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1956

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Escolas secundárias:

Novos edifícios .....	640.000 dólares
Manutenção .....	3.830.000 "

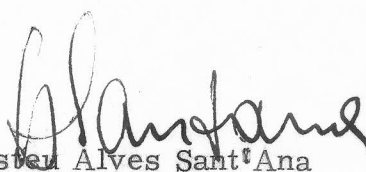
Universidades:

Novos edifícios.....	300.000 "
Manutenção .....	1.800.000 "

Nesta oportunidade, desejamos informar que este Escritório estará sempre á sua disposição para qualquer estudo ou remessa de dados estatísticos que Vossa Excelência possa julgar úteis ao Ministério da Educação.

Sirvo-me do ensejo para reiterar a Vossa Excelência os protestos do meu alto aprêço.

OXF/mm  
Anexo: 1 relatório.

  
Ariston Alves Sant'Ana  
Chefe do Escritório.



C 2580/56

BRAZILIAN GOVERNMENT TRADE BUREAU  
OF THE DEPARTMENT OF INDUSTRY AND COMMERCE OF BRAZIL  
ESCRITÓRIO DE PROPAGANDA E EXPANSÃO COMERCIAL DO BRASIL

400 ST. JAMES ST. WEST, (SUITE 302)  
MONTREAL, CANADA



Nº. 942/3/56

Em 28 de setembro de 1956.

Excelentíssimo Senhor Ministro,

Temos a honra de passar às mãos de Vossa Excelência um relatório sobre o sistema educacional do Canadá, elaborado pelo Sr. F. E. Whitworth, chefe do Serviço de Pesquisas da Divisão de Educação do Dominion Bureau of Statistics.

Em complemento às informações de ordem técnica contidas nesse relatório, passamos a fornecer a Vossa Excelência os seguintes dados referentes ao custo atual do ensino no Canadá, constantes dos nossos arquivos:

Importâncias dispendidas com a manutenção.

Escolas públicas primárias .....	520 milhões de dólares.
Escolas secundárias .....	180 " " "
Universidades .....	105 " " "

Número de alunos em 1956

Escolas públicas .....	2.600.000
Escolas secundárias .....	425.000
Universidades .....	70.000

Os responsáveis pelo ensino no Canadá preveem um aumento de um milhão e quinhentos mil alunos, nos próximos dez anos, e que, para acompanhar esse aumento, serão necessárias as seguintes verbas:

Escolas públicas:

Novos edifícios .....	800.000 dólares
Manutenção .....	7.750.000 "

Ao Excelentíssimo Senhor Dr. Clovis Salgado,  
DD. Ministro da Educação  
Rio de Janeiro, DF

Continua. -



INFORMATION DIVISION

DEPARTMENT OF EXTERNAL AFFAIRS

OTTAWA - CANADA

No. 45

(Revised January 1956)

THE CANADIAN SYSTEM OF EDUCATION

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

This is the story of Canada's schools, of schools which began in a simple way in pioneer days, in small isolated log or frame buildings, and how they have grown in number, size, variety and complexity to keep pace with the nation's growth.

Early schooling at the elementary level consisted of a grounding in reading, writing and numbers, which was considered adequate for the majority. A limited number of grammar schools prepared selected students for colleges which in turn prepared them for the learned professions.

The next step in each province was to organize the schools into a system, and because of the widely-scattered populations, and problems of supply and integration, highly-centralized organizations were developed with the provincial departments of education at the head. Local school boards, usually consisting of three members elected by the ratepayers of the district, provided a simple school building, employed a certificated teacher and supervised the conduct of the school according to the regulations of the provincial department of education and with the authority of the provincial school act. Inspectors served as liaison officers between the department and boards of trustees and ensured that the prescribed courses were followed, the authorized textbooks used, and the schools operated according to official regulations.

Canada is now a rapidly-growing nation of 16 million people, with her population still to be found mainly in clusters in a band along her 3,500 mile southern border. She has changed from a predominantly rural country to one where more than 60 p.c. of her population is urban, and certain areas are highly industrialized. Her transportation has been mechanized and speeded-up breaking down barriers of distance and leaving comparatively few of her people isolated. The demands on her schools today reflect the country's greater urbanization, her technological progress and her newly acquired position of importance in the post-war world.

Canada is committed to a publicly-supported, publicly-controlled system of education, although in some provinces religious groups have the right to have their own schools under public auspices, and in all provinces religious groups, private organizations and individuals are permitted

to establish private schools. In the provinces other than Quebec from 2 to 4 p.c. of school children attend private schools. In Quebec the percentage is closer to 10.

The right of every child to attend public elementary and secondary schools, regardless of the economic and social status of his family, has come to be regarded by the general public as inalienable. In fact, all provinces make it compulsory for children to attend school, usually from age 6 or 7 to age 15, or 16 in some urban areas, for the full school year which generally runs from the first Tuesday in September to about the end of June. The school day is from 9 to 12, and 1:30 to 4:00, or thereabouts, from Monday through Friday.

The relatively small number of children in isolated areas who cannot attend school are customarily enrolled in correspondence courses provided by the provincial departments of education. In Northern Ontario, a number of railway cars, outfitted as schoolroom and living quarters for the teachers, stop periodically on more than a score of sidings to give almost 200 neighbourhood children several months of schooling each year.

### Responsibility for Education in Canada

Canada has a federal form of government with responsibilities for the organization and administration of public education within its borders vested in each provincial legislature. 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 utilized. In addition, the Federal Government makes grants for vocational education, provides a per capita grant to each province to be divided among its universities, participates to a considerable extent in informal education and makes grants-in-aid, for research personnel and equipment which assist educational institutions indirectly. Outside of this, the provincial governments are entirely responsible for the education of their population and provide the necessary facilities.

Since each of the 10 provinces has the authority and responsibility for organizing its education system as it deems fit, educational policies, organization and practices differ from province to province. Each province has established a department of government for education and all but Quebec have a cabinet minister as Minister of Education. Quebec has at the head a Superintendent of Education, a non-political appointment. He maintains liaison with the cabinet through the Provincial Secretary and is head of the Council of Education which is composed of Roman 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 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 province; technical personnel, and clerks.

Other provincial departments having some responsibility for operating school programmes include those 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, among other things, has undertaken to provide for the training and certification of teachers, provide courses of study and prescribe school texts, provide for inspection services to maintain specified standards, assist in financing the schools through grants and services, and make rules and regulations for the guidance of trustees and teachers. In return each requires regular reports from the schools. From their introduction the government grants to schools were based on such factors as number of teachers, enrolment, days in session and attendance. Since that time special grants have been introduced in most provinces to meet a variety of expenses such as the construction of the first school, organizing special classes, providing transportation for pupils, school lunches, and other contingencies; and a number of provinces have made provision for equalization grants to help districts with low assessment.

Today the work of the department has expanded considerably. Many departments of education have expanded their services to include a wide variety 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 delegating greater authority to local boards and school staffs. One indication of this is a reduction in the number of departmental (external) year-end examinations. Few provinces now provide for more than one or two such external examinations -- at the end of the final, and in some cases also at the end of the penultimate, year of the secondary school course. Another is the substitution of fairly extensive lists of approved books in place of lists of prescribed texts for more subjects. Curricula and courses of study are now seldom planned by only one or two experts in the department; instead they result from conferences and workshops including active teachers and other interested individuals or bodies. In some 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.

## Local Units of Administration

From the beginning each provincial department of education delegated authority to publicly-elected, or in some cases appointed, school boards to establish and maintain a school, select a qualified teacher, present an annual budget to the local municipal council and operate the school according to the school law and regulations of the department. As the urban areas grew they remained as single units for education administration, except for those cities which have separate boards for elementary and secondary schools. In the rural areas pressure has been brought to bear on those responsible for local school organization in an attempt to provide graded schools to the end of the secondary level for rural pupils. Among the factors responsible for this were a realization that the ways of living had changed, with farms doubling or tripling in size in some provinces and practically all of the farmers using not only mechanized equipment by automobiles and trucks; a shortage of teachers which began in war years and has continued because of an increased number of births and a plethora of jobs in an expanding economy; rising costs of construction and maintenance and an appreciation that some districts could not compete for staff or provide adequate opportunities for education. It was hoped that a better education for more pupils could be provided through organizing the districts into larger units of administration with equalized assessment and levies, more efficient management, and, in many cases, by the transportation of pupils to central schools.

The reorganization of local school districts into larger units has been one of the most significant and widespread changes during the past two decades, whether the new units appear as regional school areas, municipal units, township areas or school divisions. In Alberta and British Columbia reorganization was accomplished by an act of the legislature which established the new areas; elsewhere the legislation was of a more permissive nature, in some cases leaving the initiative to the local districts. In some provinces the local boards were replaced by unit boards, in most provinces the local boards were retained with limited responsibilities, in order to maintain local public interest, while the unit board accepted the responsibility for providing staff, buildings and equipment. The new boards are generally responsible for providing suitable buildings, employing teachers and financing the schools.

## Early Childhood Education

Provincial legislation providing for pre-school education has been enacted by all but the Atlantic Provinces. There are three types of institutions which provide education for children who are too young to enter the regular school classes: day nurseries, nursery schools and kindergartens.

Day nurseries are established primarily to provide day care for the pre-school children of working parents ages 1½ to 5 years. In 1948 there were some thirty-odd day nurseries of which two-thirds were conducted by public or private welfare agencies.

Nursery schools are usually for children of age three to four or five, who attend for half the day. In Canada 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 department of education.

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 to develop skills and good habits to learn to live with others, and to provide for self expression. Activities include music, stories and handiwork indoors, free play with large equipment outdoors, and scheduled lunch, toilet and rest periods. Towards the end of his stay in the kindergarten, simple concepts of language and number prepare the child for the formal studies to follow.

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

#### Diagrams Showing English and French Language School System

Two diagrams are appended to illustrate the main type of institutions in the education ladders of the two systems and indicate how pupils go from one unit to the next higher. The buildings shown are not intended to be representative of the type of school usually constructed, as the wide variety in use made such impracticable, nor is there any relationship between enrolments and size of the various buildings. The English-language system however does indicate that some pupils go to kindergarten, all go through the elementary schools and from there on a selective process whether by the pupils or by the institution begins and continues until some 5 p.c. enter university.

The French-language system indicates that where practicable boys and girls are educated separately until they reach university; and that there is greater variety in schools at the secondary and post-graduate levels.

#### Elementary and Secondary Education

Enrolment in the elementary and secondary schools has been increasing year by year until in 1954-55 there were 2,949,711 pupils enrolled in the public schools, 119,151 in the private schools not counting more than 70,000 in the collèges classiques and pre-matriculation courses in the universities and 34,909 in the business colleges.

Each September, a majority of the Canadian children aged six enter an eight-grade elementary school. After remaining for eight years, or at about age fourteen, more than half of those who entered Grade I enter the regular four-year high school. Of those who successfully complete their courses at this level a limited number,

about 4 to 5 p.c. of those who began school, go on to college or university where, after another three or four years, those who are successful 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.

This is commonly known as the 8-4 plan leading to university. For many years it was the basic plan for organizing the schools, other than those of Catholic Quebec, and is still followed in most rural village and town schools and in many cities. From time to time this plan has been modified in various provinces, cities, or groups of schools, as it appeared inadequate to meet the demands of 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 the high school, providing thirteen rather than twelve years of elementary and 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 has been divided into two units of three years, each designed to reach certain specified goals during the three-year period. Colleges affiliated to universities have been organized with the last one or two years of high school and the first one or two years of college forming a junior college.

Introduction of certain of these alternative plans is somewhat contingent on large numbers of pupils dwelling within a limited area as in a city, or being brought together through the reorganization of rural areas into larger units with regional schools being provided for high school pupils. Such a development of rural areas, now rather common in parts of Nova Scotia, New Brunswick, Ontario, Saskatchewan, Alberta and British Columbia, provides for the pupils being transported to a central school. In many of these instances composite high schools are organized which offer both practical and academic courses and differ from more typical high schools which essentially prepare students for college, although in some cases they may provide a minimum of vocational and general courses.

The first secondary schools were predominantly academic, preparing pupils for entry to the 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 limited number of commercial and technical subjects as options in the academic course. Now, in addition to special and technical high schools, there is an increasing number of composite and regional high schools which provide courses in home economics, agriculture, shop-work, and commercial subjects in addition to the regular secondary school subjects. Likewise the number of subjects offered has increased greatly, and the number of options available, particularly in Alberta and British Columbia, provides a broad programme tailored for pupils with a wide range of abilities and interests preparing for all walks of life. There is a trend toward providing a broad programme with college preparatory classes, preparatory courses for 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 enter gainful occupations 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 for extra-class activities which cover a wide field, from bands or orchestras and glee clubs, to social recreational and hobby clubs. Students in the larger schools usually elect a students' council which assists in planning and executing sports and recreation programmes and preparing school papers and yearbooks.

### Education in Roman Catholic Schools in Quebec

Even though Roman Catholic education in Quebec is considered sufficiently unique to warrant a separate diagram and description, it is conducted much after the same fashion as 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 universities at the top; and with these, boards of trustees, school inspectors, a department and departmental officials. Such differences as there are stem from the past and are related to the dominant factors determining the aims of education. Among these are the belief that religion should be an integral part of education, the opinion that boys and girls should be educated in different institutions, and that emphasis should be placed on vocational education for those boys, and practical homemaking courses for those girls who are not going on to higher education.

In the Quebec schools, where religion permeates most of the classes, in addition about one-eighth of teaching time is given specifically to religious study during the first five years, after which time the amount is lessened. English in the French-language schools, and, for that matter, French in the English-language schools, are taught as second media of communication. A third difference is found in that, at the end of the seven elementary-school years, pupils may enter either the church-operated collège classique which provides an 8-year course leading to the baccalauréat and entry to university, or the secondary division of the public school which provides further training preparatory to certain technical fields, trades, arts or home economics and, in a growing number of schools, the first four years of the cours classique. The choice is no longer irrevocable: able students may transfer from the public secondary school to the collège classique or enter university (in certain faculties) and students from the higher technical schools may enter the faculties of science and engineering in the universities. A fourth difference is in the major development of vocational education under the Department of Social Welfare and Youth with certain other special vocational schools conducted by the appropriate departments of government.

### Special Schools and Classes in Canadian Education

Special schools or classes are organized for pupils who are unable to take advantage of the regular classes in the publicly-supported schools because of physical impairments or illness, learning difficulties, isolation, or detention in a reformatory or corrective institution. These institutions may be public or private and may be conducted by the

provincial departments of education, health and welfare, or justice, and are in addition to special classes or services provided by local school districts.

There are five 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 addition, in many cities there are classes for the hard of hearing, partially 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, those with physical handicaps and those who are mentally retarded or psychopathic, whenever it appears that they will not benefit from the regular classes.

### Vocational Education

Vocational education facilities in Canada are provided mainly by local school boards, provincial departments of education, and private organizations or individuals. In terms of variety there are vocational secondary school classes or courses to be found in commercial, vocational, composite and regional high schools, evening courses in the secondary schools; trade courses offered in a wide variety of fields and varying in length from a few weeks to two years or more and given in both public and private trade schools, correspondence courses conducted by government departments or private firms, and apprenticeship and training on the job.

Regular secondary schools provide a limited number of options in such subjects as agriculture, shop, home economics, shorthand and typing.

Vocational, technical and commercial high schools are an integral part of the high school system of a province. These schools stress vocational courses but include languages, mathematics, history, science and other selected subjects to ensure a well-rounded education including theory and practice. Courses offered in Ontario are determined by a local vocational advisory committee composed of representative of employers, labour, and the local board of education. In Quebec the technical and vocational schools are under the provincial Department of Social Welfare and Youth.

Composite schools, whether urban units or regional high schools, offer several optional courses such as academic, technical, agriculture, home economics, and commerce, and may allow pupils to select from two or more of these.

Provincial trade schools and technical institutes are organized by the provinces as a complement to the work undertaken in vocational high schools. Some of these are clearly post-secondary institutions 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 length. Most of the short courses are apprenticeship courses conducted in co-operation with the Canadian Vocational Training section of the Department of Labour, Ottawa. Courses in these schools may include such a wide range as engineering technology, radio, electronics, horology, photography, metal trades, stenography, cooking, business machine operation and apprenticeship courses in the skilled trades.

To meet the need for skilled operators in particular occupations several departments of government offer specialized courses in such occupations as papermaking, textiles, mining or forestry, agriculture, navigation and dairying. The armed forces train a fair percentage of their recruits for technical positions in the services, assist interested members to undertake courses 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 interested in some of the various courses given. They may provide financial assistance, create summer employment for students, help to shape courses of study, or supply instructional equipment.

Considerable training is done on the job, and private trade schools, some offering correspondence courses only, provide a wide variety of courses in fields ranging from beauty culture to diesel engineering, for occupations as different from one another as postal clerk, musician and artist.

Engineering and applied science courses and preparation for the professions is carried on at the university level in colleges of engineering, law, medicine, commerce and education, which are usually integral parts of the university.

While the high schools of commerce prepare students for bookkeeping, stenography or other positions in business and industry, and the university schools of commerce prepare accountants, there are many private business colleges which annually train around 12,000 as bookkeepers, typists and stenographers 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, while advanced training is given in several of the universities which have a faculty of medicine and a university hospital.

Apprenticeship training conducted by the provinces is provided in the skilled trades in accordance with regulations of the provincial governments, assisted financially by the Federal Department of Labour.

Facilities of the vocational schools, institutes and trade schools are usually used for evening sessions by people of all ages who wish to learn more about their chosen vocation, prepare themselves for another occupation, or use 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 to have high school completion or better plus one year of professional training in order to qualify for elementary-school teaching certificates. Most elementary school teachers receive one year's training following graduation from high school through taking professional courses and doing 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 for secondary-school teachers.

In 1955 there were 120 normal schools or teachers' colleges in Canada (101 of them in Quebec,) and 24 university colleges of education, altogether graduating about 10,000 newly-trained teachers a year. In 1953-54 there were 105,288 full-time teachers in the public elementary and secondary schools in Canada's 10 provinces.

The majority of teachers in the publicly-controlled schools are paid according to a local salary schedule, subscribe to a provincial superannuation scheme and are members of a provincial professional organization. In 1954 about 70 p.c. of them were women and, mainly because of a shortage of teachers, about 25 p.c. had been recruited from among married women. About 67 p.c. of the women were from 25 to 45 years of age. The average male teacher was a little older although 60 p.c. of them were from 24 to 45 years of age; and 60 p.c. of the men were married. It is of interest that the shortage of teachers had provided greater teacher mobility: about 16 p.c. of the teachers had taught outside the province where they were then teaching, and 2 p.c. had been recruited from outside the country.

Exclusive of Quebec's teachers, for whom data were not available, about 17 p.c. of all teachers were university graduates, 50 p.c. 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 one-fifth of them were teaching on one-year "permits".

The teachers are now about equally divided among city, town and village, and rural schools, with the numbers in the city schools increasing most rapidly.

### Higher Education

Just as there are two main streams of elementary and secondary schools, one English and one French, so these continue to become two parallel courses of higher education, dissimilar in origin, tradition and organization, but nevertheless both aiming to improve the standards of culture and scholarship and to turn out highly skilled professional citizens with a potential for leadership.

There are 8 provincial universities, most of which have colleges and professional schools affiliated to them. In addition, there are 24 independent, degree-granting universities and colleges, 112 arts and science colleges, 97 professional schools, and 37 junior colleges, most of which have university affiliation. The chief French-language universities are patterned after the universities of France: Montréal, Laval and Sherbrooke - all three in Quebec. The University of Ottawa in Ontario, and St. Joseph's University in New Brunswick provide instruction in both English and French. The other degree-granting institutions, with few exceptions, were patterned after those in Great Britain, influenced by American development and adapted to the Canadian scene, and provide instruction in English only.

To enter an English-language university a student must have graduated from high school with junior or senior (one year beyond junior) matriculation standing. 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.

Opportunities for graduate study in at least one or two fields are now available in most universities while the large 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.

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 an additional two 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 year 1953-54 consisted of 64,121 full time students, 6,845 part-time students and 23,814 students taking evening, extra-mural, summer or other courses of university grade. In addition there were 26,006 full time pre-matriculation students enrolled during the regular session, and 46,461 in all other courses including those offered during the regular session, at summer school and extra-murally. More than 30 p.c. of the university grade students and a greater proportion of all others were women. During the same year 12,083 students were granted their first degree, 1,468 earned the master's degree and 242 the doctorate. There were 2,248 students enrolled in education courses. Teachers made up the greater number among summer school, and extra-mural students.

#### How Education is Financed

Monies to meet their education budgets come to the school boards mainly from local direct taxation on property and by way of grants from the province. In Newfoundland, however, the boards depend on provincial grants, small fees and various other contributions. In the other provinces the relative contribution of the provincial government varies from more than one-half to just under one-third. Fees, where collected, provide relatively little, leaving the greatest part to come from a direct tax on property. In general, the municipal governments spend around one-third of their collections on education, and the provincial governments about 18 p.c. of their revenue. Contributions of the Federal Government consist of direct grants or matched sums for vocational education, indirect assistance through scholarship and research funds and a per capita grant to the universities.

The institutions of higher education received about 52 p.c. of their current operating income from the provincial and federal governments, 30 p.c. from fees, 7 p.c. from endowments and gifts, and 11 p.c. from other sources. Private schools depend exclusively on fees, gifts from private sources and contributions from sponsoring bodies.

## School Buildings

During the depressed thirties, school buildings were generally allowed to deteriorate and little new construction was undertaken. Shortages of workers and materials during the war years increased the backlog of school construction necessary. After the war there was a tremendous upsurge in construction, a trend which is still noticeable and likely to continue for some years at least. This was necessary not only to replace a number of obsolete structures but also to provide accommodation for an annually increasing contingent of beginners.

At the elementary level many single-unit rural schools have been closed or replaced by modern structures which in a few cases are also community centres. The trend in larger urban and rural centres is towards single-storey structures which are functionally planned and in keeping with modern theories of education. Many of them have made use of such innovations as indirect lighting, bilateral lighting, folding or otherwise moving partitions, ramps instead of stairs, rooms planned for projects or projection, nbsite boards of green or other coloured glass, movable, stackable furnishings, and ample storage space. Painting and lighting are undertaken with consideration of the psychological effects of colour, and the elimination of glare and eye strain.

There are still, however, some desolate frame structures dotting thinly-settled areas and dingy overcrowded buildings on small plots in the cities. This is true at all levels. Colleges, for example, range from crowded quarters to well-planned permanent structures on spacious campuses. Some have found themselves cramped in the heart of a growing city and started again in suburban areas, others still have ample room in which to expand.

## Adult Education

The increased role of formal education in the lives of the people has filled the institutions of secondary and higher education and given an impetus to formal and informal education for out-of-school youth and adults. Adult education began as an endeavour to provide regular school classes for those who had not obtained an elementary education in childhood. It now reaches out to all citizens through formal courses at all levels, radio, television and films, not to mention special education sections of newspapers, magazines, and books, all of which attempt to meet the people's wants. A wide range of courses cover fundamental education for new immigrants, recreation, vocational techniques, hobbies, discussions of home and work affairs and the arts. Leadership is provided by institutions, such bodies as the departments of the federal and provincial governments, local school boards, universities, and voluntary organizations or individuals primarily or incidentally interested in conducting or assisting adult education activities.

Well-established programmes across the length and breadth of Canada include the Citizens' and Farm Forums of the Canadian Broadcasting Corporation in which discussion groups meet, listen, then discuss pertinent topics of interest, and organized documentary film showings of the National Film Board followed by discussion.

Others with provincial or municipal scope include the So-Ed (Social Education) programmes of the Y.M.C.A. - Y.W.C.A., co-operative schools of the wheat pools, organizations of business and labour, and the (farm) Women's Institutes' meetings. Certain unique schools are: Frontier College, staffed by labourer-teachers for workers in mines, quarries and forests; the Banff School of Fine Arts with ever-expanding summer courses; the Camp Laquemac School of Community Programmes for Leadership, conducted bilingually in French and English; and the St. Francis Xavier experiment in co-operative production and marketing.

Two associated organizations, the Canadian Association for Adult Education and La Société Canadienne d'Education des Adultes, act as clearing houses for the many groups in adult education, and co-ordinate, promote or otherwise assist activities in the field.

While the variety of adult education extends from recreation to cultural activities, most efforts are rooted in the community and many are designed to enrich the economic, social or spiritual life of the adults who participate. The number participating in regular activities is well over 200,000 and an untold additional number receive some benefit.

### National Organizations

Although Canada has no national ministry or federal office of education, several departments of government at the federal level provide education services. The Education Division of the Dominion Bureau of Statistics, for example, compiles and publishes education statistics and related information for all Canada. The Canadian Vocational Training Branch of the Department of Labour determines federal grants to vocational schools and issues occasional publications on vocational education. The Indian Affairs Branch of the Department of Citizenship and Immigration administers Indian Schools in the provinces and the Department of Northern Affairs and National Resources administers all schools in the Northwest Territories. The Department of Finance allocates grants to the provinces for distribution to the universities.

Throughout Canada there are many education associations organized on a local, provincial or national scale for the purpose of assisting in a wide variety of educational endeavour but varying greatly in size and purpose, from local groups meeting informally and occasionally to nation-wide groups with a permanent office, secretariat and programme. Some of these concern themselves with assisting local schools, others may advise on provincial policy, consider some phase of education in several provinces, or represent Canadian education groups abroad. National federations, among other things, usually aim to coordinate the regional efforts, provide leadership and give direction to educational endeavour.

The Canadian Education Association which dates back to 1892 is a national organization supported by the 10 provincial departments of education, grants by an appreciable number of school boards and individual memberships. It maintains a permanent office in Toronto, publishes Canadian Education quarterly, functions as a clearing house for public education and acts as liaison in matters of common interest to the provinces. It has undertaken a number of extensive projects and prepared reports on teacher supply, health, practical education and school administration.

The teaching bodies of most provinces are united into one or more federations interested in the welfare of their members and the promotion of education. Many of them have permanent offices and publish a teachers' professional magazine, hold annual conventions and have members serving on various ad hoc or more permanent education committees. The Canadian Teachers' Federation, established in 1919, has a membership of over 75,000 and represents teachers' federations in all provinces though not French-speaking Catholic teachers in Quebec. It has a central office in Ottawa, conducts annual conferences and represents the teachers at home and abroad. Its research director, in consultation with its advisory research committee, has conducted research into education finance, the use of radio in the schools and teacher education and certification.

The Canadian School Trustees' Association holds annual conferences of representatives of provincial bodies mainly to consider school administration. It has sponsored research on school finance.

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

The chief French-language organization with national scope is L'Association Canadienne des Educateurs de Langue Française.

The National Conference of Canadian Universities acts as a meeting ground for university personnel and an agency for collective action by its member institutions.

The Canadian Association for Adult Education serves as a clearing house, fosters radio forums, conferences and publishes Food for Thought. Its permanent office is in Toronto. Its counterpart in Quebec, La Société Canadienne d'Education des Adultes, serves the same function for French-speaking adults.

Numerous other organizations, more or less specifically interested in education, contribute to the education of Canadians.

#### Summarizing the Education Scene

By 1951 life expectancy reached 66 years for males and 71 years for females, but although this results in a relatively greater number of aged persons, an increasing number of births has maintained the proportion at school age. One-fifth of the population, 2,468,880, were in attendance at school at some time during the school year 1950-51. During the same year 2 p.c. of Canada's working population, 14 years of age or older, were engaged in teaching or instructing in school. Of the 110,500 teaching personnel, some 90,000 were employed in publicly-controlled schools and 5,400 in colleges and universities.

The majority of those enrolled in school were between the ages of 5 and 24. Although only slightly more than 25 p.c. of all children enter school before age 6, in 1950-51 there were 75 p.c. of the six-year olds at school and 95 p.c. or more of each age from 7 to 13. The average child was spending 8.2 years in school.

Illiteracy has not been a major problem in Canada for many years. About 2 p.c. of the population, 10 years of age and older, stated in 1951 that they had never gone to school and a somewhat larger group reported attending for only from one to four years. Of those not in attendance a small number were incapable of benefiting from work of the regular schools and a larger number were advanced in years. Many of the others, who were reared in isolated areas, or whom for some other reason, were unable to attend school may be reached by night schools.

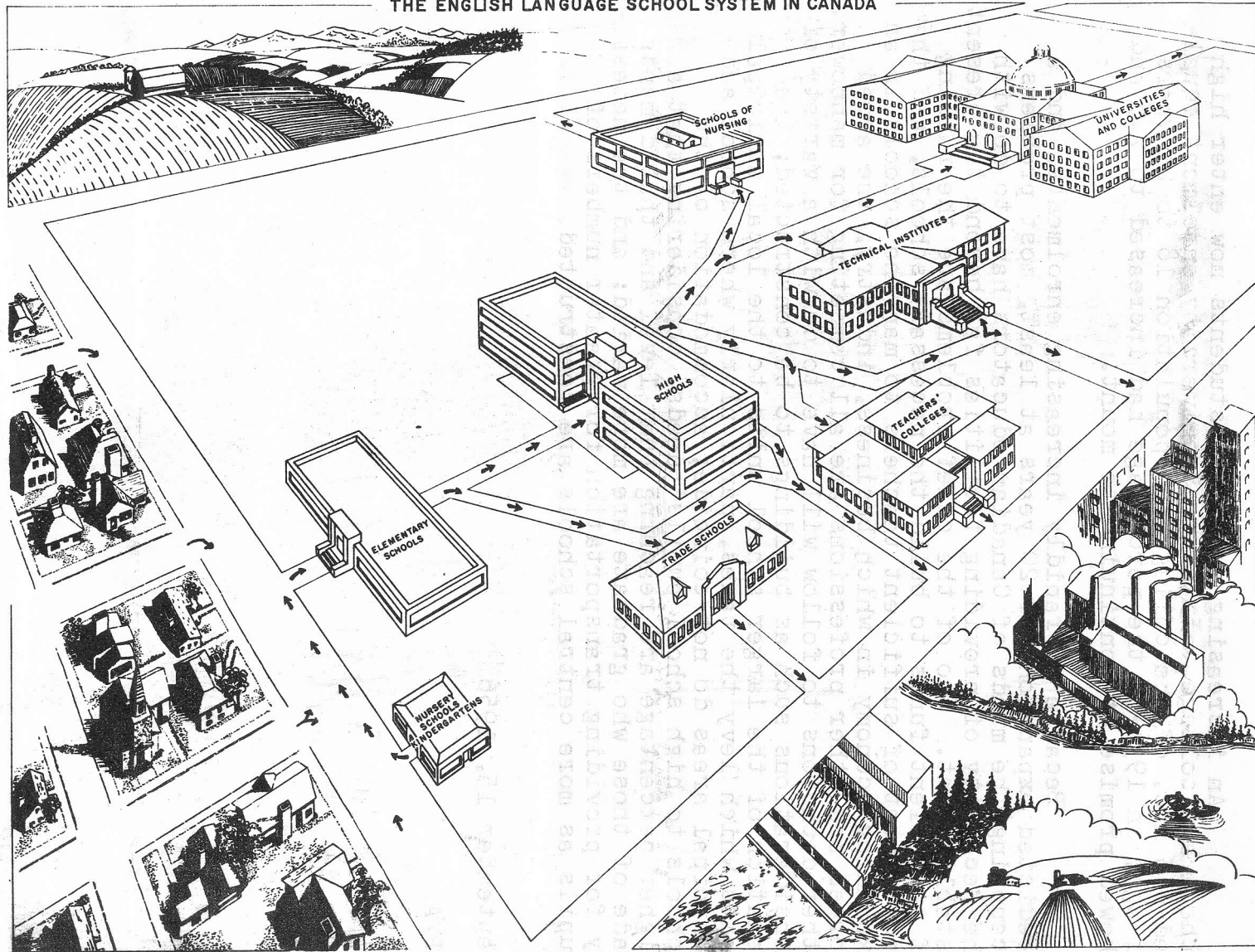
An increasing number of students now enter high school and college. In 1944-45 university enrolment equalled 4.5 p.c. of the college age population 18 to 21 years of age; in 1954-55 the percentage had increased to 7.5 and showed promise of continuing to mount.

Because of rapidly increasing enrolments, and a predicted expansion for 20 years at least, most problems occupying the minds of Canadian educators have to do with the necessity of providing facilities far beyond the present establishment. Two of the chief problems are the raising of sufficient funds to build the necessary schools, and the recruitment of sufficient teachers to man the schools in an expanding economy in which business, industry, the armed forces and other professions are all competing for manpower. Other decisions to follow will have to do with a variety of considerations such as buildings to be constructed; the relation of the larger school units to the local municipal units which levy the taxes, particularly where school and municipal areas do not coincide; accommodation of the schools to high school pupils' needs, considering that a higher percentage are reaching that level and that demands made of those who graduate are more varied; and the necessity for providing transportation for greater numbers of pupils as more central schools are constructed.

September 15, 1956

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# THE ENGLISH LANGUAGE SCHOOL SYSTEM IN CANADA



THE FRENCH LANGUAGE SCHOOL SYSTEM IN CANADA

