendance. Somewhat later, special grants were introduced in most provinces to meet a variety of expenses, such as the construction of the first school, the organizing of special classes, providing transportation for pupils, school lunches, and other contingencies. A number of provinces made provision for equalization grants, and recently three have introduced a combined operation grant.

The work of the departments of education has grown considerably. Many have expanded their services in the fields of health, audio-visual aids, art, music, agriculture, auxiliary education, correspondence courses, and pre-vocational and trade courses. At the same time there has been a move towards the delegation of greater authority to local boards and school staffs. One illustration of this tendency is a reduction in the number of departmental (external) year-end examinations. Few provinces now provide for more than one or two such examinations -- at the end of the final, and in some cases also at the end of the second-last year of the secondary school course. Another illustration is the increasing substitution of fairly extensive lists of approved books in place of lists of prescribed texts. Courses of study are now seldom planned by one or two experts in the department; instead they result from conferences and workshops including active teachers and other interested individuals or bodies. In most provinces "curriculum construction" is considered to be a continuous procedure. In Ontario a number of the larger cities have been given permission to use experimental curricula in certain grades. In Alberta and British Columbia the number of options has been increased and courses may be selected on a point system rather than by years.

Local Units of Administration

In all provinces school laws provide for the establishment and operation of schools by local education authorities, 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 decentralization reviewed intermittently. Questions concerning the extent to which curricula development, local supervision, and percentage of the education burden should be local rather than provincial will probably occupy the minds of Canadians for decades to come, as well as problems such as the optimum size of unit, school, class etc.

From the beginning, the provincial departments delegated authority to publicly-elected or appointed boards, which functioned as corporations under the school acts and regulations. These three-man boards were expected to establish and maintain a school, select

of the provincial departments having some responsibility for certain school programmes, departments of industry, which operate apprenticeship programmes, agricultural departments, which operate certain school programmes, departments of welfare, which operate reform schools, departments of lands and forests, which operate forest ranger schools, and departments of mines, which conduct prospectors' courses.

From the beginning, each department of education has had its own special staff. It provides for the training and certification of teachers; it provides courses of study and prescribes school texts; it provides inspection services to help maintain specified standards; it assists in financing the schools through grants and services; and it makes rules and regulations for the guidance of trustees and teachers. In addition, each department receives regular reports from the schools, which are included, government grants to schools were based on such factors as the number of teachers, enrollment, days in session and attendance. Somewhat later, special grants were introduced in order to assist in meeting a variety of expenses, such as the construction of the local school, the obtaining of special classes, providing transportation for pupils, school lunches, and other contingencies. A number of provinces made provision for special grants, and recently three have introduced a combined operation grant.

The work of the departments of education has grown considerably. Many have expanded their services in the fields of adult and vocational education, and pre-vocational and trade courses. At the same time there has been a move towards the delegation of greater authority to local boards and school districts. One illustration of this tendency is a reduction in the number of departmental (external) year-end examinations. Few provinces now provide for more than one or two such examinations -- at the end of the third, and in some cases also at the end of the second, year of the secondary school course. Another illustration is the increasing substitution of fairly extensive lists of approved books in place of lists of prescribed texts. Courses of study are now being planned by one or two experts in the department; instead they result from conferences and workshops including active teachers and other interested individuals or bodies. In most provinces "curriculum construction" is considered to be a continuous procedure. In Ontario, a number of the larger cities have been given permission to use experimental curricula in certain grades. In Alberta and British Columbia the number of options has been increased and courses may be selected on a point system rather than by years.

Local Units of Administration

In all provinces school laws provide for the establishment and operation of schools by local education authorities, which operate under the public school act and are held responsible to the provincial government and resident ratepayers for the conduct of the local schools. Through the delegation of authority, education has become a provincial-local partnership with the degree of decentralization reviewed tentatively. Questions concerning the extent to which curricula development, local supervision, and personnel of the education board should be local rather than provincial will probably occupy the minds of legislators for decades to come, as well as problems such as the optimum size of local school districts.

From the beginning, the provincial departments delegated authority to locally-elected or appointed boards, which functioned as corporations under the school laws and regulations. These three-man boards were expected to establish and maintain school, select

a qualified teacher, prepare a budget for the annual meeting, 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 the elementary and secondary schools, although in some provinces there might be separate boards.

In the rural areas a number of pressures were brought to bear on the organization of rural districts, which were some four miles square, established when local transportation was by ox-team or horses and the school had to be within walking distance of the home. The realization grew that the manner of living had changed, that the farms were much larger and mechanized, that most farmers had trucks and automobiles, that there were fewer children to the square mile and that it would be more efficient and economical to provide central schools and transportation. There was considerable discontent among the teachers as security of tenure was rarely found under the three-man local school boards. Add to this a shortage of teachers, differences among the districts in their ability to pay for education, and a demand for high-school facilities in rural areas, generally of the composite type, and some of the reasons became obvious why larger administrative units were introduced.

It was hoped that a greater degree of equalization could be achieved, that better facilities could be provided at a lower rate and that the short supply of teachers could be met somewhat more effectively. The units were introduced by acts of the legislatures in Alberta and British Columbia and by acts with provision for local option in Saskatchewan and the Maritimes. Southern Ontario has been organizing its rural areas in counties, Manitoba has recently introduced an act to make it beneficial for communities to form larger secondary units, Protestant Quebec is generally organized into larger units. In Catholic Quebec, one board of school commissioners administers all schools in each municipality, whether rural or urban, and there has always been a larger number of private residential schools established by religious communities than found elsewhere. In addition there are more than 100 vocational and agricultural schools, which have lessened the demand for the composite type of school.

In some provinces the local boards were replaced by unit boards; in others the local boards were retained with limited duties and unit boards were established.

The reorganization of local school districts into larger units represents one major achievement in the effort to provide greater equality of educational opportunity. There is variety enough among provincial patterns to indicate advantages and disadvantages and to encourage equalization of assessment and taxation over large areas. Alberta has attempted to solve one problem - that of having municipal units coterminous with school areas - by organizing a limited number of counties and selecting a committee from the municipal council to administer the schools, with the authority and powers usually exercised by the unit board.

The unit boards accept responsibility for providing the necessary staff, buildings and equipment and financing the schools, and may organize either or both elementary and secondary schools and provide transportation. Where local boards remain, they usually function in an advisory capacity, taking an interest in the building and grounds.

...qualified persons, prepared to meet for the annual meeting...
...present it to the various authorities...
...developed the original board...
...made in the case for the school...
...the case...
...boards

In the... a number of... were...
...of the... which were...
...local... by...
...to...
...the...
...had...
...state...
...to...
...available...
...found...
...a...
...ability...
...of the...
...were introduced

It was hoped that a greater degree of...
...be...
...and...
...more...
...feared...
...provision...
...Southern...
...Manitoba...
...communities...
...generally...
...board...
...Manitoba...
...larger...
...relations...
...more...
...lessened

In some provinces the local boards were replaced by...
...boards...
...boards

The... of local school districts...
...units...
...greater...
...enough...
...advantages...
...over...
...case...
...organized...
...from...
...authority

The... local...
...necessarily...
...the...
...and...
...units...
...the...
...units

While there has been a trend in the education departments towards the offering of more services, there is also a tendency to delegate greater authority to the units, as they employ more professional service.

Early Childhood Education

Day nurseries are established primarily to provide day-care for the pre-school children one and a half to five years old of working parents. About two-thirds of them are conducted by public or private welfare agencies.

Nursery schools are usually for children from three to five years old, who attend for half the day. Most of these are private institutions, which may be operated as co-operative enterprises or for profit. It is estimated that there are more than 200 nursery schools in Canada, and the number is likely to increase. In some provinces their establishment must be approved by the departments of education or health.

Kindergartens are now found at the base of the elementary school in most large urban centres, but may be separate private institutions as well. Most kindergartens accept only five-year-olds but a few, where facilities permit, also accept four-year-olds.

Programmes are designed to help the child mature through developing skills and good habits and providing an opportunity for him to live with others and "express" himself. In addition to schedules for lunch, toilet and rest periods, indoor activities include music, stories and handiwork; outdoor activities are free play with large equipment. Towards the end of his stay in the kindergarten, simple ideas of language and numbers are given the child to prepare him for the formal studies to follow.

The Canadian Broadcasting Corporation provides a fifteen-minute radio programme, "Kindergarten of the Air," five days a week from fall to spring for pre-school children.

Elementary and Secondary Education

Enrolment in the elementary and secondary schools has been increasing year by year, until in 1958-59 there were 3,629,130 pupils enrolled in the public schools, 141,871 in the private schools in addition to over 30,000 in the collège classiques and pre-matriculation courses in the universities, and 44,173 in the business colleges.

Each September, a majority of Canadian children aged six enter an eight-grade elementary school. After remaining for eight years, or at about fourteen years of age, more than 60 per cent of those who entered Grade I enter a regular four-year high-school. From the graduates at this level a limited number, about 8 or 9 per cent of those who began school, go on to college or university, where, after another three or four years, those who are successful in arts and science are granted a bachelor's degree. Some of these will study for at least another year for a master's degree and possibly another two or more years for the doctorate. Other professional university courses, such as law, medicine, accounting, engineering, account for half the number enrolled.

The 8-4 plan leading from Grade I to university was for many years the basic plan for organizing the curriculum and schools, other than those of Catholic Quebec. It is still followed in most rural, village and town schools and in many cities. However, this plan has been modified from time to time in various provinces, cities, or groups of schools, as it appeared inadequate to meet the

Early Childhood Education

The early childhood education field has seen a tremendous increase in enrollment over the past few years. This growth is due to a variety of factors, including the increasing awareness of the importance of early childhood education and the growing number of parents who are seeking quality educational options for their young children.

One of the primary reasons for the growth in early childhood education is the recognition that young children learn best through play and exploration. This understanding has led to the development of more child-centered and developmentally appropriate practices in early childhood settings. Additionally, the increasing number of women in the workforce has led to a greater demand for quality early childhood education options for their children.

Another factor contributing to the growth in early childhood education is the increasing emphasis on the importance of social and emotional development in young children. This emphasis has led to the development of more comprehensive early childhood education programs that focus on the whole child, including their social and emotional needs.

The growth in early childhood education has also led to the development of more diverse and inclusive early childhood education programs. This includes the development of programs for children with special needs and children from diverse cultural backgrounds. Additionally, the growth in early childhood education has led to the development of more research-based and evidence-based practices in early childhood education.

Overall, the growth in early childhood education is a positive trend that reflects the increasing awareness of the importance of early childhood education and the growing demand for quality educational options for young children.

Elementary and Secondary Education

The elementary and secondary education fields have also seen significant growth and change over the past few years. This growth is due to a variety of factors, including the increasing awareness of the importance of quality education and the growing number of parents who are seeking quality educational options for their children.

One of the primary reasons for the growth in elementary and secondary education is the recognition that all children deserve a high-quality education. This understanding has led to the development of more comprehensive and rigorous elementary and secondary education programs. Additionally, the increasing number of parents who are seeking quality educational options for their children has led to a greater demand for quality elementary and secondary education programs.

The growth in elementary and secondary education has also led to the development of more diverse and inclusive elementary and secondary education programs. This includes the development of programs for students with special needs and students from diverse cultural backgrounds. Additionally, the growth in elementary and secondary education has led to the development of more research-based and evidence-based practices in elementary and secondary education.

demands coming from new aims of education. There are a number of variants to be found at present in Canada. For example there is the addition of one or even two kindergarten years at the beginning of the system. An extra year has been added to high school, providing five rather than four years of secondary schooling. Junior high schools have been introduced and the resulting organization changed to a 6-3-3 or 6-3-4 plan. Or again, the first six years of elementary school have been combined into two units of three years, each designed to reach certain specified goals during a three-year period. A few junior colleges affiliated with universities have been organized offering the last one or two years of high school and the first one or two years of college.

Introduction of one or other of such plans to some extent depends on having large numbers of pupils dwelling within a limited area, as in a city, or being brought together by buses through the reorganization of rural areas into larger units, with regional schools being provided for high-school pupils. The units may include only rural schools, or rural and town and village schools, and they may be organized for both elementary and secondary or for secondary schools only. Such a development of rural areas, now fairly common in parts of most provinces, provides for the pupils being transported to a central school. In many of these units composite high-schools are organized that offer both practical and academic courses and differ from more typical high-schools, which are mainly occupied in preparing students for college - though even some of these may provide a minimum number of vocational and general courses.

The first secondary schools were predominantly academic and prepared their pupils for entry to university. Until recent years, vocational schools were to be found only in the large cities, although schools in some of the smaller centres did provide a few commercial and technical subjects as options in the academic curriculum. Today, besides special and technical high schools, there are, in increasing number, composite and regional high-schools that provide courses in home economics, agriculture, shop-work, and commercial subjects as well as the regular secondary school subjects. The number of subjects offered has also increased greatly, and the number of options available, particularly in Alberta and British Columbia, provides a broad programme intended for pupils with a wide range of abilities and aims. There is a trend toward providing a broad programme with college preparatory classes, broad preparatory courses for those entering the skilled trades, and general courses for those who plan to complete high-school before becoming skilled tradesmen, office workers, etc. Thus attention is given to the minority who will go on to institutions of higher learning, while the majority, who will look for jobs, are fitted by the high-school for their responsibilities. All pupils are encouraged to "develop qualities of good citizenship" and a desire to continue learning after leaving school. Considerable emphasis has been placed on music, art, physical education, guidance and "group activities", but not at the expense of the basic subjects which provide a general foundation.

Most schools provide extra-curricular activities, which cover a wide field and range from bands or orchestras and glee clubs to recreational and hobby clubs. Students in the larger schools usually elect a students' council, which assists in planning and administering sports and recreation programmes and publishing school papers and yearbooks.

Newfoundland has a public-denominational school system. Each leading denomination has a secretary in the Department of Education who operates under the Deputy Minister and administers the schools of his denomination. Otherwise, all schools operate under the same school law and use the same curriculum, and all teachers are instructed in the same schools.

demands come from new aims of education. There are a number of variants to be found at present in the United States. In the section of one or even two kindergarten years at the beginning of the system, an extra year has been added to the school, providing five rather than four years of compulsory schooling. Junior high schools have been introduced and the resulting organization changed to a 6-3-3 or 6-2-4 plan. Or again, the first six years of elementary school have been combined into two units of three years, each assigned to a certain specified grade during a three-year period. A few junior colleges affiliated with universities have been organized offering the last one or two years of high school and the first one or two years of college.

Introduction of one or other of such plans to some extent depends on having large numbers of pupils dwelling within a limited area, as in a city, or being brought together by means of the transportation of rural areas into larger units, with regional schools being provided for high-school pupils. The unit may include only rural schools, or rural and town and village schools, and they may be organized for both elementary and secondary or for secondary schools only. Such a development of rural areas now fairly common in parts of most provinces, provides for the pupils being transported to a central school; in many of these units composite high-schools are organized and offer both practical and academic courses and different from those typical of schools, which are mainly occupied in preparing students for college - though even some of these may provide a minimum number of vocational and general courses.

The first secondary schools were predominantly academic and prepared their pupils for entry to university. Until recent years, vocational schools were to be found only in the larger cities, although schools in some of the smaller centres did provide a few commercial and technical subjects as options in the academic curriculum. Today besides special and technical high schools there are, in increasing numbers, composite and regional high-schools that provide courses in home economics, agriculture, shop-work, and commercial subjects as well as the regular secondary school subjects. The number of subjects offered has also increased greatly, and the number of options available, particularly in science and technical subjects, provides a broad programme intended for pupils with a wide range of abilities and aims. There is a trend toward providing broad programs with college preparatory classes, broad preparatory courses for those entering the skilled trades, and general studies for those who plan to complete high-school before becoming skilled tradesmen, office workers, etc. This attention is given to the minority who will go on to institutions of higher learning, while the majority, who will look for jobs, are lifted by the high-school for their responsibility. All pupils are encouraged to develop qualities of good citizenship and a desire to continue learning after leaving school. Considerable emphasis has been placed on music, art, physical education, guidance and "group activities," but not at the expense of the basic subjects which provide a general foundation.

Most schools provide extra-curricular activities, which cover a wide field and range from bands or orchestras and give clubs to recreational and hobby clubs. Students in the larger schools usually elect a student council, which assists in planning and administering sports and recreation programmes and publishing school papers and yearbooks.

Newfoundland has a public-administrative school system. Each leading denomination has a secretary in the Department of Education who operates under the Deputy Minister and administers the schools of his denomination. Otherwise, all schools operate under the same school law and use the same curriculum, and all denominations are instructed in the same schools.

Education in the Catholic Schools

Although Catholic education in Quebec has been considered sufficiently atypical to warrant a separate diagram and description, it is conducted after much the same fashion as education in the other provinces. All types of schools familiar to Canadians elsewhere are to be found in Quebec, including the ungraded rural elementary schools, the graded urban schools, the secondary schools with academic bias, vocational schools, and at the top universities, and, with these, school boards, school inspectors, a department and departmental officials. Such differences as exist are of historic origin and arise out of the traditional French-Canadian conception of education. This involves the beliefs that the greatest contribution by French Canadians to Canada's future can be made by preserving their language and certain customs related to their racial origin, that religion should be an integral part of education, that boys and girls are best educated separately, that education is a privilege and that those who consider entering the professions may make such a decision at the end of the elementary school. On this view, the majority can contribute most by being good citizens, the girls through home-making courses and the boys through vocational-education courses.

In Quebec schools, religion permeates most classes and accounts for about one-eighth of teaching time for the first five years, after which it is lessened somewhat. English, in the French-language schools, and French, in the English-language schools, are generally taught as second languages. A third difference is found in the organization of the system so that, at the end of the seven years of elementary schooling, the pupil can decide whether to attend the church-operated collège classique, which provides an eight-year course leading to the baccalauréat and entrance to several university faculties, or the public secondary school, which provides four years preparation for certain technical fields, trades, arts or home economics, and, in a growing number of schools, an academic course somewhat similar to that offered in the first four years of the classical colleges. The choice made at the end of the elementary school is no longer irrevocable; able students from the public secondary school may upon completion enter the upper division of the collège classique or enter university, and students from the higher technical schools may enter the faculties of science and engineering in the universities. Thus the Québec school system has so developed as to be comparable with those of the other provinces. A fourth difference is, however, in the major development of vocational education administered by the Department of Social Welfare and Youth, and other vocational schools conducted by the appropriate departments of government.

Special Schools and Special Education

Interest is increasing in exceptional children, including the gifted, as well as in the disabled or those who are emotionally, mentally, physically or socially handicapped. In the 1953-54 school year, facilities were provided for 42,430 exceptional children, under the charge of 1,900 teachers in 108 special schools and 588 special classes provided from public sources, and in 130 private schools. The largest group was found among the mentally retarded, followed by those requiring speech correction, the orphaned and neglected, institutional cases, delinquents, hospital cases, and a variety of other categories. New types of special classes are sometimes started, by parents of children with a common disability, who band together to provide help and show the need for such service, which is then taken over by public bodies. Similar classes are initiated by the department of education or municipal authorities. Progress in providing such education varies from province to province. It generally begins in the city-school system; there is usually little provision for assistance for the rural child who needs special attention, except for those who are taken to institutions.

The Department of Education has been... (The text in this section is extremely faint and largely illegible, appearing to be a continuation of a report on educational matters.)

In the United States, the Department of Education... (This section continues the report, discussing the organization and functions of the Department of Education in the United States.)

Special Schools and Special Education

Interest in abnormal or exceptional children... (This section focuses on special education, discussing the needs of children with disabilities and the role of special schools.)

There are six schools for the blind, nine schools for the deaf and a number of training schools for mental defectives. Special classes are found in tuberculosis sanatoria, mental hospitals and reformatories. In many cities, there are classes for the hard-of-hearing, the partly blind and other physically and mentally handicapped children.

Special classes in the regular schools are provided in some cities for pupils with defective hearing or sight, or with physical handicaps, and for the mentally-retarded or psychopathic, whenever it appears that they will not benefit from the regular classes.

Vocational and Technical Education

There has been considerable growth in vocational and technical education during the past decade. In all provinces except Nova Scotia and Quebec, technical education is administered by the Department of Education. At present approximately 200 provincial and municipal institutions offer technical and trade training. Of these 20 to 25 offer mainly post-secondary or advanced technical courses, lasting for two or three years. About 100 offer secondary-level industrial and trade courses, and 75 or 80 provide trade courses for apprentices. Engineering is taught in polytechnical institutes and in most universities.

Support by the Federal Government for vocational education, usually on a sharing basis with the provinces, has been a matter of contributing to the economic efficiency of the people in consideration of home and foreign markets. The grants have been generally well received, since vocational education requires costly equipment and is relatively expensive, and training and equipment must be up to date. Grants are made according to the current vocational training agreements, which provide for assistance to appropriate provincial government authorities operating acceptable vocational-training projects.

Most regular secondary schools provide a limited number of options in such subjects as agriculture, shop and home economics, shorthand and typing. Vocational, technical and commercial high-schools are an integral part of the high-school system of a province. Although these schools stress vocational courses, they include languages, mathematics, history, science and other selected subjects to ensure a well-rounded education in both theory and practice. Composite schools, whether urban or regional high-schools, generally provide several optional courses (academic, technical, agriculture, home economics, commerce, etc.), and may allow pupils to cut across course lines.

Provincial trade schools and technical institutes are organized by the provinces to complement the work undertaken in vocational high-schools. Some of these are clearly post-secondary institutes with courses designed to prepare highly-skilled technicians for a variety of fields. Others are essentially trade schools offering courses mostly at the secondary level and ranging from six weeks to two years in the length of their courses. Most of the short courses are apprenticeship courses conducted in co-operation with the Canadian Vocational Training section of the Federal Department of Labour. Some schools of this kind include a wide range of courses such as engineering technology, radio, electronics, horology, photography, metal trades, stenography, cooking business-machine operation and apprenticeship in the skilled trades.

To provide sufficient skilled operators in particular occupations, several other departments of government offer specialized courses in such occupations as papermaking, textiles, mining or forestry, agriculture, navigation and dairying. The armed forces

There are six schools for the blind, nine schools for the deaf and a number of training schools for mental defective. Special classes are found in tuberculosis sanatoria, mental hospitals and reformatories. In many cities, there are classes for the hard-of-hearing, the partly blind and other physically and mentally handicapped children.

Special classes in the regular schools are provided in some cities for pupils with defective hearing or sight, or with physical handicaps, and for the mentally retarded or epileptic, whenever it appears that they will not benefit from the regular classes.

Vocational and Technical Education

There has been considerable growth in vocational and technical education during the past decade. In all provinces except Nova Scotia and Quebec, technical education is administered by the Department of Education. At present approximately 200 provincial and municipal institutions offer technical and trade training. Of these 80 to 85 offer mainly post-secondary or advanced technical courses, lasting for two or three years, about 100 offer secondary-level industrial and trade courses, and 25 or 30 provide trade courses for apprentices. Machinery is taught in polytechnical institutes and in most universities.

Support by the Federal Government for vocational education usually on a sharing basis with the provinces, has been a factor of contribution to the economic efficiency of the people in consideration of home and foreign markets. The grants have been generally well received, since vocational education requires costly equipment and is relatively expensive, and training and education must be up to date. Grants are made according to the current vocational training agreements, which provide for assistance to appropriate provincial government authorities operating especially vocational-training projects.

Most regular secondary schools provide a limited number of options in such subjects as agriculture, shop and home economics, shorthand and typing. Vocational, technical and commercial high schools are an integral part of the high-school system of a province. Although these schools stress vocational courses, they include languages, mathematics, history, science and other selected subjects to ensure a well-rounded education in both theory and practice. Co-operative schools, whether urban or rural high schools, generally provide several optional courses (academic, technical, agricultural, home economics, commerce, etc.), and may allow pupils to set courses of their own.

Provincial trade schools and technical institutes are organized by the provinces to complement the work undertaken in vocational high schools. Some of these are classified as secondary institutes with courses designed to prepare highly-skilled technicians for a variety of fields. Others are essentially trade schools offering courses mostly at the secondary level and lasting from two weeks to two years in the length of their courses. Most of the short courses are apprenticeship courses conducted in co-operation with the Canadian Vocational Training section of the Federal Department of Labour. Some schools of this kind include a wide range of courses such as engineering technology, radio, electronics, home economics, photography, metal trades, stenography, cooking, business-machine operation and apprenticeship in the skilled trades.

To provide sufficient skilled operators in particular occupations, several other departments of government offer specialized courses in such occupations as cooperatives, textiles, mining, forestry, agriculture, navigation and shipping, the armed forces,

train a fair number of recruits for technical positions in the services, assist individuals to undertake training elsewhere and arrange for many to take extension courses from the departments of education or universities.

The institutes and trade schools are frequently assisted by industries, which may provide financial assistance, create summer employment for students, help to shape courses of study, and supply instructional equipment.

Private trade schools, some offering correspondence courses only, provide a wide variety of courses in fields ranging from beauty culture to diesel engineering, and provide training for occupations as different as postal clerk, musician and artist.

While the high-schools of commerce prepare students for bookkeeping, stenography and other positions in business and industry, and the university schools of commerce prepare accountants and business administrators, there are many private business colleges, which train about 12,000 typists, stenographers and bookkeepers a year in regular and part-time courses and assist some 20,000 others through evening or correspondence courses.

Nursing education is provided in schools of nursing attached to the larger hospitals, with advanced training made available at several of the universities in which there are a faculty of medicine and a university hospital.

Apprenticeship training under the provinces is provided in the skilled trades in accordance with regulations of the provincial government, assisted financially by the Federal Department of Labour or by private companies.

The facilities of the vocational schools, institutes and trade schools are generally used for evening sessions by people of all ages who wish to learn more about their chosen vocations, to prepare themselves for another occupation or to make use of newly-acquired skills as an avocation. Evening courses at the vocational schools are usually operated by the local boards, assisted by grants from the provincial government.*

Teachers

Most provinces require candidates for teaching to have high-school completion or better, with one year of professional training, to qualify for elementary-school certificates. The year's training, following graduation from high-school, is obtained through professional courses and practice teaching in a teachers' college or normal school. High-school teachers are generally university graduates who have taken an additional year of professional training in a university college of education or who have graduated with a degree in education. The trend is for the universities to be given more responsibility for the training of elementary-school teachers as well as secondary-school teachers. In Alberta, British Columbia, Prince Edward Island and Newfoundland all teacher training is conducted at the university, where three or four different courses are provided, of which roughly three-quarters are arts and science classes and one-quarter are professional courses. Close contact or affiliation with the university is found in some of the other provinces.

* Two diagrams, showing the organization of the English-language and French-language school systems, will be found at the end of the paper.

... number of recruits for technical positions in the ...
... individuals to undertake training elsewhere ...
... to take extension courses from the ...
... of education of universities.

The institutes and trade schools are frequently assisted ...
... which may provide financial assistance, ...
... for students, help to arrange courses of study ...
... and apply industrial equipment.

Private trade schools, some offering correspondence ...
... provide a wide variety of courses in fields ranging ...
... to diesel engineering, and provide training ...
... as different as postal clerk, musician and artist.

With the high schools of commerce prepare students for ...
... and other positions in business and ...
... and the university schools of commerce prepare students ...
... and business administrators, there are many private business colleges ...
... which train about 12,000 typists, stenographers and bookkeepers a ...
... year in regular and part-time courses and assist some 20,000 others ...
... through evening or correspondence courses.

Manual education is provided in schools of training ...
... attached to the larger hospitals, with advanced training ...
... available at several of the universities in which there are a faculty ...
... of medicine and a university hospital.

Apprenticeship training under the provinces is provided ...
... in the skilled trades in accordance with regulations of the pro- ...
... vided government, assisted financially by the Federal Government ...
... of labour or private companies.

The facilities of the vocational schools, institutes and ...
... high schools are generally used for evening sessions by people of ...
... all ages who wish to learn more about their chosen vocation, to ...
... prepare themselves for another occupation or to take use of newly ...
... acquired skills in an avocation. Evening courses at the vocational ...
... schools are usually operated by the local boards, assisted by grants ...
... from the provincial government.

Teachers

Most provinces require candidates for teaching to have ...
... high-school completion or better, with one year of professional ...
... training, to qualify for elementary-school certification. The year's ...
... training following graduation from high school, is obtained through ...
... professional courses and practice teaching in a teachers' college ...
... or normal school. High-school teachers are generally university ...
... graduates who have taken an additional year of professional training ...
... in a university college of education or who have graduated with a ...
... degree in education. The trend is for the universities to be giving ...
... more responsibility for the training of elementary-school teachers ...
... as well as secondary-school teachers. In Alberta, British Columbia, ...
... Prince Edward Island and Newfoundland all teacher training is con- ...
... ducted at the university, where three or four different courses are ...
... provided, of which normally three-quarters are arts and science ...
... courses and one-quarter are professional courses. Close contact ...
... with the university is found in some of the other ...
... provinces.

Two diagrams, showing the organization of the public-school ...
... and French-language school systems, will be found at the end ...
... of the paper.

In 1958-59 there were 123 normal schools, teachers' colleges, and university faculties engaged in teacher training (101 of them in Quebec) and 23 university colleges in education graduating more than 10,000 newly-trained teachers. In the same year there were 142,157 full-time teachers in the public elementary and secondary schools throughout the 10 provinces and 8,367 in the private schools.

Most teachers in these schools are paid according to a local salary schedule, subscribe to a provincial superannuation scheme and are members of a provincial professional organization. In 1957-58 about 73 per cent of them were women, of whom some 38 per cent were married. About 67 per cent of the female teachers were from 25 to 45 years of age. The average male teacher was a little older, though 60 per cent were from 24 to 45 years of age and the same percentage married. The shortage of teachers has provided greater teacher mobility; about 16 per cent of the teachers employed during 1957-58 had taught outside the province where they were then teaching, and 2 per cent had been recruited from outside the country.

Apart from Quebec's teachers, concerning whom adequate data were not available, about 23 per cent of all teachers were university graduates, another 53 per cent had senior matriculation (one year beyond high-school completion) and at least one additional year of professional training. The remaining third had less schooling and training and about 9 per cent were classed as substandard.

Canadian teachers are now about equally divided among city, town, village and rural schools, with the number of those in city schools increasing most rapidly.

Higher Education

Like the elementary and secondary schools in English and French, the institutes of higher learning in the two tongues continue to follow parallel courses. Though dissimilar in origin, tradition and organization, they aim equally at the improvement of standards of culture and scholarship and at turning out professionally-trained citizens with the ability to lead.

There were about 339 institutions of higher education in Canada in 1958, including eight provincial institutions, 21 possessing religious affiliations and 18 special institutions giving degrees in theology only, and another eight degree-granting universities and colleges. The other 284 included a variety of provincial, federal, church-affiliated and private non-denominational colleges of arts and science, professional and junior colleges and colléges classiques, which do not grant degrees. The large French-language universities, patterned on the universities of France (Montreal, Laval and Sherbrooke), are all in Quebec. The University of Ottawa and St. Joseph's University, New Brunswick, are bilingual. The English-language universities resemble those of Great Britain, Germany, and the United States. They are adapted to the Canadian scene and provide instruction in English only, though they offer courses in other languages.

To enter an English-language university a student must have graduated from high-school with matriculation standing (or, in some cases, junior matriculation, which is one year below senior). Graduation in arts or pure science usually follows three years after senior matriculation, or four years for the student who takes an "honours" course with specialization in one subject or two related subjects. Requirements for entrance to professional courses vary somewhat, depending on the faculty, and may follow completion of all or part of an arts course. Such courses may require from 3 to 7 years for graduation.

In 1956-57 there were 123 normal secondary schools and 1101 of them in Quebec and 33 university colleges in Quebec. The total number of teachers in the province was 10,000. The total number of students was 1,000,000. The total number of schools was 136. The total number of students was 1,000,000.

These schools are divided into three categories: (1) normal secondary schools, (2) university colleges, and (3) private schools. In 1956-57, about 75 per cent of them were women, of whom 30 per cent were married. About 57 per cent of the female teachers were from 25 to 45 years of age. The average age of the teachers was 34 years. The average age of the students was 15 years. The average age of the teachers was 34 years. The average age of the students was 15 years.

From the data available, about 75 per cent of all teachers were university graduates, another 20 per cent had bachelor's degrees, and the remaining 5 per cent had high school diplomas. The remaining 5 per cent were classified as untrained.

Canadian teachers are now about equally divided among city, town, village and rural schools, with the number of these city schools increasing most rapidly.

Higher Education

Like the elementary and secondary schools in English and French, the institutes of higher learning in the two provinces continue to follow parallel courses. Through distinct academic traditions and organizations, they aim equally at the improvement of standards of culture and scholarship and at training and professional life.

There were about 339 institutions of higher education in 1956-57, including eight provincial institutions, 81 post-secondary institutions, and 25 special institutions serving deaf, blind, and physically handicapped students. The other 334 included a variety of provincial, federal, church-affiliated and private non-denominational colleges of arts, sciences, professional and junior colleges and colleges of education. The large French-language universities, which do not count towards the statistics of French, included Laval University, the University of Ottawa, and the University of Quebec. The University of Ottawa and the University of Quebec are bilingual. The English language universities, which are bilingual, are Bishop's University, the University of New Brunswick, the University of Saint John's, and the University of New Brunswick. They are subject to the Canadian system of higher education in English only, though they offer courses in other languages.

To enter an English-language university, students must have graduated from high school with satisfactory standing. In some cases, junior matriculation, which is one year below senior matriculation, is also accepted. The student who graduates with a senior matriculation or four years of study is eligible for a "honours" course with specialization in one subject or two related subjects. Requirements for entrance to professional courses vary according to the faculty, and may follow completion of all or part of an arts course. Such courses may require from two to three years for graduation.

Opportunities for graduate study in at least one or two fields are now available in most universities, while the larger institutions offer advanced work in many faculties. The master's degree is obtainable one or more years after completion of a bachelor's degree with honours, and the doctorate after an additional two years or more.

In the French-language universities, the majority of students enter with the baccalauréat ès arts obtained in the collège classique and continue towards a maîtrise ès arts or a licence, which they can earn in one year, or a doctorat, which requires at least two additional years. For a baccalauréat in science, engineering and commerce, candidates are admitted from the public secondary school as well as from the collège classique.

Enrolment in Canada's universities and colleges during the fall of 1959 was estimated at 102,000 for full-time students, with about as many taking part-time courses, - evening, extra-mural, summer or other courses of university grade. In addition, there were one-quarter as many full-time pre-matriculation students enrolled during the regular session, and almost half as many in all other courses, including those offered during the regular session, at summer school, and extra-murally. More than 30 per cent of the university-grade students and a greater proportion of all others were women. During the year 1958-59, 17,000 students were granted their first degree, 1,700 earned the master's degree and 284 the doctorate. There were 7,110 undergraduate students enrolled in education courses. Teachers made up the greater number among summer school, and extra-mural students.*

How Education Costs are Met

Almost 3 per cent of Canada's total national income was spent on formal education in 1956. Just over 9 per cent of all municipal, provincial and federal revenue went for education, with the municipalities providing 50 per cent of this amount and the provinces 43 per cent.

Federal expenditures on education include sums for the education of Indians and Eskimos, children of members of the armed services, war dead and veterans. They also include grants to the National Conference of Canadian Universities and Colleges to be distributed among the provinces on a per capita basis and paid out to universities and colleges according to enrolment. In addition the Federal Government provides grants, usually on a matching basis, to the provinces for vocational education and scholarships and research grants through the National Research Council, Defence Research Board, and various departments of government. Grants for certain specified types of university buildings are paid by the Canada Council.

The provincial governments provide a department of education and services; teacher-training colleges, technical institutes and trade schools, and make grants to all publicly-controlled schools.

The municipal governments provide money for buildings and equipment and all operating expenses of the schools, raising the difference between the amount budgeted for by school boards and grants through direct taxes on the land and improvements and in some cases supplemented by a business tax.

There is considerable variation in the means of paying the provincial grants to the school authorities. Three provinces - British Columbia, Nova Scotia and Manitoba - have switched from paying flat and incentive grants to paying operation grants on an

* A summary of education statistics for 1947-48 and 1957-58 is given at the end of the paper.

opportunities for students...
and fields are now available in most universities...
larger institutions offer advanced work in many fields...
another degree is obtained in one or more years after completion
of a bachelor's degree with honours, and the economic after an
additional two years of work.

In the United States, the majority of
students enter within the post-secondary level...
and are classified into various categories...
which they earn in one year, or a doctorate...
within at least two additional years...
science, engineering and commerce...
the public secondary school as well as from the college level.

Enrollment in Canada's universities...
total of 1952 was estimated at 100,000 for full-time students...
with about as many taking part-time courses...
which, however, on other courses of university grade...
where there are no degree or diploma...
enrolled during the regular session...
all other courses, including those offered during the regular
session, at summer school, and extra-curricular...
total of the university-grade students and a greater proportion
of all others were women...
were granted their first degree, 1,700 earned the master's degree...
and 84 the doctorate...
enrolled in education courses...
number among summer school, and extra-curricular students.

How Educational Goals are Set

About 8 per cent of Canada's total national income was
spent on formal education in 1952...
federal, provincial and federal revenue went for education with
the municipalities providing 33 per cent of this amount and the
provinces 45 per cent.

Federal expenditures on education include sums for the
education of Indians and Eskimos, children of members of the armed
forces, war dead and veterans...
National Conference of Canadian Universities and Colleges to be
distributed among the provinces on a per capita basis and paid out
to universities and colleges according to enrollment...
The Federal Government provides grants, usually on a regular basis,
as the provinces for vocational education and scholarships and
research grants through the National Research Council...
Research Board, and various departments of government...
certain specified types of university buildings are paid by the
Canada Council.

The provincial governments provide a Department of Education
and oversee teacher-training colleges, technical institutes
and trade schools, and make grants to all publicly-controlled schools.

The municipal governments provide money for buildings and
equipment and all operating expenses of the schools...
difference between the amount budgeted for by school boards and
grants through direct taxes on the land and improvements and the
amount expended by a business tax.

There is considerable variation in the means of paying the
provincial grants to the school authorities...
British Columbia, New Scotia and Manitoba...
pay the full and incentive grants to paying operation grants on a

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

...and other provinces - Newfoundland and
...and other provinces - Newfoundland and
...and other provinces - Newfoundland and
...and other provinces - Newfoundland and
...and other provinces - Newfoundland and

...and other provinces - Newfoundland and
...and other provinces - Newfoundland and
...and other provinces - Newfoundland and
...and other provinces - Newfoundland and
...and other provinces - Newfoundland and

...and other provinces - Newfoundland and
...and other provinces - Newfoundland and
...and other provinces - Newfoundland and
...and other provinces - Newfoundland and
...and other provinces - Newfoundland and

School Buildings

The number of public schools has remained fairly constant
for some years, but this means a continuing movement towards the
erection of smaller and larger structures and the closing of isolated
one-room schools. The trend is towards the construction of
buildings of one and two stories, of modern design and functional
plans. 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.
Relating and lighting are undertaken with consideration of the
psychological effects of color and the elimination of glare.

There are still, however, some obsolete frame structures
in thinly-settled areas, and many over-crowded buildings remain
in place. 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 town, city and state.
Again in suburban areas, others have expanded through expansion.
The problem of providing adequate facilities in colleges will
become increasingly acute during the next ten years or more, and
existing capital will continue to be converted 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, secretarial and program. Some concern themselves with
local school activities, others with provincial problems or those
concerning several or all provinces and with representing Canada
groups abroad. National federations, among other things, realize
the need for co-ordinating regional efforts, providing leadership and
giving direction to educational endeavor. Only a very limited
number can be mentioned here.

Among the better-known organizations in the Canadian
Education Association, which dates back to 1891. It is supported
by 10 provincial departments of education, a number of school boards,
and individual members. It maintains a permanent office in Toronto,
and publishes Canadian Education, acts as a clearinghouse and maintains
liaison with the provinces. It has undertaken or sponsored a number

of extensive projects and surveys and prepared reports on health, practical education, the role of the superintendent, etc.

The Canadian Teachers' Federation, established in 1919 and enrolling over 90,000 members, has a central office in Ottawa. It provides information, maintains liaison among the provincial federations and conducts research on salaries, education finance, education by radio, etc. The teaching bodies of all provinces are united in one or more professional federations interested in the welfare of their members, serving to promote good educational practice through meetings, conventions and the publication of professional magazines.

The Canadian School Trustees Association, and the provincial associations hold annual conferences, publish professional magazines and have fostered research in school finance.

The Canadian Home and School and Parent-Teacher Federation holds annual conventions and provides leadership for provincial bodies.

The chief French-language organization with national scope is l'Association canadienne des éducateurs de langue française.

The National Conference of Canadian Universities and Colleges acts as a meeting ground for university personnel, a research and information centre and an agency for collective action through committees, etc. The Canadian Universities Foundation, a related body, is responsible, among its other duties, for the distribution of federal grants.

The Fédération des collèges classiques has recently established an office in Montreal and the Canadian Association of University Teachers has established one in Ottawa.

The Canadian Association for Adult Education serves as a clearing-house, holds radio forums and conferences and publishes Food for Thought. Its permanent office is in Toronto. Its counterpart in Quebec, l'Institut canadien d'éducation des adultes, serves the same functions for French-speaking adults.

Educational Research

Scientific research in Canada has expanded rapidly during the last few decades and growth has been notable in the social as well as the natural sciences. Faculty-of-education professors and students conduct pure and applied research. Education research officers are employed by the CEA, the CTF, the NCCUC, the Dominion Bureau of Statistics, the Industrial Foundation, many provincial departments of education, and an increasing number of city school-boards. To co-ordinate research activities there are a National Advisory Committee on Educational Research and an increasing number of provincial committees, some of which at present produce research bulletins or journals. As the need for more research is recognized, services will undoubtedly be increased.

The Prospects

By 1951 the life expectancy in Canada, which had been climbing for some years, reached 66 years for males and 71 for females. This would have resulted in an aging population if the birth-rate had not also been high enough since the 1940s to maintain the percentage of school-age. More than a fifth of Canada's population is regularly enrolled in school each year and 2 per cent of the working population is engaged in teaching. Of the teachers and instructors about 81 per cent were employed in publicly-controlled schools and 5 per cent in universities and colleges.

of extensive projects and surveys and prepared reports on health, physical education, the role of the sportsman, etc.

The Canadian General Education Association, established in 1919 and comprising over 100 members, has a general office in Ottawa. It provides information, maintains a list of provincial federations and conducts research on various educational matters. It is also the leading body of all provincial associations in one or more professional educational fields. The welfare of their members, striving to promote good educational practice through meetings, conventions and the publication of professional magazines.

The Canadian School Teachers Association, and its provincial associations, hold annual conferences, publish professional magazines and have fostered research in school finance.

The Canadian Home and School and Parent-Teacher Education holds annual conferences and provides leadership for provincial bodies.

The Royal French-Language Organization with national scope is an Association of French-speaking teachers.

The National Conference of Canadian Universities and Colleges acts as a meeting ground for university personnel, a research and information centre and an agency for collective action through committees, etc. The Canadian University League, a related body, is responsible, among its other duties, for the distribution of federal grants.

The Federation des colleges d'enseignants has recently established an office in Montreal and the Canadian Association of University Teachers has established one in Ottawa.

The Canadian Association for Adult Education serves as a clearing-house, holds radio forums and conferences and publishes a journal. Its permanent office is in Toronto. Its counterpart in Quebec, the Association canadienne d'education des adultes, serves the same functions for French-speaking adults.

Educational Research

Scientific research in Canada has expanded rapidly during the last few decades and growth has been notable in the social as well as the natural sciences. Faculty-of-education professors and students conduct pure and applied research. Educated research officers are employed by the CEA, the ITC, the WOCU, the Dominion Bureau of Statistics, the Industrial Board, many provincial departments of education, and an increasing number of city schools. To coordinate research activities there are a National Advisory Committee on Educational Research and an increasing number of provincial committees, some of which at present produce research bulletins or journals. As the need for more research is recognized, services will undoubtedly be increased.

The Prospects

By 1951 the life expectancy in Canada, which had been climbing for some years, reached 68 years for males and 71 for females. This would have resulted in an aging population if the birth rate had not also been high enough after the 1940s to maintain the percentage of school-age. More than a fifth of Canada's population is regularly enrolled in school each year and the percentage of the working population engaged in secondary or tertiary education is about 21 per cent, with a rapidly-growing number of students in universities and colleges.

A large majority of Canadian children enter school for the first time at six, with lesser numbers entering at five and seven. From six to 13, more than 95 per cent of each age-group is enrolled, after which the percentage drops off rather rapidly to college age and above. The average child receives about 8.2 years of schooling.

Illiteracy has not been a major problem in Canada for many years. In 1951, about 2 per cent of the population, ten years of age and over, reported never having gone to school and a somewhat larger group reported attending only from one to four years. A small percentage of these would not have benefited from going to school, but most of the others had been reared in the backwoods or the barren north, or had immigrated to Canada and had had no opportunity for schooling. There is still a small number of children who receive no schooling and many others who could benefit from more.

There has been a shortage of teachers ever since an increased birth-rate resulted in a wave of beginners entering our schools, followed by a surge of pupils swarming up the educational ladder. However, the first wave has now reached the teacher-training colleges and should provide the necessary staff. On the other hand there will be many young and inexperienced teachers on the job and greater efforts are necessary to provide "in-service" training and more supervision. The percentage of male teachers is remaining fairly constant, which is satisfactory considering that the number of married women is increasing rapidly.

More young people are remaining in school to complete high-school, and a greater number are continuing through university. The greatest change is in rural areas, and is in part owing to the erection of an increased number of consolidated country high-schools with bus-service provided. Although the old one-room school-houses are gradually going out of use, it will probably be many years before they disappear completely from the Canadian countryside.

Interest in vocational and technical training is growing as the exploration of outer space, the advance of automation and other scientific and technological developments place a high premium on skilled workers and decrease the demand for those who lack special skills. Accelerated exploitation of natural resources, the rapid expansion of industry and the use of electronic computers have created a chronic shortage of engineers and technicians. Greater emphasis will therefore be placed during the next few years on the teaching of mathematics and science. Meanwhile, training in the trades and other forms of preparation for the workaday world will be available to young people of high-school age who are neither academically nor technically inclined.

The fast growth of Canada's population, mainly by natural increase but also by immigration, is over-taxing the capacity of the nation's schools. Among the problems created by this state of affairs are those of raising funds to meet capital and maintenance costs, building new schools and obtaining enough teachers for them -- at the very time when, in an expanding economy, business, industry, the armed forces, the civilian professions and many institutions are competing for the available money and manpower. Because of the size of Canada and the harshness of its climate, the problem of transportation for rural pupils will become more acute as greater numbers of central schools are established. Other educational problems include the nature of the curriculum, the length of time to be spent in school, unit organization and, in general, the adjustment of today's schools to the demands made on them. Above all is the problem of turning out more graduates, who will be better educated than ever before.

A large majority of Canadian children enter school for the first time at five years of age. The average age of children entering school for the first time is five years and seven months. The average age of children entering school for the first time is five years and seven months. The average age of children entering school for the first time is five years and seven months.

There has been a shortage of teachers ever since the increased birth-rate resulted in a wave of beginners entering school. The shortage of teachers is a result of the shortage of teachers. The shortage of teachers is a result of the shortage of teachers. The shortage of teachers is a result of the shortage of teachers.

There has been a shortage of teachers ever since the increased birth-rate resulted in a wave of beginners entering school. The shortage of teachers is a result of the shortage of teachers. The shortage of teachers is a result of the shortage of teachers. The shortage of teachers is a result of the shortage of teachers.

More young people are remaining in school to complete high school and a greater number are continuing through university. The greatest change is in technical schools, and is in part due to the creation of an increased number of consolidated county high schools with day-service provided. Although the old one-room school houses are gradually being put out of use, it will probably be many years before they disappear completely from the Canadian countryside.

As the expansion of outer space, the advance of automation and other scientific and technological developments place a demand on skilled workers and decrease the demand for those who lack special skills, accelerated exploitation of natural resources, the rapid expansion of industry and the use of electronic computers have created a chronic shortage of engineers and technicians. Greater emphasis will therefore be placed during the next few years on the training of mathematicians and scientists. Meanwhile, training in the trades and other forms of preparation for the workaday world will be available to young people of high school age who are neither academically nor technically inclined.

The rapid growth of Canada's population, mainly by natural increase but also by immigration, is over-taxing the capacity of the nation's schools. Among the problems created by this state of affairs are those of raising funds to meet capital and maintenance costs, and finding enough teachers for their own part. At the very same time, in an expanding economy, business, industry, the government, the civilian professions and many institutions are competing for the available money and manpower, because of the size of Canada and the harshness of the climate, the problem of transportation for rural pupils will become more acute as greater numbers of central schools are established. Other educational problems include the nature of the curriculum, the length of the school year, in school, and organization and, in general, the attainment of today's schools to the demands upon them. Above all is the problem of training our more numerous, who will be better educated than ever before.

	1947-48		1957-58	
	Number of schools	Number of teachers	Number of schools	Number of teachers
A. Publicly-controlled schools				
I. Provincially-controlled				
1. Elementary schools	31,393	77,240	26,541 ^{1/}	102,710 ^{2/}
2. Secondary schools	N/A	N/A	4,552	25,819
3. Evening classes	9	N/A	N/A	N/A
4. Correspondence courses	12	N/A	9	N/A
5. Schools for the Blind			6	116
6. Schools for the Deaf			9	238
7. Teacher-training schools	109	1,046	133	1,020
II. Federally-controlled				
1. Indian schools				
2. Northwest Territories	376 ^{3/}	708 ^{3/}	485	1,132
3. National Defence overseas			52	185
			14	245
III. Privately-controlled				
1. Academic (Quebec independent included)				
2. Business colleges (day, evening, correspondence courses)	783	5,741	1,044	7,414
IV. Vocational				
1. Technical Institutes	16 ^{5/}			
2. Trade schools	389 ^{6/}	171	24 ^{5/}	444
B. Universities and Colleges	201	10,239 ^{8/}	339	15,000 ^{e, 8/}
				1,670
				131,708
				45,317
				5,332
				15,380 ^{7/}
				185,000 ^{e, 4/}

N/A - not available
e - estimate

- 1- Includes primary, elementary, elementary-junior high schools as well as all grade schools. Quebec secondary schools of the first degree are also included.
- 2- Includes teachers instructing primary grades, elementary grades and both elementary and secondary grades.
- 3- Includes Northwest Territories.
- 4- Includes pupils in preparatory and other courses.
- 5- Including only institutions offering post-secondary technical education.
- 6- Including only schools offering industrial, trade training.
- 7- Including full-time annual classes for indentured apprentices.
- 8- Includes pre-matriculation and part-time teachers.

88-1381

88-1381

20 1st	20 2nd	20 3rd	20 4th
1000, 110	1000, 110	1000, 110	1000, 110
1000, 110	1000, 110	1000, 110	1000, 110
1000, 110	1000, 110	1000, 110	1000, 110

300, 400, 500	300, 400, 500	300, 400, 500	300, 400, 500
300, 400, 500	300, 400, 500	300, 400, 500	300, 400, 500
300, 400, 500	300, 400, 500	300, 400, 500	300, 400, 500
300, 400, 500	300, 400, 500	300, 400, 500	300, 400, 500

300, 400, 500	300, 400, 500	300, 400, 500	300, 400, 500
300, 400, 500	300, 400, 500	300, 400, 500	300, 400, 500
300, 400, 500	300, 400, 500	300, 400, 500	300, 400, 500
300, 400, 500	300, 400, 500	300, 400, 500	300, 400, 500

300, 400, 500	300, 400, 500	300, 400, 500	300, 400, 500
300, 400, 500	300, 400, 500	300, 400, 500	300, 400, 500
300, 400, 500	300, 400, 500	300, 400, 500	300, 400, 500
300, 400, 500	300, 400, 500	300, 400, 500	300, 400, 500

Belonging to the...

Belonging to the...

Belonging to the...

Belonging to the...

Belonging to the...

Belonging to the...

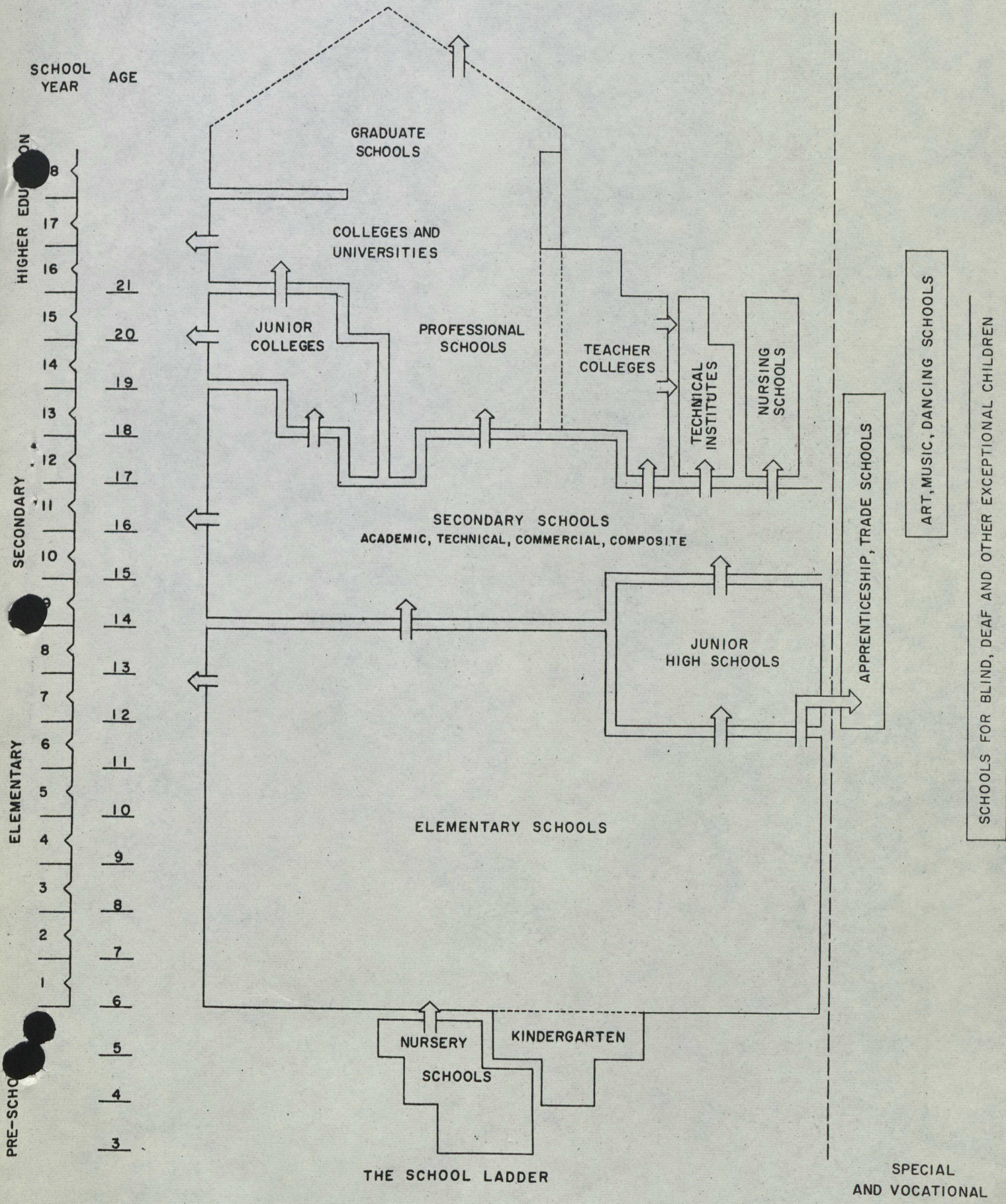
Belonging to the...

Belonging to the...

Belonging to the...

Belonging to the...

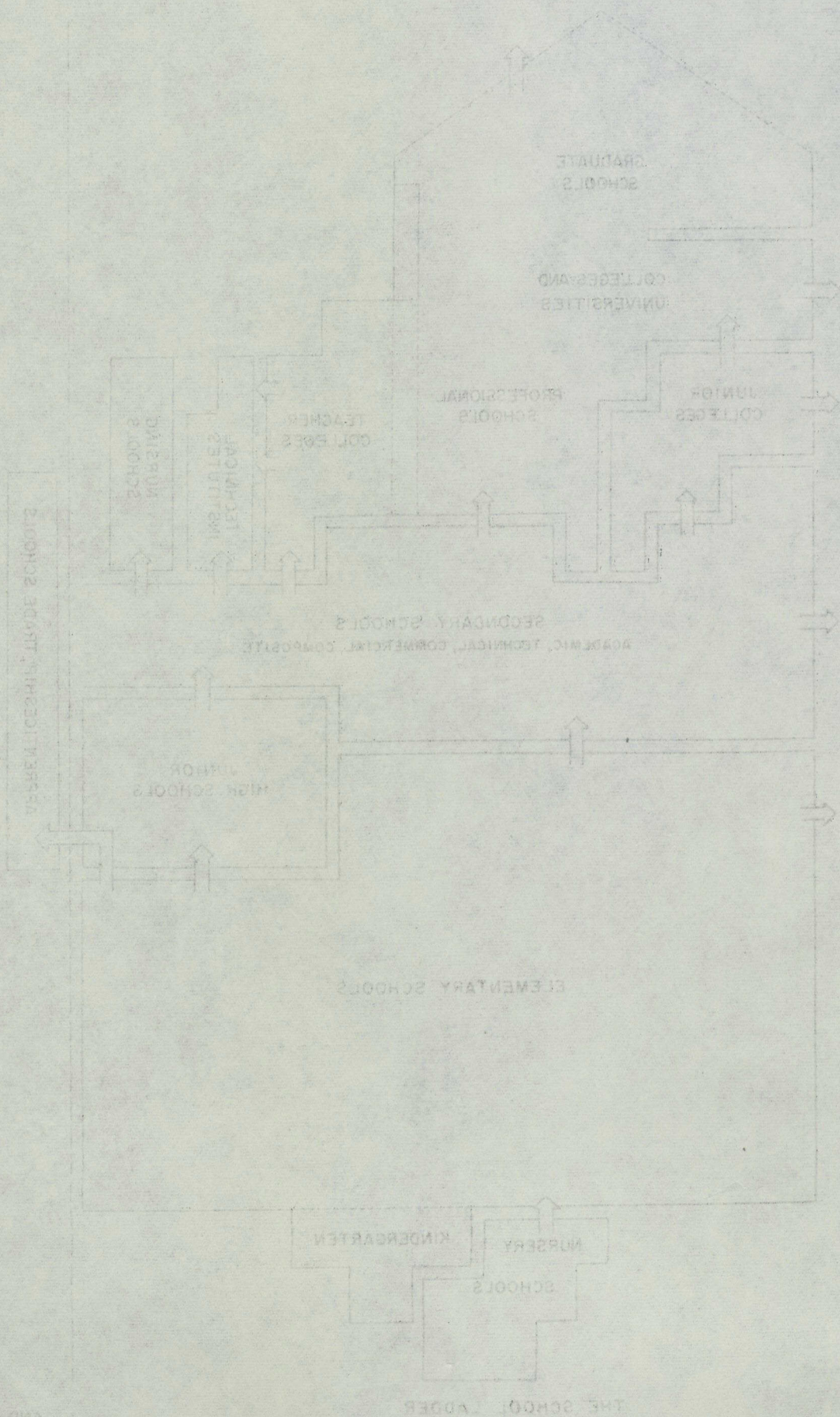
ORGANIZATION OF THE ENGLISH-LANGUAGE SCHOOL SYSTEM IN CANADA



THE SCHOOL LADDER

SPECIAL AND VOCATIONAL

SCHOOL SYSTEM IN CANADA ORGANIZATION OF THE ENGLISH-LANGUAGE



SCHOOL YEAR	HIGHER EDUCATION	SECONDARY	PRIMARY
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

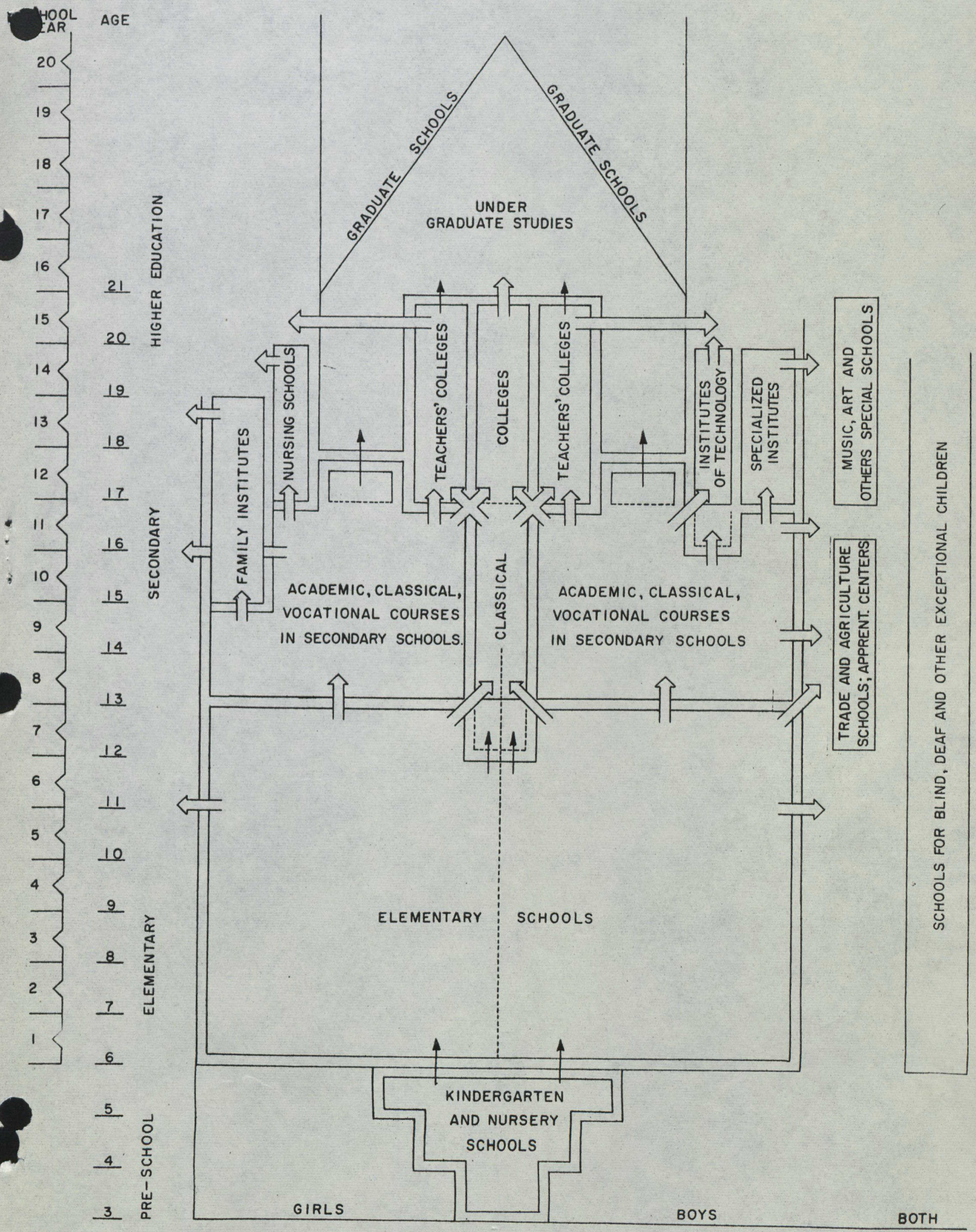
SPECIAL AND VOCATIONAL SCHOOLS

SCHOOLS FOR CHILDREN WITH SPECIAL NEEDS

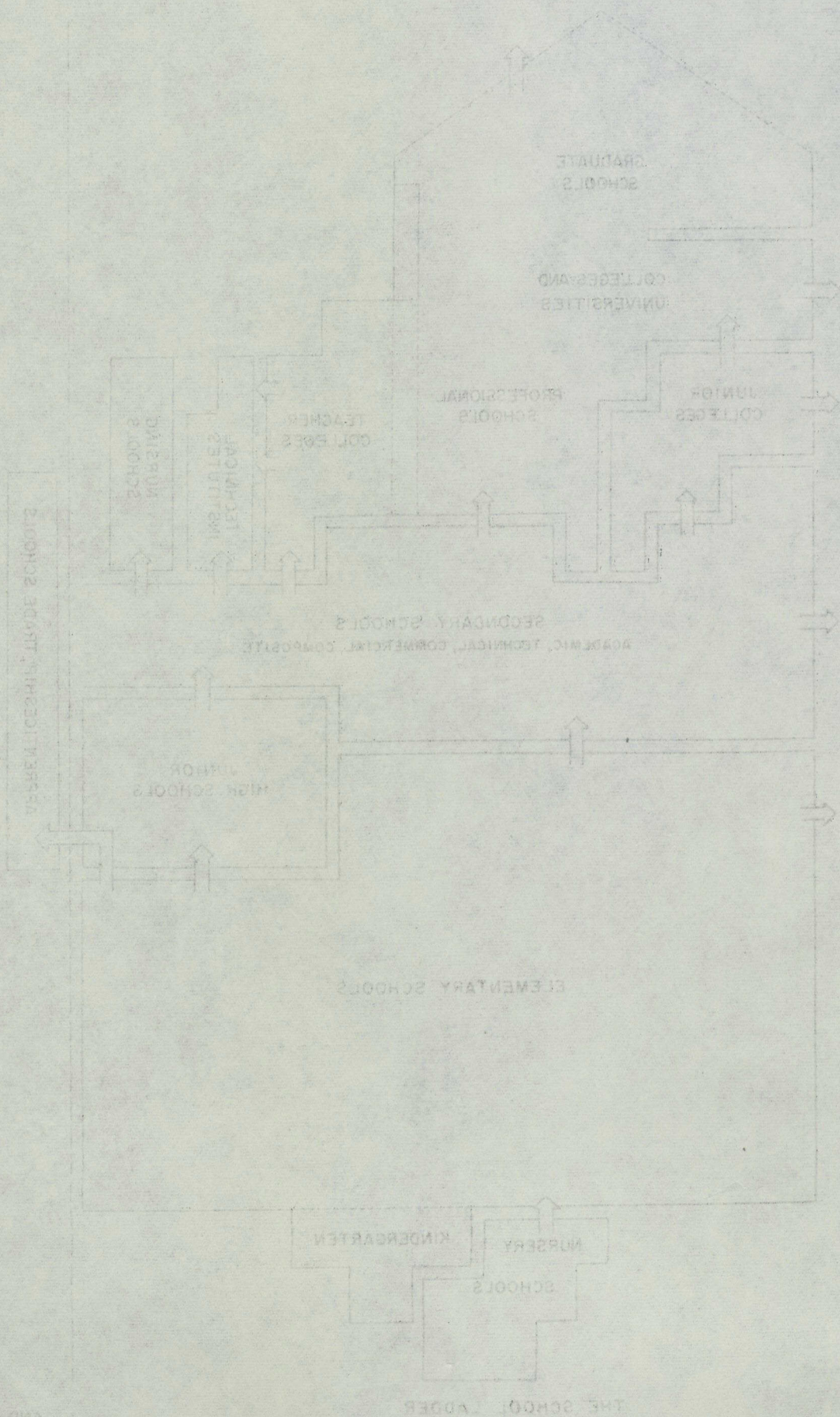
SPECIAL AND VOCATIONAL

THE SCHOOL LEADER

ORGANIZATION OF THE FRENCH-LANGUAGE SCHOOL SYSTEM IN CANADA



SCHOOL SYSTEM IN CANADA ORGANIZATION OF THE ENGLISH-LANGUAGE



SCHOOL YEAR

HIGHER EDUCATION

21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1

SECONDARY

PRIMARY

PRE-PRIMARY

THE SCHOOL LEADER

SPECIAL AND VOCATIONAL SCHOOLS

SPECIAL AND VOCATIONAL SCHOOLS

SCHOOLS FOR CHILDREN WITH SPECIAL NEEDS