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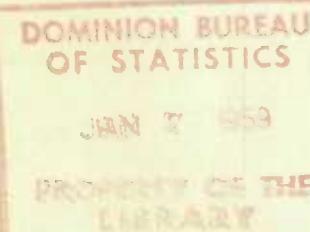


A BIBLIOGRAPHICAL GUIDE TO CANADIAN EDUCATION

GUIDE BIBLIOGRAPHIQUE DE L'ENSEIGNEMENT AU CANADA

REFERENCE PAPER

Document de référence



DOMINION BUREAU OF STATISTICS
Education Division
Research Section

BUREAU FÉDÉRAL DE LA STATISTIQUE
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Section de la recherche

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Education Division — Division de l'éducation

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OTTAWA, 1958

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 Dominion Bureau of Statistics, Ottawa, Winter, 1958-59

GENERAL

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Teacher Training Institutions, 1953. Reports enrolment in the years 1952-53 and 1953-54, numbers graduated in 1953, enrolment capacity, and the training and experience of instructors, in normal schools and colleges of education. Includes a list, dated 1955, of teacher-training institutions in Canada. English and French editions (English edition out of print). Reference Paper 62..... 25¢

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PUBLICATIONS DE LA DIVISION DE L'ÉDUCATION
 Bureau fédéral de la statistique, Ottawa, hiver 1958-1959

GÉNÉRALITÉS

La formation scolaire au Canada. Tiré à part de *Canada 1957*. Brochure de 16 pages renfermant un bref exposé des cours d'études particuliers suivis par neuf Canadiens fictifs. Publié en anglais et en français..... 10¢

Statistical Review of Canadian Education, Census 1951. Contient des tableaux et analyses des données sur les inscriptions aux écoles et sur le degré d'instruction relativement à la population fréquentant l'école et à la population ne la fréquentant pas. Publié en anglais. Document de référence n° 84..... \$1.00

Guide bibliographique de l'enseignement au Canada. Court aperçu de l'enseignement au Canada, pictogrammes représentant les systèmes français et anglais, petite bibliographie. Bilingue..... 75¢

1 – ENSEIGNEMENT ÉLÉMENTAIRE ET ENSEIGNEMENT SECONDAIRE

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Preliminary Statistics of Education, 1952-53 and 1953-54. Statistique sur les écoles, les instituteurs et les finances des écoles publiques et privées, avec tableau sommaire comprenant les chiffres relatifs à l'enseignement supérieur. Publié en anglais..... 25¢

Salaries and Qualifications of Teachers in Public Elementary and Secondary Schools, 1956-57. Classement des instituteurs de toutes les provinces, sauf le Québec, d'après les appontements, le certificat et l'expérience, séparément pour les écoles de cité, de ville et de région rurale. Publié en anglais (aussi 1954-55 à \$1)..... \$1.50

Maison de formation pour les instituteurs, 1953. Inscriptions en 1952-1953 et en 1953-1954, diplômés en 1953, inscriptions possibles, et formation et expérience des moniteurs des écoles normales et des collèges de pédagogie au Canada. Liste (1955) des institutions pédagogiques au Canada. Publié en anglais et en français (édition anglaise épuisée). Document de référence n° 62..... 25¢

2 – ENSEIGNEMENT SUPÉRIEUR

Relevé de l'enseignement supérieur, 1952-54. 1^{re} partie du relevé biennal de l'enseignement au Canada. Statistique sur les inscriptions, les gradués, le personnel et les finances des universités et des collèges. Comprend une bibliographie des ouvrages récents sur l'enseignement supérieur au Canada. Bilingue..... 60¢

Inscriptions d'automne aux universités et collèges, 1957. Inscriptions au début de l'année, par faculté, institution et province, avec chiffres comparés des deux années précédentes. Bilingue..... 25¢

Traitements et formation des professeurs des universités et collèges, 1957-1958. Le deuxième rapport annuel de la série, indiquant les traitements selon le rang, le domaine, la région, l'importance et la direction de l'institution, la matière, l'âge, les années depuis l'obtention du premier grade, et le plus haut grade. Bilingue..... \$1.00

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Awards for Graduate Study and Research, 1957. (Formerly titled Post-graduate Scholarships and Fellowships Open to Canadian Students). List of fellowships, scholarships and other awards offered by Canadian and outside organizations showing values and conditions. English edition. Reference Paper 21 \$1.00

University Entrance Awards, 1958. Formerly titled Undergraduate Scholarships and Bursaries (Open to Students Entering Canadian Universities). Bilingual edition. Reference Paper 55 \$1.00

Canadian Institutions of Higher Education, 1958-59. Includes names, addresses, courses offered, and general information on entrance requirements and fees. Bilingual edition. Reference Paper 48 75¢

3 - ADULT EDUCATION AND OTHER CULTURAL ACTIVITIES

Survey of Libraries, 1954-56. Part III of the Biennial Survey of Education. Presents statistics on holdings, circulation, staffs and finances, and lists public, university, government and special libraries. Bilingual edition \$1.00

Free Urban and Regional Public Libraries, 1954. Presents statistics on holdings, circulation, staffs and finances, and lists free public libraries in urban centres of over 10,000 population and regional libraries. Bilingual edition 25¢

Museums and Art Galleries, 1951-52. Presents statistics on staff, attendance, accommodation and extension activities. Includes a list of institutions. Bilingual. Reference Paper 57 25¢

Orders should be sent to the
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Persons wishing notice of future publications are invited to write to the Education Division, D.B.S., indicating in which of the three types (Nos. 1, 2, 3 above) they are interested.

2 - ENSEIGNEMENT SUPÉRIEUR - fin

Awards for Graduate Study and Research, 1957. (Autrefois Post-graduate Scholarships and Fellowships Open to Canadian Students). Liste des bourses offertes par des organismes canadiens et étrangers et détail de la valeur et des conditions. Publié en anglais. Document de référence n° 21 \$1.00

Bourses d'admission à l'université, 1958. Autrefois Bourses d'études pour sous-gradués (accessibles aux étudiants qui s'inscrivent dans les universités canadiennes). Bilingue. Document de référence n° 55 \$1.00

Institutions d'enseignement supérieur du Canada, 1958-1959. Contient les noms et adresses ainsi qu'un répertoire des cours offerts et des renseignements généraux sur les conditions d'admission et les frais de scolarité. Bilingue. Document de référence n° 48 75¢

3 - ÉDUCATION DES ADULTES ET AUTRES INITIATIVES CULTURELLES

Relevé des bibliothèques, 1954-1956. III^e partie du relevé biennal de l'enseignement au Canada. Statistique sur le nombre de livres, leur circulation, le personnel et les finances des bibliothèques et listes des bibliothèques publiques, des bibliothèques des universités, des gouvernements et des bibliothèques spéciales. Bilingue \$1.00

Bibliothèques publiques gratuites urbaines et régionales, 1954. Statistique sur le nombre de livres, leur circulation, le personnel et les finances des bibliothèques et listes des bibliothèques publiques gratuites des centres urbains de 10,000 habitants et des bibliothèques régionales. Bilingue 25¢

Musées et galeries d'art, 1951-1952. Statistique du personnel, de la fréquentation, des locaux et de l'activité extramurale. Comprend une liste des institutions. Bilingue. Document de référence n° 57 25¢

Adresser les demandes au
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Les personnes qui désirent être avisées des publications à venir sont invitées à écrire à la Division de l'éducation, B.F.S., et à indiquer lequel des trois genres de publications (n° 1, 2, 3 ci-dessus) les intéresse.

FOREWORD

This short reference paper is made up of a brief account of Canadian education, diagrams of the English-language and French-language systems and a selected bibliography for persons who wish to learn more about education in Canada. The bibliography had its origin in lists of publications prepared for Unesco, other agencies and individuals. As the number of such requests has recently mushroomed it was decided to compile a relatively short list of references which would be adequate for all but the specialist.

Coverage was circumscribed through omitting all references to textbooks, methods, philosophical and controversial treatises, education psychology, tests and measurements, growth and development of the child, etc.

Items included concern the history and organization of education in Canada and the provinces; the various levels of education; school finance; professional training; special and adult education, and education in the Northwest Territories. Since this is a first attempt to cover the broad field of educational organization it is expected that there are omissions and weaknesses which can be overcome somewhat in a later addition. Excellent co-operation was received from so many librarians, publishers, and educators that it is impossible to list them all or to single out a few for special mention.

This reference paper was prepared in the Research Section, Education Division, under the direction of Dr. F.E. Whitworth. Dr. J.D. Aitkenhead, Faculty of Education, Calgary, assisted with the first draft and many deans and professors of education and other educators have read the first draft or made suggestions concerning items presently included.

The written material and diagrams were first prepared in the Division for distribution outside of Canada by the Department of External Affairs with the understanding that they would be available for publication in Canada.

WALTER E. DUFFETT,
Dominion Statistician.

Ottawa, 1958.

AVANT-PROPOS

Ce bref document de référence comprend un court aperçu de l'enseignement au Canada, des pictogrammes représentant les systèmes français et anglais ainsi qu'une bibliographie choisie à l'intention de ceux qui désirent se renseigner davantage sur l'enseignement au Canada. La bibliographie est l'aboutissement des listes de publications dressées pour l'Unesco, pour d'autres organismes et pour des particuliers. Devant l'avalanche des demandes de listes depuis quelque temps, il a été décidé d'établir une liste relativement courte qui suffise aux besoins de tous, sauf le spécialiste.

Afin de limiter la liste, sont omis tous les manuels, traités philosophiques et ouvrages controversables, écrits d'ordre méthodologique, ouvrages relatifs à la psychologie de l'enfance, aux tests et mesures, au développement de l'enfant, etc.

Les écrits mentionnés portent sur l'histoire et l'organisation de l'enseignement au Canada et dans les provinces, sur les divers degrés de l'enseignement, sur les finances scolaires, sur la formation professionnelle, sur l'enseignement spécial et l'éducation populaire et sur l'enseignement dans les Territoires du Nord-Ouest. Comme il s'agit d'une première bibliographie de l'ensemble du domaine scolaire, il est inévitable qu'il y ait des omissions et des défauts auxquels une édition subséquente pourra apporter quelque remède. Le Bureau a bénéficié de l'excellente collaboration d'une foule si nombreuse de bibliothécaires, d'éditeurs et d'éducateurs qu'il est impossible de les mentionner tous ou d'en mentionner quelques-uns en particulier.

Le présent document a été établi à la Section de la recherche, Division de l'éducation, sous la direction de M. F.E. Whitworth. M. J.D. Aitkenhead, de la Faculté de pédagogie, Calgary, a aidé à la première rédaction. Plusieurs doyens et professeurs de pédagogie et d'autres éducateurs ont lu cette première rédaction ou ont formulé des suggestions au sujet des écrits mentionnés.

Le texte et les pictogrammes avaient d'abord été établis à la Division pour être distribués à l'extérieur du pays par le ministère des Affaires extérieures et il était entendu qu'ils pourraient être publiés au Canada.

WALTER E. DUFFETT,
Le Statisticien du Dominion.

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THE CANADIAN SYSTEM OF EDUCATION

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 the populations were widely scattered, and there were problems of supply and integration, highly-centralized organizations were developed with 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 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 over 17 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 postwar 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 all 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,

L'ENSEIGNEMENT AU CANADA

Les écoles du Canada eurent d'humbles commencements, à l'époque coloniale; elles étaient isolées, petites, grossièrement bâties. Mais leur nombre, leurs dimensions, leur diversification et leur organisation n'ont cessé de croître, au même rythme que la nation canadienne.

L'instruction primaire d'autrefois était limitée à la lecture, l'écriture et l'arithmétique, ce qui suffisait à la plupart des gens. Quelques "écoles de grammaire" préparaient des écoliers choisis en vue des études du collège et de l'université.

Une première évolution amena chacune des provinces à organiser les écoles en un système d'ensemble; à cause de la dispersion des populations et des problèmes que posaient l'établissement et l'intégration des écoles, l'instruction publique dut être fortement centralisée sous la direction des départements provinciaux de l'Education. Des commissions scolaires, constituées sur le plan local et formées d'ordinaire de trois membres élus par les contribuables, fournissaient un bâtiment scolaire modeste, retenaient les services d'un maître ou d'une maîtresse de compétence certifiée et veillaient à ce que l'école observât les règlements édictés par le ministère provincial, s'appuyant sur l'autorité que leur conférait la législation provinciale relative à l'instruction publique. Des inspecteurs assuraient la liaison entre le ministère et les conseils d'administration et imposaient l'enseignement des matières prescrites, l'emploi des manuels autorisés et l'observation des règlements scolaires officiels.

La population canadienne atteint aujourd'hui les 17 millions d'habitants et grandit encore à vive allure; elle se répartit principalement en une chaîne d'agglomérations tendue le long des 3,500 milles de la frontière méridionale. Naguère pays d'économie rurale, le Canada voit maintenant 60 p. 100 de sa population concentrés dans les villes; certaines régions sont fortement industrialisées. Les transports sont désormais mécanisés, ce qui a supprimé les distances et rompu l'isolement de la plupart des groupes de population. L'école doit s'adapter à l'urbanisation plus accentuée du pays, à son développement matériel et au rôle qu'il joue dans le monde depuis la guerre.

En général, l'éducation est financée et dirigée, au Canada, par les autorités publiques; néanmoins, certaines provinces reconnaissent aux communions religieuses le droit de maintenir leurs propres écoles avec l'appui des autorités publiques, et dans toutes les provinces des communions religieuses, des groupes privés et de simples particuliers reçoivent l'autorisation de fonder des écoles privées. En dehors de la province de Québec, les écoles privées accueillent de 2 à 4 p. 100 des écoliers. Dans le Québec, la proportion approche des 10 p. 100.

Les Canadiens en sont venus à considérer comme inaliénable le droit qu'a tout enfant de fréquenter des écoles publiques élémentaires et secondaires, quelle

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 from 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 the responsibility 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 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 examina-

que soit la condition économique ou sociale de ses parents. Toutes les provinces ont rendu obligatoire la fréquentation scolaire, de l'âge de 6 ou 7 ans à l'âge de 15 ans dans la plupart des cas, et jusqu'à 16 ans dans certaines régions urbaines, l'année scolaire commence en général le premier mardi de septembre et se termine vers la fin de juin. Les classes se font de 9 heures du matin à midi, et de 1 h. 30 à 4 heures, sauf léger décalage, et du lundi au vendredi inclusivement.

Ceux des enfants, peu nombreux, que l'isolement empêche de fréquenter l'école suivent d'ordinaire des cours par correspondance sous l'égide du ministère de l'Education de leur province. Dans le nord de l'Ontario, un certain nombre de wagons de chemin de fer, transformés en classes et en logements d'instituteurs, se rangent périodiquement, en plus de vingt endroits, sur des voies d'évitement où ils accueillent les enfants, au nombre de près de 200; ceux-ci sont assurés de la sorte de plusieurs mois de scolarité par année.

Répartition des pouvoirs

Le Canada est une fédération au sein de laquelle l'organisation et l'administration de l'instruction publique relèvent des parlements provinciaux. Pour sa part, le gouvernement fédéral est chargé de l'éducation des Indiens (au nombre d'environ 136,000), des Esquimaux (12,000), des enfants habitant les territoires non rattachés aux provinces, des personnes détenues dans les pénitenciers et des enfants des membres de garnisons militaires (dans ce dernier cas, toutefois, on a recours le plus possible aux moyens provinciaux accessibles). Le gouvernement fédéral, d'autre part, octroie des subventions pour la formation professionnelle, remet aux provinces des sommes destinées à être partagées entre leurs universités, à tant par étudiant, joue désormais un rôle important dans l'éducation "non formelle" et accorde des subventions applicables au personnel et au matériel de recherche, ce qui aide indirectement les institutions d'enseignement. En dehors de ces domaines, les gouvernements provinciaux ont la charge entière de l'éducation de leurs populations et ce sont eux qui fournissent les moyens nécessaires.

Comme chacune des dix provinces est chargée d'établir à son goût son système d'éducation, l'orientation, l'organisation et les méthodes de l'enseignement différent d'une province à l'autre. Toutes les provinces se sont dotées d'un département de l'Education ou de l'Instruction publique, dirigé par un ministre de l'Education sauf dans le Québec. Dans cette province, le département de l'Instruction publique est dirigé par un surintendant, aux fonctions non politiques. Le surintendant se tient en liaison avec le pouvoir exécutif du Parlement par l'entremise du secrétaire de la province; il dirige le Conseil de l'instruction publique, composé d'un Comité catholique et d'un Comité protestant. Ces comités siègent indépendamment l'un de l'autre. Chacun a la charge de l'organisation, de l'administration et de la discipline de son propre système d'écoles publiques et d'écoles normales, choisit ses inspecteurs par voie

tions 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 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

d'examens et adresse ses recommandations au conseil des ministres en ce qui concerne les subventions aux écoles ainsi que certaines nominations déterminées.

Dans les autres provinces, chaque ministère de l'Éducation est présidé par un sous-ministre ou directeur, lequel est à la fois éducateur de carrière et fonctionnaire. Il conseille le ministre quant aux hautes décisions à prendre, dirige le département et assure la continuité d'orientation de l'instruction publique; il traduit cette orientation dans l'administration concrète et porte la responsabilité générale de l'application de la législation relative aux écoles publiques. D'ordinaire, le ministère de l'Éducation comprend en outre les fonctionnaires suivants: un inspecteur en chef des écoles; des inspecteurs ou des surintendants d'écoles secondaires et d'écoles élémentaires; des directeurs des programmes d'études, de l'enseignement technique, de la formation des maîtres, de l'économie domestique, de l'orientation professionnelle, de la culture physique, de l'enseignement audio-visuel, de l'enseignement par correspondance et de l'éducation des adultes; des directeurs d'autres domaines, selon les besoins de chaque province; un personnel technique; des commis de bureaux.

D'autres ministères provinciaux ont aussi leurs programmes d'enseignement: certains ministères du Travail organisent des programmes d'apprentissage; les ministères de l'Agriculture entretiennent des écoles d'agriculture; les ministères provinciaux de la Justice ou du Bien-être social dirigent des écoles correctionnelles; les ministères des Terres et Forêts forment dans des écoles spéciales leurs gardes forestiers, et les ministères des Mines organisent des cours de prospection.

Dès les premiers temps, chaque département de l'Éducation ou de l'Instruction publique s'est chargé d'assurer la formation des instituteurs et de décerner à ceux-ci leurs diplômes, d'établir les programmes d'études et d'imposer les manuels, d'organiser les services d'inspection nécessaires pour le maintien des niveaux de qualité fixés, d'assurer une part des finances scolaires par des subventions et des services, et d'établir les règlements à observer par les commissions scolaires et le personnel enseignant. En retour, ils exigeaient de chaque école des rapports réguliers. Les subventions provinciales aux écoles, dès le début, furent établies d'après les éléments tels que le nombre des enseignants, celui des élèves, celui des jours de classe et l'assiduité observée au cours de l'année. Plus tard, dans la plupart des provinces, des subventions spéciales sont venues s'appliquer à diverses catégories de frais, comme à ceux afférents, par exemple, à la construction d'une première école, à l'organisation de classes spéciales, au transport des élèves, à la distribution de repas du midi, etc. Plusieurs provinces accordent aussi des subventions de péréquation aux régions peu fortunées.

Les tâches du ministère provincial de l'Éducation se sont multipliées. Dans plusieurs provinces, elles s'étendent à l'hygiène, aux moyens audio-

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 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 mechanized field equipment, automobiles and trucks; a shortage of teachers which began in war years and 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.

visuels, aux beaux-arts, à la musique, à l'agriculture, à l'éducation auxiliaire, à l'enseignement par correspondance, à la formation préprofessionnelle et professionnelle. D'autre part, on a tendance à déléguer de plus en plus de responsabilités aux commissions scolaires et aux personnels enseignants. C'est ainsi que l'on a réduit le nombre des concours de fin d'année tenus sur le plan provincial. Dans la plupart des provinces, il n'y a qu'un ou deux de ces concours, à la dernière et dans certains cas l'avant-dernière année des études secondaires. Dans le même sens, on a substitué aux listes obligatoires de manuels, pour plusieurs matières, des listes plus amples offrant un choix de livres approuvés. La répartition des cours et les programmes d'études ne sont plus guère établis par un seul ou par deux experts du département; ils résultent plutôt de conférences et de travaux de comités auxquels ont participé tout à la fois le personnel enseignant et les autres personnes ou groupements intéressés. Dans certaines provinces, l'établissement des programmes d'études est considéré comme ne devant jamais être définitif. Dans l'Ontario, plusieurs des villes principales ont reçu la permission d'établir pour certaines classes des programmes d'études à caractère expérimental.

Administration à l'échelon local

Dès les premiers temps, chacun des départements provinciaux de l'éducation déléguait à des commissions scolaires élues ou désignées le pouvoir de fonder et d'entretenir une école, de choisir un maître compétent, de présenter chaque année au conseil municipal du lieu un état des frais prévus et de faire fonctionner l'école conformément à la législation scolaire et aux règlements du département. Les centres urbains se développèrent, mais sans cesser de constituer chacun une seule unité d'administration scolaire, sauf là où l'enseignement primaire et l'enseignement secondaire étaient confiés à des commissions distinctes. Dans les régions rurales, on s'est efforcé de convaincre les autorités scolaires de la nécessité d'ajouter le cours secondaire au cours primaire dans leurs écoles. On se rend compte en effet que les modes de vie se sont transformés: les exploitations agricoles, dans certaines provinces, sont deux ou trois fois grandes comme autrefois; la plupart des cultivateurs se servent de machines, d'automobiles et de camions; le personnel enseignant, devenu rare pendant la guerre, l'est resté ensuite parce que le nombre des écoliers augmentait et que l'économie en pleine expansion tarissait le recrutement; les frais de construction et d'entretien des écoles n'ont cessé de s'élever; d'autre part, certaines régions ne réussissent pas à attirer les instituteurs, ou bien ne sont pas en mesure d'assurer de façon convenable l'instruction de leur jeunesse. On a estimé qu'il deviendrait possible de donner une meilleure instruction à des effectifs scolaires plus larges si l'on groupait les districts en grandes unités d'administration dans les limites desquelles la cotisation et l'imposition seraient uniformes, dont l'administration serait plus rigoureuse, et qui seraient, dans bien des cas, dotées d'écoles centrales où les élèves seraient amenés par transport en commun.

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. 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 ages three, four and 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 numbers prepare the child for the formal studies to follow.

La réorganisation de districts scolaires locaux en grandes unités est l'une des transformations les plus importantes et les plus fréquentes qui se soient produites au cours des vingt dernières années; les nouvelles unités sont soit des circonscriptions scolaires régionales, soit des unités municipales, soit des circonscriptions cantonales, soit des divisions scolaires. Dans l'Alberta et en Colombie-Britannique, c'est une loi provinciale qui a fait d'un seul coup la réorganisation; dans les autres provinces, la législation adoptée avait plutôt pour but de permettre la transformation, dont l'initiative, dans certains cas, était laissée aux autorités scolaires des districts locaux. Dans certaines provinces, les commissions scolaires locales étaient remplacées par des commissions de grandes unités; dans la plupart, cependant, on a conservé les commissions locales, bien que privées de certains pouvoirs, afin de maintenir l'intérêt du public. La commission de la grande unité se charge dans ce cas de recruter le personnel et de fournir les bâtiments et le matériel scolaire. Ces trois fonctions reviennent à peu près dans tous les cas aux commissions de grandes unités.

Enseignement préscolaire

Toutes les provinces sauf celles de l'Atlantique ont désormais une législation relative à l'enseignement préscolaire. Trois catégories d'institutions reçoivent les enfants trop jeunes pour s'inscrire aux écoles ordinaires: garderies d'enfants, écoles maternelles et jardins d'enfants.

Les garderies ont pour fonction principale d'abriter les enfants pendant la journée de travail de leurs parents. Il existait en 1948 une trentaine de garderies, dont les deux tiers étaient administrées par des services sociaux publics ou privés.

Les maternelles reçoivent d'ordinaire les enfants de 3, 4 et 5 ans, à la demi-journée. La plupart, au Canada, sont des institutions privées, fondées soit dans un but lucratif soit selon une formule coopérative. On estime leur nombre à plus de 200; il ne cesse d'ailleurs de croître. Dans certaines provinces, leur fondation est soumise à l'approbation du ministère provincial de l'Instruction publique.

Les jardins d'enfants existent aujourd'hui dans le cadre de l'enseignement primaire de la plupart des grandes villes, mais aussi à titre d'institutions privées. La plupart ne reçoivent que les enfants de 5 ans, sauf quelques-uns qui peuvent en recevoir aussi de 4 ans.

Les programmes de ces institutions visent à développer l'adresse et les bonnes manières de l'enfant, à l'habituer à la vie en groupe et à cultiver ses moyens d'expression. La musique, les belles histoires, les petits travaux d'intérieur, la détente au terrain de jeu, le goûter, les soins de toilette, les moments de repos, composent l'horaire de l'enfant. Vers la fin de l'année, on lui inculque de premières notions de lecture et d'arithmétique.

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 types 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 diagram 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 diagram 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 1956-57 there were 3,297,450 pupils enrolled in publicly-controlled schools, 151,141 in the private schools not counting more than 70,000 in the collèges classiques and pre-matriculation courses in the universities and 46,346 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 it 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

Aux enfants d'âge préscolaire qui restent à la maison, la radio et la télévision apportent des programmes spéciaux, de l'automne au printemps, dans chacune des deux langues.

Représentation graphique du système français et du système anglais

Les deux pictogrammes ci-annexes représentent sommairement la ramifications différentes des deux systèmes scolaires. Le style des bâtiments est arbitraire, de même que leurs dimensions; on ne devra pas y chercher d'indication relative à l'architecture scolaire canadienne, non plus qu'à l'effectif des diverses catégories d'institutions. On voit cependant, d'après le pictogramme anglais, qu'un certain nombre d'élèves commencent par le jardin d'enfants, que tous font leur école primaire et qu'ensuite un choix s'exerce progressivement jusqu'à l'université, où ne s'inscrivent qu'environ cinq pour cent des enfants; l'élimination des autres se fait soit par décision des intéressés soit par refus d'admission.

Le pictogramme français montre la séparation des sexes que l'on maintient, dans la mesure du possible, jusqu'au niveau universitaire. Il fait voir aussi la diversité plus grande des institutions françaises secondaires et postscolaires.

Enseignement primaire et secondaire

La fréquentation des écoles primaires et secondaires s'est accrue d'année en année. En 1956-1957, les écoles publiques avaient 3,297,450 élèves et les écoles privées 151,141. Les collèges classiques (français) et les cours précédant l'immatriculation et rattachés aux universités en groupaient pour leur part plus de 70,000. Enfin, 46,346 élèves étaient inscrits aux cours des collèges dits "commerciaux".

En septembre, chaque année, la plupart des enfants de six ans font leur entrée à l'école primaire, où ils étudieront huit ans (sept ans dans le Québec). Un peu plus de la moitié des inscrits de première année primaire commenceront, vers l'âge de 13 ou de 14 ans, les quatre années du cours secondaire. Après ces quatre années, environ 4 ou 5 p.100 seulement des anciens inscrits de première primaire passeront au collège ou à l'université, ou trois où quatre années d'études leur permettront de se présenter à l'examen du baccalauréat. Quelques-uns, ensuite, feront une année de plus en vue de la licence, puis deux années ou davantage en vue du doctorat.

Ce régime, qu'on appelle souvent le "huit et quatre" (huit ans de primaire et quatre de secondaire), a été longtemps à la base de l'organisation de l'enseignement, sauf dans le Québec catholique; il continue d'ailleurs de l'être dans la plupart des villages et petites villes du Canada anglais et dans plusieurs villes importantes. On l'a modifié de temps à autre, à l'échelon soit provincial soit municipal, ou encore pour un groupe donné d'écoles, afin de répondre aux besoins nouveaux. Aussi le régime suivi n'est-il pas identique dans toutes les parties du Canada. Il s'y est ajouté, en particulier, une année de jardin d'en-

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 have been organized as two units of three years, designed to reach certain specified goals during the three-year periods. 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, but 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, provide 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.

fants, ou même deux. Le cours secondaire anglais s'est allongé d'un an, ce qui porte le total des années scolaires à treize. Il s'est créé des écoles secondaires intermédiaires, ce qui a changé la formule "huit et quatre" en celles de "six, trois et trois" ou "six, trois et quatre". Ailleurs, les six premières années sont organisées en deux cours de trois ans, dont chacun vise certains buts déterminés. Les collèges affiliés aux universités anglaises constituent en collège intermédiaire la dernière ou les deux dernières années du cours secondaire et la première ou les deux premières années du collège proprement dit.

Ces modifications du régime de base supposent des élèves nombreux habitant une même région peu étendue, comme par exemple une ville, ou encore une région rurale organisée en grande unité dans laquelle les élèves sont amenés tous les jours à une institution centrale. Cette forme d'organisation scolaire rurale existe aujourd'hui dans diverses parties de la Nouvelle-Ecosse, du Nouveau-Brunswick, de l'Ontario, de la Saskatchewan, de l'Alberta et de la Colombie-Britannique. Souvent ces institutions centrales sont organisées en écoles secondaires mixtes où se donnent côté à côté des cours de formation générale et des cours d'intérêt pratique, à la différence des écoles secondaires ordinaires, dont le rôle consiste essentiellement à préparer les élèves au collège, même si l'on y donne un minimum cours de formation professionnelle.

Les premières écoles secondaires visaient avant tout à la formation générale, en vue des études universitaires. Jusqu'à ces dernières années, il n'existaient d'écoles de formation professionnelle que dans les grandes villes; dans certaines petites villes, le programme des études permettait de choisir quelques matières commerciales ou techniques. Aujourd'hui, outre les écoles spécialisées et les écoles techniques supérieures, il existe un nombre de plus en plus grand d'écoles secondaires composites et régionales où se donnent des cours d'économie domestique, d'agriculture, de travail d'atelier et de travail de bureau à côté des cours de l'enseignement secondaire proprement dit. Le nombre des matières enseignées s'est multiplié; le nombre des choix possibles, particulièrement en Alberta et en Colombie-Britannique, est tel qu'il est possible d'adapter les programmes d'études à toutes les catégories de talents et de goûts et de préparer des élèves à tous les genres de professions. On s'efforce de plus en plus d'offrir aux élèves un large programme comportant des classes préparatoires de collège, des cours de préparation aux métiers spécialisés et des cours de formation générale s'adressant aux élèves qui souhaitent faire leurs études secondaires avant de devenir ouvriers spécialisés, employés de bureau, etc. On tient compte ainsi des besoins des élèves, peu nombreux, qui poursuivront leurs études aux paliers supérieurs, sans pour autant négliger de former les autres en vue de leurs tâches prochaines. On favorise le développement des qualités civiques des jeunes, ainsi que le désir, chez eux, de continuer d'apprendre une fois sortis de l'école. On accorde une certaine importance à la musique, au dessin et à la peinture, à la culture physique, à l'orientation des élèves, aux cercles d'études, mais en s'efforçant de ne pas diminuer la part des matières de formation générale.

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 boys and practical homemaking courses for girls who are not going on to higher education.

In the Quebec schools, where religion permeates most of the classes, 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 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* and 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 and 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

La plupart des écoles offrent aux élèves toute une gamme d'activités parascolaires: harmonies, orchestres, choeurs, clubs sociaux, cercles de bricolage. Là où ils sont nombreux, les élèves se choisissent d'ordinaire un conseil d'étudiants, lequel joue un rôle dans la préparation et la réalisation des programmes de jeux ainsi que dans la publication de feuilles estudiantines et d'annuaires.

L'enseignement catholique dans le Québec

Malgré des différences marquées, le système catholique du Québec est assez semblable à celui qu'on vient de décrire. Les mêmes catégories d'écoles s'y retrouvent: écoles rurales à classes réunies, écoles urbaines à classes distinctes, écoles secondaires classiques, écoles d'enseignement pratique et, au sommet, universités; aussi commissions scolaires, inspecteurs, département de l'Instruction publique. Les différences que l'on note s'expliquent par l'histoire et la philosophie de l'éducation canadienne-française. En particulier, l'enseignement de la religion fait partie intégrante du programme d'études, garçon et filles vont à des écoles distinctes, l'enseignement technique et l'enseignement ménager reçoivent une attention spéciale dans le cas des garçons et des filles ne se destinant pas aux études supérieures.

L'enseignement baigne dans une atmosphère religieuse et consacre le huitième des heures de classe à l'étude de la religion pendant les cinq premières années du cours primaire; cette proportion diminue par la suite. L'anglais est enseigné comme langue seconde dans les écoles françaises, et le français dans les écoles anglaises. Le cours primaire dure sept années au lieu de huit. Il est suivi, soit du cours classique, donné dans des maisons à direction religieuse et qui conduit en huit ans au baccalauréat et à l'université, soit du cours secondaire de l'école publique, orienté vers certains métiers, techniques ou arts ou vers la tenue de maison ou encore, dans un nombre d'écoles de plus en plus grand, qui donne aux élèves l'avantage des quatres premières années du cours classique. Le choix n'est plus irréversible comme naguère; les bons élèves peuvent passer de l'école publique secondaire au collège classique et entrer à l'université (dans certaines facultés); les étudiants des écoles techniques supérieures peuvent entrer aux facultés de sciences et de génie des universités. Enfin, autre différence entre le Québec et les provinces anglaises, le ministère du Bien-être social et de la Jeunesse a donné un essor inégalé à l'enseignement professionnel par la création de nombreuses écoles supérieures spécialisées; d'autres ministères dirigent aussi des écoles de formation professionnelle, spécialisées dans les domaines de leur ressort.

Les écoles ou classes spéciales

Il se crée des classes et même des écoles spéciales pour les élèves empêchés de suivre les autres en raison d'infirmités, de maladies, de défauts d'en-

because of physical impairments or illness, learning difficulties, isolation, or detention in a reformative 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 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 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, for 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 representatives 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

tendencies, or because they are isolated or that they are detained in correctional institutions. These classes or schools are either public or private and are conducted by the provincial departments of education, health and welfare, or justice; they are in addition to special classes or services provided by local school boards.

Six schools are dedicated to 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.

In certain cities, ordinary schools affect special classes for students whose hearing or sight are impaired, as well as for infirm, mentally retarded and psychopathic children, whenever it is observed that they do not benefit from ordinary classes.

Formation professionnelle

The means of professional training in Canada are provided primarily 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.

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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 representatives 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 to complement 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 Branch of the Department of Labour, Ottawa. These schools may include such a wide range of courses 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 provide for 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 others 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 account-

laire urbain, offrent des choix variés aux élèves; cours de formation générale, cours techniques, d'agriculture, d'économie domestique, de commerce; les élèves peuvent souvent choisir deux de ces domaines, ou même davantage.

Les provinces organisent, pour parfaire l'œuvre commencée dans les écoles secondaires professionnelles, des écoles d'arts et métiers et des instituts techniques, à l'échelon provincial. Certaines de ces institutions se placent nettement au niveau post-secondaire; elles ont pour fonction de former des techniciens hautement spécialisés dans divers domaines. D'autres constituent essentiellement des écoles de métiers où se donnent des cours de six semaines à deux ans, au niveau secondaire pour la plupart. Les cours de brève durée sont d'ordinaire organisés de concert avec la Division de la formation professionnelle au Canada du ministère fédéral du Travail. La gamme des matières est très large: technologie du génie, radiophonie, électronique, horométrie, photographie, métallurgie, sténographie, art culinaire, emploi des machines comptables et apprentissage des métiers spécialisés.

Afin de répondre à la demande de personnel spécialisé de certains domaines, divers ministères ont organisé des cours et même des écoles où s'enseignent des métiers tels que ceux de la fabrication du papier, de l'industrie textile, minière ou forestière, de l'agriculture, de la navigation, de l'industrie laitière. Les forces armées forment un bon nombre de leurs membres en vue de postes militaires techniques, aident ceux qui le désirent à suivre des cours au dehors et en encouragent beaucoup à suivre des cours par correspondance des universités ou des ministères de l'éducation.

Les instituts techniques et les écoles d'arts et métiers reçoivent dans plusieurs cas l'aide des industries qu'intéressent les cours donnés. Cette aide prend la forme d'une assistance financière, de l'embauchage des étudiants pendant leurs vacances, d'une participation à l'établissement des cours d'études ou de la fourniture de matériel d'enseignement.

Une bonne part de la formation des élèves leur est donnée par la méthode des stages pratiques. Des institutions privées, dont certaines ne donnent l'enseignement que par correspondance, offrent des cours très divers, depuis la coiffure pour dames jusqu'à l'étude technique des moteurs diesel, depuis l'administration des postes jusqu'à la musique et à la peinture.

Les cours de génie et de sciences appliquées et la préparation aux carrières libérales se donnent au niveau universitaire à des collèges ou facultés de génie, de droit, de médecine, de commerce et de pédagogie. Ces collèges, comme les facultés, font d'ordinaire partie intégrante de l'université.

Tandis que les écoles secondaires de commerce préparent leurs élèves à devenir teneurs de livres, sténographes, etc., dans les affaires et l'industrie, et que les écoles universitaires de commerce forment les

ants, 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 from 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 1956-57 there were 123,383 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 1955 about 73 p.c. of all teachers were women and 28 p.c. were married women, mainly due to the shortage

comptables, de nombreux "collèges commerciaux" privés forment chaque année environ 12,000 teneurs de livres, dactylos et sténos au moyen de cours réguliers ou à temps partiel et enseignent à quelque 20,000 autres, le soir ou par correspondance.

Les infirmières sont formées dans des écoles rattachées aux grands hôpitaux; elles peuvent recevoir une instruction plus poussée à plusieurs des universités dont la faculté de médecine possède un hôpital universitaire.

Un régime d'apprentissage est maintenu par les autorités des provinces dans les métiers spécialisés; il doit se conformer aux règlements établis par les provinces, lesquelles reçoivent à cette fin une aide financière du ministère fédéral du Travail.

Les locaux des écoles professionnelles, des instituts techniques et des écoles d'arts et métiers servent d'ordinaire, le soir, à des réunions d'adultes désireux de se perfectionner dans leur métier, d'en apprendre un autre ou de se distraire en pratiquant un art ou une technique nouvellement acquis. Les cours du soir qui se donnent dans les locaux des écoles professionnelles sont ordinairement organisés par les commissions scolaires locales avec l'aide de subventions du gouvernement provincial.

Les maîtres

La plupart des provinces exigent des candidats à l'enseignement primaire élémentaire qu'ils aient au moins achevé leurs études secondaires et aient reçu en outre un an de préparation professionnelle. La plupart des instituteurs de l'école primaire élémentaire reçoivent une formation d'un an, après leur diplôme de l'école secondaire, en suivant des cours professionnels et en s'exerçant à l'enseignement soit à un collège d'instituteurs, soit à une école normale. Dans les institutions secondaires, les enseignants sont d'ordinaire des diplômés d'université qui ont fait en outre une année de préparation professionnelle à un collège universitaire d'éducation ou dont les études universitaires étaient orientées spécialement vers l'enseignement. On a tendance à confier de plus en plus aux universités la formation des instituteurs de l'école primaire et celle des professeurs de l'école secondaire.

Il y avait au Canada, en 1955, 120 écoles normales ou collèges d'éducation (dont 101 dans le Québec) et 24 collèges universitaires d'éducation; il sort chaque année de ces institutions environ 10,000 enseignants nouveaux. En 1956-1957, les écoles publiques primaires et secondaires des dix provinces du Canada comptaient 123,383 enseignants à temps complet.

La plupart des instituteurs d'écoles publiques sont rémunérés selon une échelle de traitements variant avec la localité, adhèrent à un système provincial de fonds de retraite et font partie d'une association professionnelle provinciale. En 1955, les femmes comptaient pour 73 p. 100 dans leurs effectifs; 28 p. 100 environ étaient des femmes mariées, en

of teachers. 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 25 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 almost 2 p.c. of the total teaching staff came from outside the country.

Exclusive of Quebec's teachers, for whom data were not available, about 22 p.c. of all teachers were university graduates, 48 p.c. had senior matriculation (one year beyond high school completion) and at least one additional year of professional training. The remaining 30 p.c. had less schooling and training and about one-sixth 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 standards of culture and scholarship and to turn out highly skilled professional citizens with a potential for leadership.

There were 8 provincial universities, most of which have colleges and professional schools affiliated to them. In addition, there are 47 independent, degree-granting universities and colleges, 112 arts and science colleges 77 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. They 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)

raison surtout de la pénurie de personnel. Environ 67 p. 100 des femmes enseignantes avaient de 25 à 45 ans. Les hommes étaient un peu plus vieux en moyenne, mais 60 p. 100 d'entre eux avaient de 24 à 45 ans. Les hommes étaient mariés dans la proportion de 60 p. 100. Fait curieux, la rareté du personnel enseignant avait accru sa mobilité: environ 16 p. 100 avaient enseigné auparavant en dehors de la province où ils enseignaient alors, et presque 2 p. 100 venaient de l'étranger.

Mis à part les enseignants du Québec, au sujet desquels les statistiques manquaient, environ 22 p. 100 des effectifs nationaux se composaient de diplômés d'université, 48 p. 100 avaient fait leur école secondaire et l'année qui la prolonge (*senior matriculation*) ainsi qu'une année au moins d'études pédagogiques. Le reste (30 p. 100) possédaient une scolarité et une formation moins poussées; le sixième de ces derniers ne détenaient qu'une autorisation valable pour un an.

Le nombre des enseignants, à l'heure actuelle, se répartit à peu près également entre les écoles des grandes et des petites villes, des villages et de la campagne; c'est dans les grandes villes, cependant, qu'il s'accroît le plus rapidement.

L'éducation universitaire

De même que l'enseignement primaire et secondaire se divise en un courant anglais et un courant français, l'éducation supérieure suit deux voies parallèles, différentes quant à leur origine, leurs traditions et leur mode d'organisation, mais toutes deux orientées vers l'amélioration des niveaux de culture et la formation de professionnels hautement compétents et capables d'accéder aux classes dirigeantes de la société.

Il existe 8 universités relevant d'administrations provinciales; autour de la plupart d'entre elles gravitent des collèges et des écoles professionnelles. Il existe en outre 47 universités et collèges indépendants autorisés à décerner des diplômes, 112 collèges où s'enseignent les arts et les sciences, 77 écoles professionnelles et 37 "junior colleges" (collèges préparatoires), la plupart affiliés à une institution universitaire. Les trois principales universités où l'enseignement se donne en français sont constituées sur le modèle des universités de France; ce sont l'Université de Montréal, l'Université Laval et l'Université de Sherbrooke, toutes trois dans la province de Québec. L'Université d'Ottawa, dans l'Ontario, et l'Université Saint-Joseph, dans le Nouveau-Brunswick, donnent leur enseignement partie en anglais, partie en français. Les autres institutions autorisées à décerner des diplômes, sauf rares exceptions, ont d'abord été constituées sur le modèle des universités d'Angleterre, puis ont évolué sous l'influence des universités des Etats-Unis tout en s'adaptant aux conditions canadiennes. La plupart ne donnent leur enseignement qu'en anglais.

Pour être admis aux universités de langue anglaise, il est nécessaire de posséder soit le diplôme d'immatriculation (fin de l'école secondaire) soit

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 1955-56 consisted of about 72,200 full-time students, plus over 30,000 others taking part-time evening, extra-mural, summer or other courses of university grade. In addition there were about 30,000 full-time pre-matriculation students enrolled during the regular session, and 50,000 in all other courses including those offered during the regular session, at summer school and extra-murally. More than 20 p.c. of the university grade students and a greater proportion of all others were women. During 1955-56 12,978 students were granted their first degree, 1,539 earned the master's degree and 266 the doctorate. 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 col-

celui de l'année qui prolonge le cours secondaire (*senior matriculation*). Le diplôme lettres-arts ou sciences s'obtient normalement trois ans après la *senior matriculation* (quatre ans après, dans le cas de l'étudiant qui se spécialise dans une matière ou dans deux matières parentes, ce qui s'appelle suivre un cours d'"honours"). Pour être admis aux cours professionnels, les conditions à remplir varient d'une faculté à l'autre; dans certains cas, il est nécessaire d'avoir suivi en partie ou jusqu'à son terme le cours lettres-arts. Les cours professionnels peuvent ne conduire au diplôme qu'après des études de trois à sept ans.

A la plupart des universités, il est possible de se livrer à des travaux post-universitaires dans un ou deux domaines particuliers, tandis qu'aux universités les plus grandes ces travaux sont possibles dans plusieurs facultés. La licence s'obtient un an après le baccalauréat du cours d'"honours" ou, dans certains cas, après plus d'un an. Il faut ensuite deux années pour le doctorat.

La plupart des étudiants qui s'inscrivent aux universités françaises ont au préalable obtenu le baccalauréat ès arts qui couronne le cours classique; après un an d'études à l'université, ils peuvent obtenir la licence, appelée aussi maîtrise ès arts, et après deux années de plus le doctorat. Pour le baccalauréat ès sciences, en génie ou en commerce, on peut passer de l'école publique secondaire ou du collège classique à l'université.

En 1955-1956, il y avait aux universités et collèges du Canada environ 72,200 étudiants réguliers, en plus de 30,000 autres inscrits à des cours du soir, à des cours donnés en dehors des facultés, à des cours d'été ou à d'autres catégories de cours de niveau universitaire. Il y avait en outre environ 30,000 étudiants réguliers dans les classes précédant l'immatriculation, et 50,000 étudiants inscrits aux cours de toutes catégories autres que les cours réguliers, y compris certains cours qui se donnent en même temps que les cours réguliers, et y compris les cours d'été ainsi que les cours donnés en dehors des facultés. Aux universités, les femmes comptaient pour plus de 20 p. 100 des effectifs; leur proportion était plus forte encore dans toutes les autres catégories de cours. Durant l'année 1955-1956, 12,978 étudiants ont obtenu leurs diplômes du premier degré, 1,539 leur licence ou maîtrise, et 266 leur doctorat. Le plus grand nombre des inscrits aux cours d'été et aux cours donnés en dehors des facultés étaient des enseignants.

Les ressources financières de l'enseignement

Les commissions scolaires trouvent leurs principales sources de revenus dans l'imposition directe des propriétés et dans les subventions que leur versent leurs provinces respectives. A Terre-Neuve, toutefois, les finances scolaires proviennent de subventions provinciales, de la perception de droits peu élevés et de diverses autres contributions. Dans les autres provinces, la part relative du gouvernement provincial s'établit entre un peu plus de la moitié et

lected, 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 or bilateral lighting, folding or otherwise moving partitions, ramps instead of stairs, rooms planned for projects or projection, nusite 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 have ample room in which to expand.

un peu moins du tiers des ressources scolaires. Les droits d'inscription, là où il en est perçu, ont un rendement relativement faible; la source principale est constituée par les impôts directs sur la propriété. En général, les administrations municipales consacrent le tiers ou environ de leurs revenus à l'instruction publique, et les gouvernements provinciaux environ 18 p. 100 des leurs. La part du gouvernement fédéral est fournie sous la forme de subventions directes ou de sommes proportionnées destinées à la formation professionnelle, d'une assistance indirecte en bourses d'études et en fonds de recherche, ainsi que d'une subvention aux universités à tant par étudiant.

Les institutions universitaires recevaient en 1954 à peu près 52 pour cent de leurs ressources d'administration courante des administrations provinciales et fédérale, 30 p. 100 des droits d'inscription, 7 p. 100 de fondations et de dons et 11 p. 100 d'autres sources. Les écoles privées doivent compter exclusivement sur les droits d'inscription, les dons privés et les sommes provenant des sociétés ou organismes qui les patronnent.

Les bâtiments scolaires

Pendant la crise économique des années trente, on laissa se détériorer la plupart des bâtiments scolaires et on n'en construisit que très peu de neufs. Pendant la guerre, le manque de main-d'œuvre et de matériaux aggrava encore cette situation. L'après-guerre a vu enfin un extraordinaire effort de construction, qui se poursuivra encore, apparemment, au moins quelques années. Il s'agit, non seulement de remplacer un grand nombre de bâtiments vieillis, mais de répondre à l'accroissement constant des effectifs scolaires.

Beaucoup de "petites écoles" rurales ont été fermées, ou remplacées par des bâtiments modernes dont certains servent aussi de centres communautaires. Dans les centres, tant ruraux qu'urbains, on préfère à l'heure actuelle les écoles sans étage, dont l'architecture et l'aménagement sont conçus de façon pratique en fonction des méthodes modernes d'éducation. Un grand nombre de ces écoles ont recours aux innovations techniques de notre époque: éclairage indirect ou bilatéral, cloisons mobiles ou escamotables, rampes au lieu d'escaliers, salles à utilités spéciales, salles de projection, cloisons de verre de teinte verte ou autre, mobilier rangeable, abondant espace de rangement. Les peintures, l'éclairage tiennent compte des effets psychologiques des diverses couleurs, en même temps qu'on élimine tout ce qui peut éblouir ou fatiguer la vue.

Il n'en subsiste pas moins, ici et là, des écoles-cabanes dans les régions peu habitées, et de tristes bâtiments surpeuplés et mal dégagés dans certains quartiers de villes. D'ailleurs, les autres niveaux de l'enseignement connaissent encore, eux aussi, ce problème. Les collèges, par exemple, ne sont pas tous installés encore sur de vastes terrains soigneusement organisés en vue de l'avenir. Il en est cependant qui se sont trouvés à l'étroit au cœur d'une ville en pleine croissance et qui ont pu se transplanter à la périphérie; d'autres, même au cœur de la ville, ont assez d'espace pour se développer.

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 Citizen's 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 L'Institut Canadien 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.

L'éducation des adultes

Le rôle croissant que jouent les études formelles dans la vie des gens à provoqué un afflux d'étudiants dans les institutions secondaires et universitaires et donne un élan à toutes les formes d'enseignement qui s'adressent aux jeunes et aux adultes en dehors des cours réguliers. L'enseignement aux adultes eut d'abord pour objet de faire faire leurs classes à ceux qui avaient été privés de l'instruction primaire dans leur enfance. Aujourd'hui, il s'adresse à tous les citoyens et comprend des cours de tous les niveaux, donnés à la radio, à la télévision, par le film, dans les journaux, les revues, et par des livres. Les domaines touchés sont fort nombreux, depuis l'éducation de base donnée aux immigrants jusqu'à l'organisation des loisirs, aux techniques de métiers, aux techniques de récréation, aux cercles d'études sur les problèmes du foyer ou du milieu de travail, ou enfin aux beaux-arts. Les cadres d'organisation et d'enseignement sont fournis par les institutions, les services provinciaux ou fédéraux, les commissions scolaires, les universités, les sociétés bénévoles, les particuliers.

Certains programmes d'éducation des adultes sont devenus bien établis et atteignent toutes les parties du pays: les Citizens' and Farm Forums de Radio-Canada, appuyés par tout un réseau de cercles d'études; les réunions organisées pour la projection de documentaires de l'Office national du film et suivies de discussions. Sur le plan provincial ou municipal, il convient de mentionner les programmes de So-Ed (Social Education) de la Y.M.C.A. et de la Y.W.C.A., les écoles de coopération des syndicats de vente du blé, les associations patronales et ouvrières et les réunions des Farm Women's Institutes. (Note du traducteur: cet article, destiné plus particulièrement au public de langue anglaise, ne s'arrête pas à énumérer les initiatives analogues qui foisonnent au Canada français: cours de coopération, de sociologie, d'artisanat, de folklore, etc.) Certaines écoles sont d'un caractère inédit: L'Ecole des beaux-arts de Banff, qui donne des cours d'été de plus en plus fréquentés; la Camp Laquemac School of Community Programmes for Leadership, où le français et l'anglais sont sur pied d'égalité; enfin l'expérience que constituent les cours de production et de vente coopérative organisés par l'Université Saint-François-Xavier, d'Antigonish (Nouvelle-Ecosse).

Deux organismes parallèles, la Canadian Association for Adult Education et l'Institut canadien d'éducation des adultes, coordonnent les nombreux groupes qui travaillent dans ce domaine et leur facilitent la tâche de diverses façons.

Bien que l'éducation des adultes comprenne toute la gamme entre les activités récréatives et celles d'ordre culturel, on tend d'ordinaire à développer avant tout la vie de la collectivité, tout en enrichissant, dans bien des cas, la vie économique, sociale ou spirituelle des participants. Le nombre de ceux-ci dépasse les 200,000, sans compter ceux qui bénéficient indirectement de cette éducation.

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 co-ordinate 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 close to 85,000 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

Les organismes nationaux

Il n'existe pas de ministère ou autre organisme fédéral d'éducation, mais plusieurs services de l'Etat fédéral déplient une activité d'ordre éducatif. Par exemple, la Division de l'éducation du Bureau fédéral de la statistique établit et publie des statistiques et une documentation connexe sur l'éducation au Canada. La Division de la formation professionnelle au Canada du ministère du Travail fixe le montant des subventions fédérales aux écoles professionnelles et publie, à l'occasion, des textes relatifs à la formation professionnelle. La Division des affaires indiennes du ministère de la Citoyenneté et de l'Immigration administre des écoles indiennes dans les provinces, et le ministère du Nord canadien et des Ressources nationales administre toutes les écoles des Territoires du Nord-Ouest. Le ministère des Finances répartit entre les provinces des subventions destinées aux universités.

Dans tout le Canada, il existe des associations d'éducation de caractère local, provincial ou fédéral, aux buts très divers et d'envergure variable aussi; certains ne sont que des groupements de village ou de quartier sans constitution précise; d'autres se ramifient par tout le pays, ont un secrétariat permanent et un programme bien défini. Certaines ont pour objet d'aider telle ou telle école, d'autres d'influencer l'orientation de l'enseignement à l'échelon provincial, de travailler sur un plan particulier dans plusieurs provinces, ou encore de représenter à l'étranger les associations d'éducation. Celles qui sont d'envergure fédérale ont d'ordinaire pour objet de coordonner les activités régionales, de fournir des cadres, d'orienter les initiatives intéressant l'éducation.

L'Association canadienne d'éducation, fondée en 1892, existe sur le plan national; elle est soutenue par les dix départements provinciaux de l'Education ou de l'Instruction publique, par des subventions d'un nombre considérable de commissions scolaires et par les cotisations de membres individuels. Elle a un secrétariat permanent à Toronto, publie le trimestriel *Canadian Education*, sert de point de rencontre pour tout ce qui concerne l'instruction publique et assure la liaison entre les provinces. Elle a entrepris la réalisation d'un certain nombre de projets de grande ampleur et présente des rapports sur le recrutement des enseignants, l'hygiène, l'enseignement pratique, l'administration scolaire.

Les enseignants de la plupart des provinces sont groupés en une ou plusieurs fédérations consacrées à la défense des intérêts de leurs membres et à l'amélioration de l'éducation. Plusieurs sont dotées de secrétariats permanents et d'un organe, tiennent un congrès chaque année et sont représentées dans divers comités d'éducation ayant un rôle ou bien spécialisé ou bien plus ou moins permanent. La Canadian Teachers' Federation (Fédération canadienne des instituteurs), fondée en 1919, compte près de 85,000 membres et représente les fédérations d'instituteurs de toutes les provinces, à l'exception de celle des instituteurs catholiques de langue française du Québec. Elle a un bureau central à Ottawa, organise des

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 Éducateurs 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, L'Institut Canadien 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.

conférences annuelles et représente les instituteurs au Canada et à l'étranger. Son directeur des recherches, en consultation avec son comité consultatif des recherches, a dirigé des enquêtes concernant les finances scolaires, l'utilisation de la radio à l'école, la formation des instituteurs et la certification de leur compétence.

L'Association des commissaires d'école du Canada (Canadian School Trustees' Association) réunit chaque année en conférence les représentants des organismes provinciaux, pour étudier surtout les questions d'administration scolaire. Elle a aussi organisé des recherches en matière de finances scolaires.

La Canadian Home and School and Parent-Teacher Federation (Fédération canadienne de l'école et du foyer et des parents et instituteurs) tient un congrès chaque année et oriente dans une certaine mesure les organismes provinciaux de langue anglaise.

Le principal organisme français d'envergure multiparticulaire est l'Association canadienne des éducateurs de langue française.

La Conférence nationale des universités canadiennes constitue un lieu de rencontre pour les universitaires en même temps qu'un organisme grâce auquel les institutions qui en font partie peuvent agir collectivement.

La Canadian Association for Adult Education sert d'organe coordonnateur, organise des débats à la radio, des conférences, et publie *Food for Thought*; elle a son bureau permanent à Toronto. Dans la province de Québec, l'Institut canadien d'éducation des adultes joue le même rôle auprès des Canadiens français.

De nombreux autres organismes ou associations, à buts plus ou moins spécialisés, contribuent à l'éducation des Canadiens.

Vue d'ensemble de la situation scolaire

En 1951, la durée moyenne de la vie atteignait 66 ans pour les hommes et 71 ans pour les femmes; il en résulte un nombre relativement accru de vieillards, mais l'accroissement du nombre des naissances a maintenu dans la même proportion de la population totale le nombre des enfants et adolescents d'âge scolaire. Le cinquième de la population, soit 2,468,880 personnes, a fréquenté l'école pendant une période de temps quelconque durant l'année scolaire 1950-1951. La même année, 2 p. 100 de la population active du Canada (de 14 ans en montant) enseignaient à l'école. Sur les 110,500 enseignants, environ 90,000 étaient employés aux écoles des autorités publiques et 5,400 aux collèges et universités.

La population étudiante, dans sa majorité, était âgée de 5 à 24 ans. Avant l'âge de 6 ans, il n'y avait qu'un peu plus de 25 p. 100 des enfants qui fréquentaient l'école; en 1950-1951, 75 p. 100 des enfants de

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 who 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; ten years later 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.

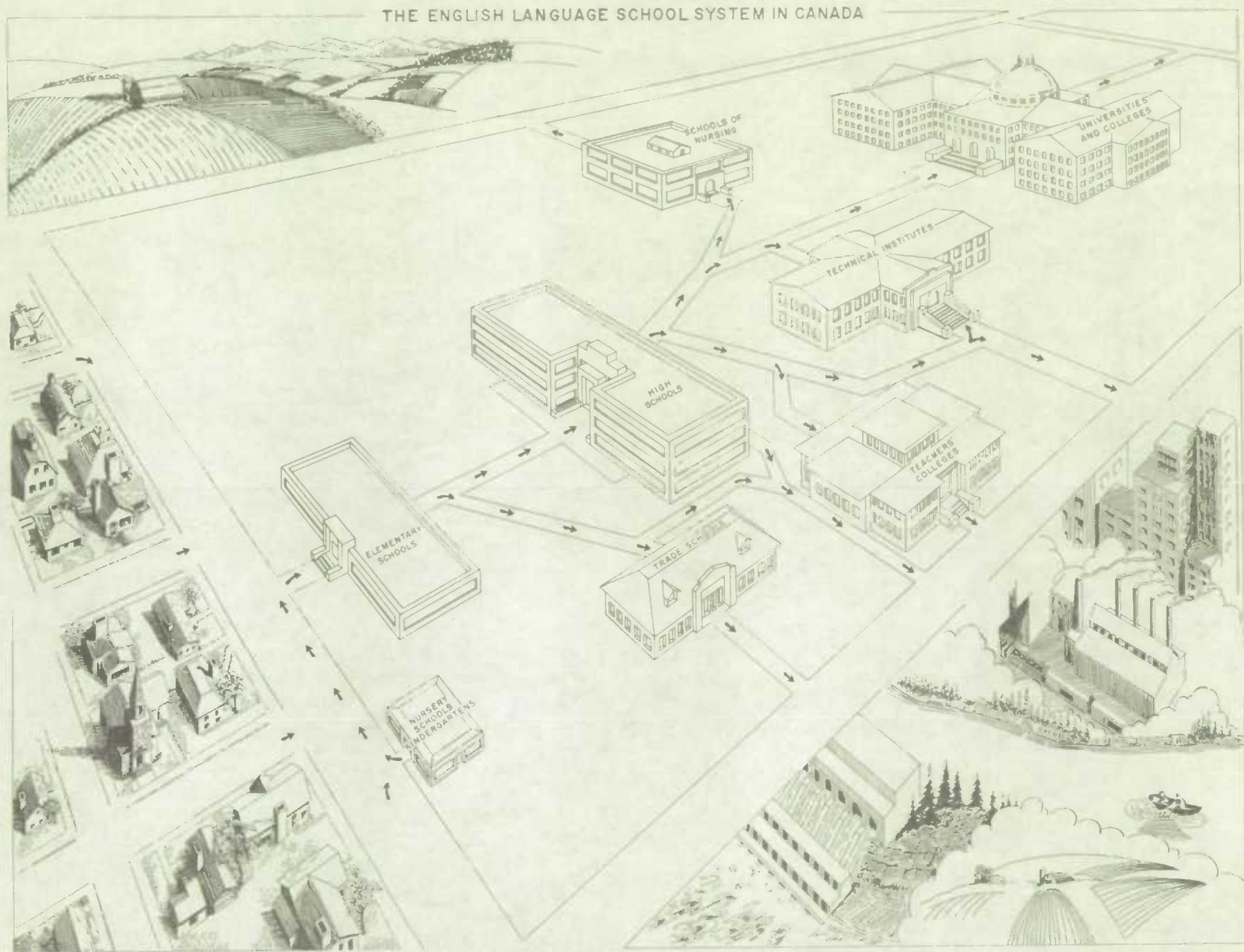
6 ans allaient à l'école, et 95 p. 100 des enfants de 7 à 13 ans. En moyenne générale, la scolarité des enfants était de 8.2 ans.

L'analphabétisme ne pose plus de problème grave au Canada depuis bien des années. En 1951, environ 2 p. 100 des Canadiens de 10 ans et plus ont déclaré n'avoir jamais fréquenté l'école; d'autres, plus nombreux, ont déclaré ne l'avoir fréquentée que de un à quatre ans. Sur ceux qui ne fréquaient pas l'école, un petit nombre ne le pouvait pas faute de dispositions naturelles, et un nombre plus considérable avait passé l'âge de la scolarité. Les autres qui ne pouvaient le faire, à cause de la distance ou pour d'autres raisons, bénéficiaient pour un bon nombre de cours du soir.

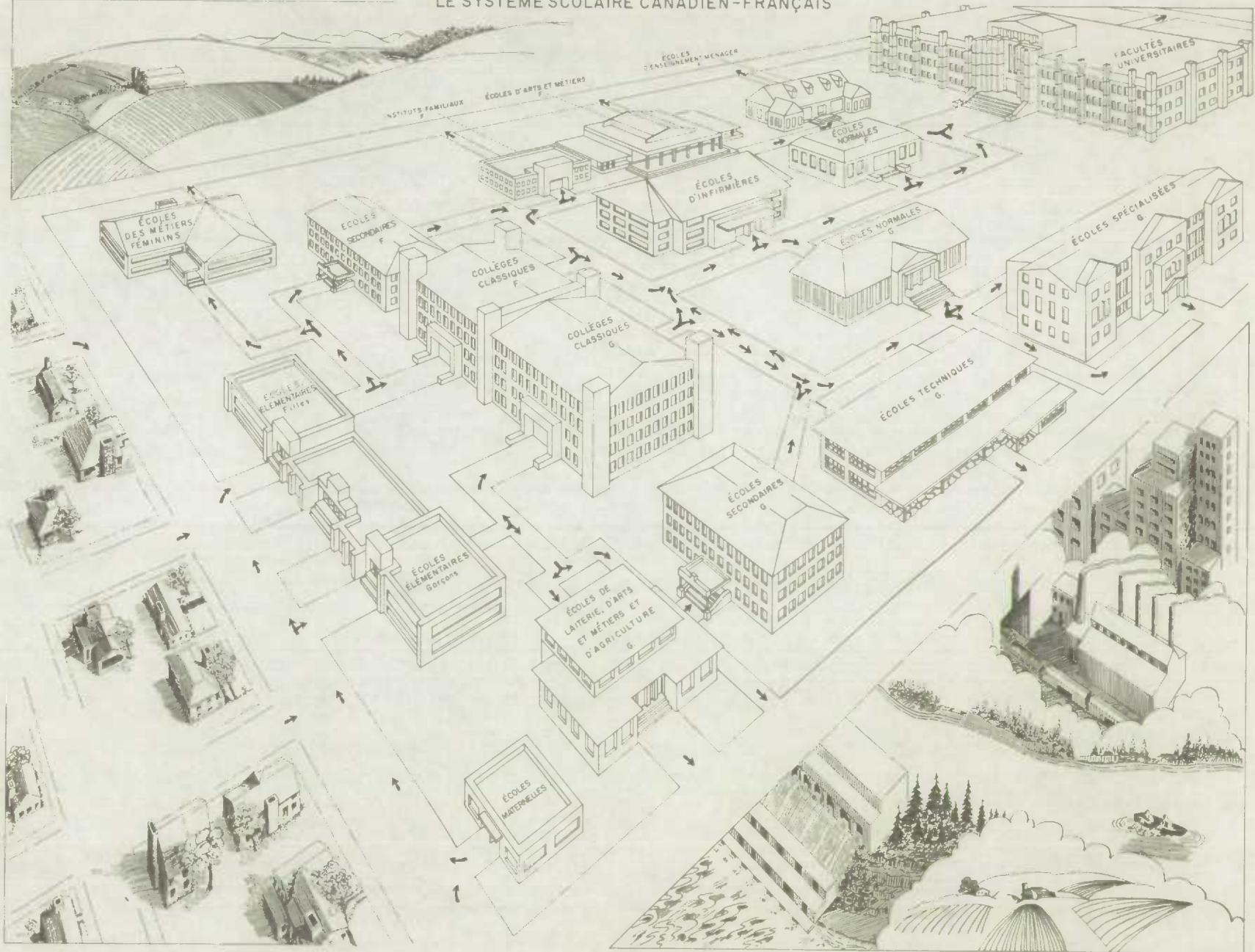
Les inscriptions aux écoles secondaires et aux collèges se multiplient. En 1944-1945, les étudiants des universités constituaient 4.5 p. 100 de la population de 18 à 21 ans; dix ans plus tard, le pourcentage s'était élevé à 7.5 et paraissait devoir continuer à croître.

En raison du rapide accroissement de la population scolaire et étudiante, qui se continuera probablement pendant une vingtaine d'années au moins, la plus grande préoccupation des éducateurs canadiens est, à l'heure présente, de développer autant qu'il le faut les cadres et l'organisation matérielle de l'enseignement. Les deux problèmes principaux sont celui de trouver les fonds nécessaires pour la construction des nouvelles écoles et celui de recruter le personnel enseignant contre la concurrence du commerce, de l'industrie, des forces armées et des autres professions dans une économie en pleine expansion. Les autres décisions qu'il faut prendre ensuite relèvent de domaines divers: établissement de nouvelles écoles; relations entre les grandes circonscriptions scolaires et les unités scolaires municipales, auxquelles il appartient de lever les impôts scolaires, particulièrement là où les territoires scolaires et municipaux ne coïncident pas; adaptation des écoles aux besoins des élèves des écoles secondaires, de plus en plus nombreux en proportion de l'ensemble et se dirigeant vers des spécialisations de plus en plus variées; nécessité de développer les moyens de transport vers les écoles centrales, de plus en plus nombreuses.

THE ENGLISH LANGUAGE SCHOOL SYSTEM IN CANADA



LE SYSTÈME SCOLAIRE CANADIEN-FRANÇAIS



BRIEF BIBLIOGRAPHY OF CANADIAN EDUCATION

PETITE BIBLIOGRAPHIE DE L'ENSEIGNEMENT AU CANADA

This guide to reading on Canadian education is for those who wish to know about education in Canada, how it developed in the provinces and how it is presently organized, administered and financed. It is intended to meet the present healthy interest in schools and related institutions at work and the desire to know more about how these institutions are provided. The references given are broad enough in coverage for administrators, superintendents, teachers and parents.

The General section consists of works which give an overview of the education scene. Several of them should be available in the libraries of countries outside Canada. The other categories, arbitrarily selected, deal more explicitly with some phase of Canadian education.

It will be realized that the problem of selection was difficult. There was no comprehensive general bibliography from which to select representative books and articles. Instead, available bibliographical material was scanned along with as many publications as could be tracked down from whatever sources. This has resulted in certain weaknesses and some unevenness in range and quality.

It was discovered that there were areas which are virtually unexplored and others which have received full attention. For example, there were too few selections covering the history of education for Canada but ample coverage for the Manitoba school question. In some cases the problem was to make a choice among standard works; in others it was a matter of selecting an unpublished thesis or magazine article. Perhaps this bibliography will point up certain areas where additional research should be conducted and reports prepared.

The order and classification herein will not be found to be entirely satisfactory to everyone. Many educators will find treasured references missing. Some improvement can be hoped for in future editions. However, as there is no Canadian system of education but rather eleven public school systems, private schools and colleges, federal and provincial government schools and distinct differences between the secondary and university levels this must suffice for the present. The written account was intended to give some idea of all this variety and the bibliography to provide references for those wishing to know more than can be learned in a few pages.

There are a limited number of cross-references, given by number only. These were added wherever there was some question as to whether the item belonged properly in one category or another or straddled the two. An index by authors follows. A listing of periodicals and reports including most periodicals of an educational character completes the publication.

Ce guide bibliographique de l'enseignement au Canada s'adresse à ceux qui désirent se renseigner sur l'enseignement au Canada, sur la façon dont il s'est développé dans les provinces et sur son mode actuel d'organisation, d'administration et de financement. Il est destiné à répondre à l'intérêt que l'on porte actuellement aux écoles et aux institutions para-scolaires et au désir que l'on éprouve d'en savoir davantage à leur sujet. Les mentions sont assez nombreuses pour répondre aux besoins des administrateurs, surintendants, professeurs et parents.

La section générale comprend les écrits qui donnent un aperçu de l'ensemble de l'enseignement. Plusieurs de ces écrits doivent se trouver dans les bibliothèques étrangères. Les autres sections, qui réunissent des écrits choisis arbitrairement, portent plus explicitement sur un aspect particulier de l'enseignement au Canada.

Le choix des écrits a posé un problème épineux. Il n'existe pas de bibliographie générale complète où l'on puisse relever des livres et articles représentatifs. Il a fallu scruter les bibliographies existantes ainsi que les publications de toutes sources sur lesquelles on a pu mettre la main. Voilà pourquoi il y a certaines carences dans la présente bibliographie et les sections en sont d'envergure et de qualité inégales.

On a découvert qu'il existe des domaines pour ainsi dire inexplorés et d'autres qui sont pleinement fouillés. Par exemple, il n'existe pas assez de mentions d'écrits au sujet de l'histoire de l'enseignement au Canada, mais il en existe amplement au sujet de la question scolaire manitobaine. Dans certains cas, il a fallu faire un choix parmi des ouvrages bien connus; dans d'autres cas, il s'est agi de mentionner une thèse non publiée ou un article de revue. La présente bibliographie fera peut-être ressortir certains domaines au sujet desquels il faudrait pratiquer des recherches et rédiger des rapports.

L'ordre et la classification de la bibliographie ne paraîtront pas tout à fait satisfaisants à tous. Beaucoup d'éducateurs n'y trouveront pas la mention d'ouvrages qui leur sont chers. Les éditions futures apporteront peut-être des améliorations. Cependant, comme il existe au Canada, non pas un système scolaire, mais plutôt onze systèmes scolaires publics, des écoles et collèges privés, des écoles fédérales et provinciales et des différences bien marquées entre les échelons secondaire et universitaire, la présente bibliographie devrait suffire pour cette fois. L'aperçu sur les systèmes scolaires vise à donner une idée de cette variété et la bibliographie est destinée à guider ceux qui désirent en savoir plus long.

La bibliographie comporte un certain nombre de renvois numériques. Ces renvois ont été ajoutés chaque fois que la catégorie propre à un écrit était incertaine ou qu'un écrit relevait de deux catégories. La bibliographie est suivie d'un index des auteurs ainsi que d'une liste des périodiques et rapports qui renferme la plupart des périodiques d'intérêt scolaire.

GENERAL - GÉNÉRALITÉS

See also items — Voir aussi nos 82, 88

1. *Canada and Its Provinces*. Eds. Adam Shortt and Arthur G. Doughty. Toronto: Glasgow Brook, 1914, 23 vols. A history of the Canadian people and their institutions, by one hundred associates. Vol. 23 contains a detailed index listing articles on special phases of education and education in all provinces and territories.

2. **Canada, Department of External Affairs, Information Division.** Reference Papers on education for distribution outside of Canada. No. 45. *The Canadian System of Education* revised Jan. 1956, 17 pp., by F.E. Whitworth, Education Division, Dominion Bureau of Statistics, gives a general description of the organization of Canada's school system. No. 58, *Canadian Universities*, 1951, 20 pp., is now out of date but still gives some idea of the organization of higher education in Canada with historic notes on many of the institutions. No. 56, *Canadian Government Contributions to Higher Education* produced Dec. 1955, 16 pp., in the Higher Education Section, Education Division, D.B.S., discusses federal grants to the Universities, assistance to students including scholarships, bursaries and other aid contributed through Departments of Government, crown corporations and other governmental bodies.

3. **Canada, Dominion Bureau of Statistics, Information Services Division.** *The Canada Year Book* and *Canada, The Official Handbook of Present Conditions and Recent Progress*. The Yearbook was published privately from 1867 to 1879 under the title Yearbook and Almanac of Canada, next officially as an annual volume from 1885 to 1905 as the Statistical Yearbook of Canada, and since as the Canada Year Book from 1905 to date, in both English and French editions. Each volume contains a chapter on education giving a brief general survey of education, summary statistics and notes on related cultural activities and research. The Handbook which first appeared in 1930 is a profusely illustrated annual publication. Its treatment of education is somewhat lighter than that of the Year Book. Several pages are given to education of Indians and Eskimos. The education chapter of the 1955, 1956 and 1957 Handbooks have been published as reprints under the titles, *Education in Canada, Picture Story, 1955; Variety Characterizes Canadian Education, 1956; and Patterns of Schooling in Canada, 1957*.

4. **Association of Universities of the British Commonwealth.** *Commonwealth Universities Yearbook*. London, England: The Association, published annually, gives a brief history of the growth of the universities, officers and staff of each institution, some general information, the numbers of students enrolled and important events of the current year.

5. *Encyclopedia Americana*. New York: Americana Corporation, 1939, 1953. Vol. V, 1939, "Canadian Educational System", by J.E. Robbins, pp. 459-69;

"Catholic Education", by James F. Kenney, pp. 469-73. Vol. V, 1953, "Canada - Educational System", by J.E. Robbins, pp. 398-405; "Adult Education", by J.R. Kidd, pp. 405-406; "Catholic Education in Canada", by Charles Bilodeau, pp. 408-413.

6. *The Encyclopedia of Canada*. Ed. W. Stewart Wallace. Published in 1935 by the University Associates of Canada with a Newfoundland supplement published in 1949. Vol. II: 262-281 contains articles on various aspects of education such as: adult, commercial, secondary, higher, technical and vocational; outlines the history of schools and describes their status in the early 30's.

7. *Encyclopedia Canadiana*. Ed. John E. Robbins. Published by the Grolier Society of Canada, 1958, 10 vols. The encyclopedia contains authoritative articles on most aspects of education such as the English system by C.E. Phillips, the Quebec system by Léon Lortie and shorter sections on Adult, Agricultural, Commercial and other education.

8. *Encyclopedia of Educational Research*. Ed. Walter S. Monroe. New York: Macmillan, 1950 (revised ed.), 1520 pp. The detailed index in this informative volume gives numerous quotations on Canadian education.

9. **Unesco and International Bureau of Education.** 1. *International Yearbook of Education*, about 400 pp. 2. *Report of Annual International Conference on Public Education*. 3. Reports on specific phases of education from questionnaires to ministers of education.

The Yearbook first published in 1933, in French and English after World War II, provides a general survey of education and specific information on some 70 countries. The special reports deal with topics related to the annual conference such as: Financing of Education, Secondary Teachers' Salaries, Primary Teacher Training, School Inspection, etc. published jointly by Unesco, Paris, and the International Bureau of Education, Geneva.

10. **Unesco. World Handbook of Educational Organizations**, Paris, 1951, 469 pp. and an expanded edition *World Survey of Education*, Paris, 1954, 943 pp. are fairly comprehensive publications on education, the former covering 38 countries with some information on 19 others, the latter reporting on 194 national or territorial areas. Both deal with the organization and administration of education, statistics of pupils, teachers and institutions at four levels and in most cases provide a schematic diagram illustrating the organization of schools. New editions are to follow at about three-year intervals in English and French.

11. *The Year Book of Education*. New York: World Book Co., about 600 pp. Annual, 1932 to 1940 and 1948 to date. Each volume develops some phase of education; many of them have a section on Canada.

BIBLIOGRAPHIES

12. L'Association Canadienne des Éducateurs de Langue Française. *Bibliographie analytique de la littérature pédagogique canadienne-française*. Par Alice Ratté et Gilberte Gagnon, Montréal: L'Association, 1952, 108 pages. Sélection fort complète jusqu'à l'année 1952, avec commentaires.

13. Canadian Education Association. *Graduate Theses in Education 1913-1952*, (Partial list). Toronto: The Association, 1952, 33 pp. Supplement A., 1954, 10 pp. The June issue of *Canadian Education* lists theses on education provided on request by the various schools of education.

14. Eells, W.C. "American Doctoral Dissertations on Education in Canada". *University of Toronto Quarterly*, XXV (Jan. 1956), 249-58. Lists 111 doctoral theses on various aspects of Canadian education, institution at which accepted and date of acceptance. It is assumed that these were written by Canadian students studying in the United States.

15. Humanities Research Council and Canadian Social Science Research Council. *Canadian Graduate Theses in the Humanities and Social Sciences, 1921-1946*. Ottawa: Queen's Printer, 1951, 194 pp. Gives name of candidate, title of thesis, degree and date of submission and a note on content for each thesis. Designed as a contribution to professors, teachers and research workers; pages 28-49 cover education.

16. National Library of Canada. *Canadian Theses, A List of Theses Accepted by Canadian Universities in 1952*. Ottawa: Queen's Printer, 1953, 59 pp. The

first listing was in 1953. Plans call for the publishing of annual compilations gathered with the co-operation of university libraries.

17. Ontario College of Education. *An Annotated Guide to Certain Educational Research Materials Available in Selected Toronto Libraries*. Toronto: The College, Department of Educational Research Series No. 19, 1949, 47 pp. Compiled by members of a research course in education primarily for students doing educational research in Toronto.

18. Ontario College of Education. *Theses in Education, Ontario College of Education, University of Toronto, Since 1898*. Toronto: The College, Department of Educational Research Series No. 20, 1949, 30 pp. This is the most complete Canadian list available for that period. Annual supplement issued.

19. Smith, A.H., et al. *A Bibliography of Canadian Education*. Toronto: Ontario College of Education, Department of Educational Research, University of Toronto, Bulletin No. 10, 1938, 302 pp. Lists 2,324 references, classified under authors and broad headings; and lists Canadian education periodicals, including 14 early journals on education in Ontario.

20. Thomson, Murray and Ironside, Diana J. *A Bibliography of Canadian Writings in Adult Education*. Toronto: Canadian Association for Adult Education, 1956, 56 pp. Lists over 500 selected pamphlets and articles in periodicals and journals, (in English only), published from 1935-1956, grouped under selected subject headings.

HISTORY — HISTOIRE

See also items — Voir aussi n° 177, 179, 194, 202, 203, 208, 209, 212, 217, 220, 222

Canada

21. L'Association Canadienne des Éducateurs de Langue Française. *L'Enseignement français au Canada*. Montréal: Le Centre de Psychologie et de Pédagogie, 1952, 311 pages.

22. British North America Act and Selected Statutes. (§93 Education) Ottawa: Queen's Printer, 1948, 439 pp. Provides the statutes on which responsibility for education by the federal and provincial governments rests and related information.

23. Gibson, George D. "Jesuit Education of the Indians of New France, 1611-1658". Doctor's thesis, University of California, 1940. Deals with the Jesuit attempts to make the savage into a more civilized cultured, rational French citizen. Schooling included reading, writing, religion, singing and vocational subjects.

24. Gosselin, Mgr Amédée. *L'Instruction au Canada sous le Régime français, 1635-1760*. Québec: Laflamme et Proulx, 1911, 501 pages.

25. Groulx, Chanoine Lionel. *L'Enseignement français au Canada*. Montréal: Librairie Granger Frères, 1934 (Tomes I et II, 327 et 270 pages). Le premier tome fait en revue de l'enseignement au Québec depuis l'établissement de la première communauté française jusqu'à nos jours. Le tome II contient un aperçu historique des écoles minoritaires dans les autres provinces du Canada.

26. Langley, G.J. "The Programmes of Study Authorized for Use in the North West Territories to 1905 and in the Province of Saskatchewan to 1931 and the Text Books prescribed in Connection Therewith". M. Ed. thesis, University of Saskatchewan, 1944, 364 pp.

27. Lingard C.C. *Territorial Government in Canada*. Toronto: University of Toronto Press, 1946, 269 pp. The first section deals mainly with economic forces and political aspirations behind the movement for provincial autonomy in Western Canada. The second section deals with relevant negotiations in Ottawa.

28. Phillips, Charles E. *The Development of Education in Canada*. Toronto: Gage, 1957, 625 pp. Part I deals chronologically with developments in different sections of Canada to about 1850. Parts II and III deal topically with administrative developments and with educational thought and practice over the past century. The emphasis throughout is on Canada and Canadians rather than on contributions from abroad.

29. Saint-Louis, Frère. *L'Histoire des Frères des Écoles chrétiennes au Canada*. Montréal: Frères des écoles chrétiennes, 1921, 328 pages. Compte rendu, sous forme de récit, des premières étapes de l'histoire de l'enseignement au Canada.

30. Taché, Alexandre Antonin. *Vingt années de missions dans le nord-ouest de l'Amérique*. Montréal: Eusèbe Senécal, Imprimeur-éditeur, 1866, 245 pages. Le ministère paroissial parmi les indigènes et les premiers colons. Il est parlé d'enseignement à différentes reprises.

31. Toombs, M.P. "Some Aspects of the Growth and Development of Educational Policies in Rupert's Land and in the N.W.T. to 1905". M. Ed. thesis, University of Saskatchewan, 1941, 194 pp.

32. Weir, G.M. *The Separate School Question in Canada*. Toronto: Ryerson, 1934, 289 pp. Provides the legal basis under which separate schools operate.

Atlantic Provinces – Provinces de l'Atlantique

33. Frecker, G.A. *Education in the Atlantic Provinces*. Toronto: Gage, 1956, 112 pp. Quance Lecture Series in Canadian Education. Newfoundland's Deputy Minister of Education reviews the historical antecedents which played an important part in developing the educational systems of the four provinces and surveys present-day education.

34. Hunter, James Jamieson, Jr. "The Organization and the Administration of the Public School System in the Province of Nova Scotia". Doctor's thesis, Syracuse University, 1943, 254 pp.

35. MacNaughton, Katherine, F.C. *The Development of the Theory and Practice of Education in New Brunswick, 1784-1900*. University of New Brunswick, 1947, 268 pp. A study in historical background, colourfully told and well documented.

36. Nova Scotia. Royal Commission on Provincial Development and Rehabilitation. Chapter V, "Education". Halifax: Queen's Printer, 1944, 79 pp.

37. Rowe, Fred W. *The History of Education in Newfoundland*. Toronto: Ryerson, 1952, 147 pp. An interesting and informative book. It covers the early years, developments to date, and predicts future change.

38. Tremblay, Marcel. *50 ans d'éducation catholique et française en Acadie, Caraquet, 1899*. Bathurst: Université du Sacré-Coeur, 1949, 326 pages.

C'est un labeur de 50 ans, dans le domaine de l'éducation en Acadie, que l'auteur fait connaître au grand public.

Quebec and Ontario – Québec et Ontario

39. Fraser, J. *Report of the Commissioners Appointed by Her Majesty to Enquire into the Education Given in the Schools in England, not Comprised within her Majesty's Two Recent Commissions, and to the Commissioners, Appointed by Her Majesty to Enquire into the Schools in Scotland, on the Common School System of the United States and the Provinces of Upper and Lower Canada*. London: Eyre and Spottiswoode, 1866, 435 pp. Surveys the school systems of Upper and Lower Canada, gives some statistics, and discusses their current problems.

Quebec

40. Audet, Louis-Philippe. *Le système scolaire de la province de Québec*. Québec: Université Laval.

Tome I—*Aperçu Général*, 1950, 345 pages.

Tome II—*L'Instruction Publique de 1635 à 1800*, 1951, 362 pages.

Tome III—*L'Institution Royale, les débuts, 1801-1825*, 1952, 322 pages.

Tome IV—*L'Institution Royale, le déclin, 1825-1846*, 1952, 416 pages.

Tome V—*Les Ecoles Élémentaires dans le Bas-Canada, 1800-1836*, 1955, 325 pages.

Tome VI—*La Situation scolaire à la veille de l'Union, 1836-1840*, 1956, 353 pages.

Étude objective, critique et approfondie des institutions de l'enseignement au Québec, au point de vue administratif, pédagogique et financier. Ces volumes ont été rédigés à l'intention des membres et futurs membres du professorat, des éducateurs en général ainsi que des parents. Volumes à paraître:

Tome VII—*L'Organisation scolaire élémentaire se précise: 1840-50*.

Tome VIII—*Les Ecoles normales et le Conseil de l'Instruction publique: 1850-1867*.

Tome IX—*L'Enseignement secondaire avant la fondation de l'Université Laval: 1760 à 1852*.

Tome X—*La Confédération et les problèmes d'éducation: 1867-75*.

Tome XI—*Vingt-cinq ans de progrès: 1875-1900*.

Tome XII—*Les collèges classiques: 1852 à 1900*.

Tome XIII—*Le premier demi-siècle de l'Université Laval: 1852-1902*.

Tome XIV—*Montréal aura-t-elle son Université?*

41. La Commission des Écoles Catholiques de Montréal. "Centième anniversaire de la Commission des Écoles catholiques de Montréal". Numéro spécial de *l'École canadienne*, 1946, 156 pages.

42. Cyrille, Frère M. *L'Oeuvre d'un siècle*. Montréal: Frères des écoles chrétiennes, 1937, 588 pages. Résumé de l'œuvre des Frères des écoles chrétiennes dans le domaine de l'enseignement.

43. Desjardins, George, S.J. *Les Écoles du Québec, l'enseignement primaire, l'enseignement spécialisé, les collèges classiques, l'enseignement universitaire, 1635-1950.* Montréal: Les Éditions Bellarmin, Collection "Ma Paroisse" no 1, 1950, 126 pages. Une série de conférences diffusées par la station de radio CKSB de Saint-Boniface (Man.) en 1950.
44. Faadrich, René. *L'École primaire supérieure: un chapitre de l'histoire de l'enseignement au Canada.* Montréal: Albert Lévesque, 1934, 183 pages. Traité sur le rôle, la transformation depuis son origine en France, et la migration au Québec par la voie de la Suisse, de l'école primaire supérieure.
45. Filteau, Gérard. *Histoire de la Surintendance de l'Instruction publique dans la province de Québec.* Québec: Département de l'Instruction Publique, pas de date, 20 pages.
46. Flower, George E. "A Study of the Contribution of Dr. E.L. Rexford to Education in the Province of Quebec". Master's thesis, McGill University, Montreal, 1949.
47. Meilleur, J.P. *Mémorial de l'éducation du Bas-Canada, 1615-1855.* Montréal: Rolland, 1860, 386 pages. Court historique de nos institutions d'éducation, et une simple narration des principaux faits qui y ont trait, accompagné de quelques remarques générales, qui tendront principalement à justifier le clergé et le peuple canadien de l'injuste accusation portée contre eux, d'être opposés à l'instruction.
48. Provost, H. "Séminaire de Québec, Documents du Séminaire de Québec", *Revue de l'Université Laval*, Québec, IX (décembre 1954), page 362-370, et numéros parus par la suite. Une bibliographie avec discours.
49. Rexford, O.B. "Teacher Training in the Province of Quebec: A Historical Study to 1857". M.A. thesis, McGill University, Montreal, 1937. Covers the period before Confederation.
50. Roy, Egide, O.F.M. *Formation du Régime scolaire canadien-français.* Québec, 1924, 259 pages.
- Ontario**
51. Annual Report of the Normal, Model, Grammar and Common Schools in Upper Canada for the Year 1862. Quebec: Hunter, Rose, 1863, 170 pp. Sessional Papers 89, 26 Victoria. The Chief Superintendent of Education Report, with statistical statements from educational institutions of other countries. The appendix contains local reports, documents and papers illustrative of the means employed to improve and extend Grammar and Common Schools throughout Upper Canada.
52. Coleman, H.T.J. *Public Education in Upper Canada.* New York: Bureau of Publications, Teacher's College, Columbia University, 1907, 120 pp. (Contributions to Education No. 15). Has special reference to the period 1791 to 1841.
53. Hardy, E.A. and Cochrane, H.A. (eds). *Centennial Story, The Board of Education for the City of Toronto 1850-1950.* Toronto: Nelson, 1950, 306 pp. The evolution of public education in Toronto may be considered as typical of educational development in most Canadian cities. The first half portrays the struggle in developing the technical aspects of education amid a conflict of personalities and political issues. The second half describes the present activities of the Board.
54. Hodgins, J.G. *Documentary History of Education in Upper Canada.* Toronto: Warwick Bros. & Rutter, 1901 (27 vols.). A detailed historical account of all aspects of education up to 1876.
55. Hodgins, J.G. *Schools and Colleges of Ontario, 1792-1910.* Toronto: Queen's Printer, 1910, Vols. I-III. A detailed historical account of the establishment of schools and colleges in Ontario, well documented.
56. Hodgins, J.G. *Historical and Other Papers and Documents Illustrative of the Educational System of Ontario, 1853-1868.* Toronto: Queen's Printer, 1911, Vols. I-V. Detailed with many documents printed in full.
57. Plante, Albert, S.J. *Les Écoles séparées d'Ontario.* Montréal: Les Éditions Bellarmin, Collection "Relations" No. 3, 1952, 103 pages. Perspectives et craintes de la minorité catholique en Ontario, avec brief historique de leurs écoles.
58. Putnam, J.H. *Egerton Ryerson.* Toronto: Ryerson Press, 1912, 270 pp. A comprehensive study of the history of Ontario's educational system from 1844 to 1871.
59. Ross, G.W. *The School System of Ontario: Its History and Distinctive Features.* New York: Appleton, 1896, xiv, 203 pp. Deals with the organization and supervision of the school system viewed as a unit.
60. Ryerson, Egerton. *Special Report on the Separate School Provisions of the School Law of Upper Canada, 1858.* Toronto: John Lovell, 1858, 75 pp. A detailed report on legislation to supply text books, apparatus, and libraries.
61. Sissons, C.B. *Egerton Ryerson, His Life and Letters.* Toronto: Clarke, Irwin, 1937-1947, 2 vols., 587 and 641 pp. A significant interpretation of Dr. Ryerson in relation to the Upper Canada of his time, compiled from his private and public correspondence and other documents. Comprehensive and well documented.
62. Walker, Franklin A. *Catholic Education and Politics in Upper Canada.* Toronto, Vancouver: Dent, 1955, xii, 331 pp. Describes the struggle between the Ontario public school system and the Roman Catholic church from 1841-67, including the dispute between Egerton Ryerson and Bishop Charbonnel, the passage of the Taché and Scott Acts and the separate school question's place in the movement towards Confederation.

Western Provinces — Provinces de l'Ouest

63. Foght, H.W. *A Survey of Education in the Province of Saskatchewan*. Regina: Queen's Printer, 1918, 183 pp. A thorough study based on departmental reports and files, questionnaires and personal school visits.

64. Glinz, Leslie Albert. "The Development of Public Secondary Education in Manitoba". Ph. D. thesis, Stanford University, Palo Alto, California, 1931.

65. Goresky, Isidore. "The Beginning and Growth of the Alberta School System". Master's thesis, University of Alberta, 1944. One of the better investigations into early educational history in Alberta.

66. Lysecki, J.E.L. "The History of Education in Manitoba, North of 53°". M. Ed. thesis, University of Manitoba, 1936, 183 pp.

67. MacLaurin, Donald, L. "The History of Education in the Crown Colonies of Vancouver Island and British Columbia and in the Province of British Columbia". Doctor's thesis, University of Washington, 1937. Marks the progress of education from about 1849 to 1935 with emphasis on the growth and development of the present organization.

68. Morice, A.G. *Histoire de l'Eglise Catholique dans l'Ouest Canadien*. Winnipeg: Edition privée, 4 vol., 1928. Certaines sections traitent de l'enseignement dans le temps.

69. Ready, W.B. "Early Red River Schools". *The Beaver*, Dec. 1947: 34-37. A clear account of the first schools in the Red River Valley where the Hudson's Bay Company was the influential body for maintaining order.

70. Smith, Denis C. "A Study of the Organization and Development of the Administrative Organization in the Educational System of British Columbia". Doctor's thesis, University of California, Los Angeles, 1953. This study covers the development during the colonial period, the initial organization when the province was formed, and changes in organization in the Department of Education from 1872 to 1952.

71. Savaète, Arthur. *Les Écoles du Nord-Ouest Canadien*. Paris: Arthur Savaète, 1910, 516 pages. Dans Vers L'Abîme, Tome VII de Voix canadiennes, 8 vol. Chronique et étude approfondie des négociations engagées par les Canadiens français sur la question des écoles au Manitoba et dans les Territoires du Nord-Ouest.

72. Woods, D.S. *Education in Manitoba*. Economic Survey Board, Winnipeg, Manitoba, 1938, Part I, 115 pp. + appendices, Part II, 146 pp. + appendices. The history of the educational system in Manitoba covering administration, enrolment, educational finance, the University of Manitoba and provincial aid to education with accompanying statistical tables.

ORGANIZATION AND ADMINISTRATION — ORGANISATION ET ADMINISTRATION

See also items — Voir aussi nos 22, 28, 32, 34, 40, 43, 210, 211

73. Althouse, J.G. "Significant Trends in Education in Ontario", *University of Toronto Quarterly*, XXV (Jan. 1956), 232-41. A concise description of dynamic phases of education in Ontario.

74. Althouse, J.G. *Structure and Aims of Canadian Education*. Toronto: Gage, 1950, 77 pp. Quance Lecture Series. The two lectures, "The Administrative Structure of Canadian Education" and "The Dominant Philosophy of Canadian Secondary Education" provide a sound basis for a more intensive study of education in Canada.

75. Bingay, J. *Public Education in Nova Scotia*. D. Paed. thesis, Queen's University, Kingston: Jackson Press, 1919, x, 141 pp.

76. Canada and Newfoundland Education Association. *Report of the Survey Committee*. (Appointed by the C.N.E.A. to ascertain the chief educational needs in the Dominion of Canada). Toronto: The Association (now Canadian Education Association), 1943, 80 pp. A report of opinions by senior educators from provincial Departments of Education covering education in Canada, 1943, exclusive of universities.

77. Canada, Dominion Bureau of Statistics, Education Division. *The Organization and Administration of Public Schools in Canada*. Ottawa: Queen's Printer, 1952, 312 pp. (Out of print—to be revised in 1959). A comprehensive treatment of the structural organization of education in the provinces together with federal contributions to education. Based on school law and practice, prepared by F.E. Whitworth, of the Education Division with assistance from members of the provincial departments of education.

78. Canadian Education Association. The C.E.A.—Kellogg Project in Leadership in School Administration. "A Project in Educational Leadership", *Canadian Education*, VII (March 1952), 3-26. Outlines in some detail activities planned for the first three of a five-year project in leadership and administration by school inspectors or superintendents. "Some Problems of the Superintendency in Canada", *Canadian Education*, VIII (Sept. 1953), 66 pp. A report on addresses given at the pilot short course, University of Alberta, 1953, much of which is descriptive of present practices in various provinces. "Educational Leadership in the Superintendency", *Canadian Education*, IX (Sept. 1954), 95 pp. C.E.A.—Kellogg Project at Mid-Point, The Association,

- 1954, 15 pp. "The Leadership Project—A Second Phase", *Canadian Education*, X (June 1955), 12-24. Discusses the programmes of the fourth and fifth years. "The Superintendency—Leadership in Action", *Canadian Education*, X (Sept. 1955), 98 pp.
79. **Canadian Education Association.** "The Structure of Public Education in Canada", *Canadian Education*, V (Sept. 1950), 5-50. Compares the structure of public education in each of the ten provincial systems with an imaginary typical system for a province.
80. **Collège Jean-de-Brébeuf.** *Mémoire du Collège Jean-de-Brébeuf à la Commission royale d'enquête sur les problèmes constitutionnels.* Le Collège, 1954, 192 pages (Commission Tremblay).
81. **Désaulniers, O.J.** "Le rôle de l'inspecteur d'écoles dans la Province de Québec", *Canadian Education*, VIII (septembre 1953), 50-60. Brève présentation historique du rôle de l'inspecteur d'écoles au Québec.
82. **Education.** A collection of essays on Canadian education, Vol. 1, 1954-56. Toronto: Gage, 1957, 89 pp. Contains 21 short essays on various aspects of education by teaching personnel and administrators.
83. **English, J.F.K.** "An Evaluation of the Reorganized System of Local School Administration in British Columbia". Ed. D. thesis, University of Toronto, 1956, 397 pp. An attempt at evaluating the success from reorganizing the British Columbia school system into larger administrative units in 1946.
84. **La Fédération des Commissions scolaires catholiques du Québec.** *Les Problèmes des Commissions Scolaires, Solutions Proposées.* Québec: La Fédération, 1954, 259 pages. Mémoire présenté à la Commission royale d'enquête sur les problèmes constitutionnels (Commission Tremblay).
85. **Filteau, Gérard.** *Constantes historiques de notre système scolaire.* Québec: Département de l'Instruction Publique, 1951, 60 pages.
86. **Filteau, Gérard.** *Le Système scolaire de la Province de Québec.* Montréal: Éditions du Centre de Psychologie et de Pédagogie, 1954, 246 pages. Historique, législation et règlements.
87. **Jonason, J.C.** "The Larger Units of School Administration in Alberta". Doctor's thesis, University of Oregon, 1951. Traces development of the school district organization in Alberta. Considers both the advantages and limitations of school divisions up to 1950.
88. **Katz, Joseph (ed.).** *Canadian Education Today.* Toronto: McGraw-Hill, 1956, 243 pp. A number of essays by Canadian educationists covering many aspects of Canadian education with a summary chapter by the editor.
89. **Lambert, Pierre D.** "Contemporary Pattern of French Canadian Education in the Province of Quebec". Doctor's thesis, University of Michigan, 1954, (typescript 133 pp. microfilm copy, State University of Iowa, 1954). Education in present day Quebec is described in its historical context, and compared with education in general in Canada.
90. **Lewis, A.C.** *The Administration of Education in Ontario.* Toronto: Ontario College of Education, Department of Educational Research Series No. 1, revised 1954, 58 pp. A factual discussion on compulsory education, support of the schools and school administration in Ontario.
91. **Miller, J.C.** *National Government and Education in Federated Democracies, Dominion of Canada.* Philadelphia: Private edition, 1940, xvi, 676 pp. Presents the background and 1940 status of the relationships of the national government to education in Canada.
92. **Miller, J.C.** *Rural Schools in Canada: Their Organization, Administration and Supervision.* Contribution to Education, No. 61, New York: Teacher's College, Columbia University, 1913, 236, xi pp. Surveys Canadian systems considering rural education; the supervision of the rural schools and significant considerations for future progress.
93. **Moore, Andrew.** "Educational Administration in Manitoba with Special Reference to the Statutes and Regulations Concerned". Ph. D. thesis, University of Toronto, 1944, 464 pp. This report covers the period 1871 to 1944.
94. **Ontario.** *Report of the Royal Commission on Education in Ontario, 1950.* (Chairman, Honourable Mr. Justice J.A. Hope). Toronto: Queen's Printer, 1950, 993 pp. A comprehensive report dealing with: the history of education in Ontario, current aims and organization, a proposed comprehensive reorganization of elementary and secondary schools, function of the central and local education authorities, separate schools in Ontario, financing the education programme and community programmes and recreation.
95. **Percival, W.P.** *Should We All Think Alike?* Toronto: Gage, 1952, 112 pp. Quance Lecture Series. Suggests that the differentiating characteristics of French Canadian education in Quebec are worth preserving.
96. **Putnam, J.H. and Weir, G.M.** *Survey of the School System.* Victoria: Queen's Printer, 1925, 556 pp. Report of an authorized commission of inquiry into the British Columbia school system which looked critically into most phases of education in the province.
97. **Québec, Département de l'Instruction Publique.** *Rapport du Sous-Comité de Coordination de l'enseignement à ses divers degrés au Comité catholique du Conseil de l'Instruction publique.* Québec: Le département, 1953, 65 pages.

98. Québec. *Rapport de la Commission royale d'Enquête sur les problèmes constitutionnels*. (Le président, Arthur Tremblay). Québec, 1956, 4 volumes. Les volumes II et III traitent des problèmes de la culture canadienne-française, de l'état fédéral et de l'éducation, du régime scolaire du Québec, de son financement, etc.
99. Rees, R.E. "Superintendents of Schools in Relation to the School Divisional Boards in the Province of Alberta". Doctor's thesis, Northwestern University, 1947, 262 pp. An analysis of the role of the divisional superintendent in the larger unit of administration in Alberta.
100. Reeves, A.W. "School District Reorganization", *Canadian Education*, X (Sept. 1955), 50-62. Outlines the changes from single unit rural schools to larger administrative units in Alberta and problems concerning coterminous boundaries for municipal and school administration which remained unsolved.
101. *Report of the Special Select Committee of the Manitoba Legislative Assembly on Education*. Winnipeg: Queen's Printer, 1945, 63 pp. Findings and recommendations of a Committee appointed to investigate the administration and financing of the public school system, equalization of educational opportunity throughout Manitoba, technical education in the light of post-war needs, control of admission of students to the University of Manitoba, curriculum, training of teachers, and post-war education.
102. Richardson, W.L. "The Administration of Schools in the Cities of the Dominion of Canada". Doctor's thesis, University of Chicago, 1919. Private edition, Toronto: Dent, 1922, xxviii, 315 pp., distributed by University of Chicago libraries.
103. Rideout, E. Brock. *Statutory Bases for Participation by Municipal Councils and other Local-Government Agencies in the Organization, Administration and Financing of Education in the Province of Saskatchewan*. Ontario College of Education, Department of Educational Research, University of Toronto, Series No. 24, 1952, 70 pp. Deals with the participation by municipal authorities in matters pertaining to local education authorities, the financing of education, special services and the school plant.
104. Saskatchewan, Royal Commission on Agriculture and Rural Life. *Report No. 6, Rural Education*. Regina: Queen's Printer, 1956, 438 pp. "Established to investigate and make recommendations regarding the requirements for the maintenance of a sound farm economy and the improvement of social conditions and amenities, having particular reference to ... (3) the further adoption of social service and educational facilities to meet changing rural conditions". The submission reported the wisdom of establishing larger units of administration, but indicated the difficult problem of managing centralized rural schools and of obtaining acceptable levels of rural education.
105. Saskatchewan, Royal Commission on Agriculture and Rural Life. *Rural Education - A Summary*. Regina: Queen's Printer, 1957, 40 pp. A pamphlet containing the conclusions and recommendations from the Commission's official report, designed especially for study groups.
106. Stewart, F.K. *Interprovincial Co-Operation in Education*. Toronto: Gage, 1957, 176 pp. Abridged from a 226 page Master's thesis. Discusses the unique position of the Canadian Education Association and follows its history from 1891 to date.
107. Stewart, F.K. "Working Interprovincially in Education", *Canadian Education*, IX (Sept, 1954), 54-62. Discusses problems related to the provinces working together in education since education in Canada is a provincial responsibility; and certain means of co-operation used at present. Traces the progress of the C.E.A.-Kellogg programme.
108. Tremblay, Arthur. *Les Collèges et les Écoles Publiques: Conflit ou coordination?* Québec: Les Presses Universitaires Laval, 1954, 140 pages. L'auteur considère la portée de modifications au programme d'études des collèges classiques, comme, par exemple, l'introduction du cours latin-sciences.
109. Walker, B.E. "Public Secondary Education in Alberta, Organization and Curriculum, 1889-1951". Unpublished Doctor's thesis, Stanford University, 1955, 301 pp. Particular emphasis is placed on development of the curriculum and the measures of control over the student.

SCHOOL FINANCE — FINANCES SCOLAIRES

See also items — Voir aussi nos 103, 182, 186, 190, 191, 198, 223

110. Argue, K.F. *A Framework for Appraising the Financing of Education in the Canadian Provinces*. A report to the Canadian Council for Educational Research, 1942, 82 pp. Considers evaluation under adequacy, ability, stability, equalization and adaptability.
111. Argue, K.F. *Wealth, Children and Education in Canada*. Alberta Teachers' Association, 1945, 32 pp. A report on the financing of education in Canada prepared for the Alberta Teachers' Association.
- tion. Although the data are now out of date the approach if basically sound.
112. Baird, Norman D. "Educational Finance and Administration for Ontario". Doctor's thesis, University of Toronto, 1946, 271 pp. (A summary of this is printed under the same title by Department of Educational Research, University of Toronto, 1952, 33 pp. Bul. No. 14). A survey of state aid as found in Canada and other countries. Specific recommendations are made.

113. Cameron, Maxwell A. *Report of the Commission of Inquiry into Educational Finance*. Victoria: Queen's Printer, 1945, 86 pp. A comprehensive report with recommendations, many of which were implemented in the reorganization of British Columbia public schools.
114. Canadian Teachers' Federation, Research Division. *Educational Finance in Canada*. Ottawa: The Federation, 1953, 80 pp., 1954, 100 pp., 1958, 93 pp. A summary of expenditures by three levels of government or education with additional information on the national and provincial economics.
115. Dubé, Yves, Howes, J.E., and McQueen, D.L. *Housing and Social Capital*, Chapter V, "Schools and Universities". Ottawa: Queen's Printer, 1957: 69-92. A report prepared at the request of the Royal Commission on Canada's Economic Prospects. Forecast of increased enrolment at all stages of education and the cost of expanding facilities to meet this increase.
116. Kimmitt, Robert A. "A Comparative Study of Public and Private Ownership of School Buses in Alberta", *The Alberta Journal of Educational Research*, I (March 1955), 34-43. Based on ownership in selected areas of Alberta and comparative data from the U.S.A.
117. LaZerte, M.E. *School Finance in Canada*. Report of the Canadian School Trustees' Association, School Finance Research Committee, 1955, 229 pp. A summary report is available, *The Road Ahead*, 1955, 32 pp. Reports obtainable from M.P. Toombs, University of Saskatchewan. The summary is probably as good a reference to begin with as any. While the recommendations do not necessarily come out of the study and should be judged on their merit, there is considerable valuable information which should provide for an understanding of the problem.
118. Moffatt, H.P. *Educational Finance in Canada*. Toronto: Gage, 1957, 95 pp. Quance Lecture Series. The first lecture traces the history of financing of education in Canada and the second expounds some devices which "seem best suited to the unique conditions in this country".
119. Moffatt, H.P. "Some Principles of Educational Finance", *Canadian Education*, XI (Sept. 1956), 18-24. Lecture delivered at 1956 C.E.A.—
- University of Alberta Short Course. Outlines principles under which Canadian education is financed; defines a foundation programme, ability of local units to pay, distribution of costs between province and units and adds notes on assistance for capital and other additional expenditure.
120. New Brunswick. *Report of the Royal Commission on the Financing of Schools in New Brunswick*. (Chairman, W.H. MacKenzie). Fredericton: Minister of Education, 1955, 129 pp. The tax burden of maintaining schools in some parts of New Brunswick and the need for devising new methods of financing education were carefully considered after public hearings and a study of factual information; recommendations were made dealing with grants for current operation, capital costs, administration and related needs.
121. Nova Scotia. *Report of the Royal Commission on Public School Finance, 1954*. (Commissioner, The Honourable V.J. Pottier). Halifax: Queen's Printer, 1954, 147 pp. The commission after interviews, visits and conferences felt that: the difference in educational opportunities between urban and rural areas should be narrowed; teachers' salaries should be increased; cost of school construction was getting out of hand; and rural and village schools should be made the responsibility of the municipal unit wherein located. A new school finance programme was recommended.
122. Reeves, A.W. "The Equalization of Educational Opportunity in the Province of Alberta". Doctor's thesis, Stanford University, 1949. A study of provincial aid to education with a proposed guide to distribution.
123. Toombs, M.P. "Provincial Aid and Local Responsibility in Education", *Canadian Education*, X (March 1955), 17-32. A good discussion of centralization and decentralization in Canadian education, valuable for such considerations as financing our schools.
124. Trueman, George J. "School Funds in the Province of Quebec". Doctor's thesis, Teachers' College, Columbia University, New York, 1920, 154 pp. Reviews the history of education to 1920 and gives a fairly comprehensive picture of how the schools were financed and makes recommendations.
- ELEMENTARY AND SECONDARY EDUCATION — ENSEIGNEMENT ÉLÉMENTAIRE ET SECONDAIRE**
- See also items — Voir aussi n° 28, 33, 57, 77, 79, 86, 87, 90, 92, 94, 116, 146, 147, 155
125. Alberta, Department of Education, Joint Committee to Coordinate High School and University Curricula. *Progress Report of the Matriculation Study Sub-Committee*, February, 1958. Edmonton: The Department, 1958, 53 pp. A review of previous studies on matriculation problems in Canada and a summary of the work done by the sub-committee on the 1951 Freshman Study and the 1956 Grade XII Survey.
126. Campbell, Harold L. *Curriculum Trends in Canadian Education*. Toronto: Gage, 1953, 107 pp. Quance Lecture Series. A discussion based on the programmes of study of the ten provinces.
127. Canada, Dominion Bureau of Statistics, Education Division. *Directory of Private Schools in Canada*. Ottawa: Queen's Printer, about 20 pp. Lists issued occasionally from 1937.

128. Canada, Dominion Bureau of Statistics, Education Division. *Statistical Review of Canadian Education, Census 1951*. Reference Paper No. 84. Ottawa: Queen's Printer, 1957, 112 pp. This report brings much of the census data on education together in one volume and provides some steps in their analysis and interpretation.
129. Canada, Dominion Bureau of Statistics, Education Division. *Survey of Elementary and Secondary Education*. Ottawa: Queen's Printer. Biennial report of teachers, pupils, and school finance with some data on private schools and business colleges, and a bibliography. English and French editions.
130. Canada, Dominion Bureau of Statistics, Education Division. *Teachers' Salaries and Qualifications*. Ottawa: Queen's Printer. A statistical report issued annually from 1936 with occasional gaps. Latest issues cover nine provinces.
131. Carter, Very Reverend Canon G. Emmett. *The Catholic Public Schools of Quebec*. Toronto and Montreal: Gage, 1957, 128 pp. "The first book ever published on the education of English-speaking Catholics" in Quebec. It should assist in an appreciation of the position of minorities in the school systems of Quebec.
132. Church, E.J.M. "An Evaluation of Pre-school Education in Canada". Ph. D. thesis, University of Toronto, 1950, 185 pp. A critical examination of the current organization, with limited comments on voluntary organizations.
133. Fleming, W.G. *Background and Personality Factors Associated with Educational and Occupational Plans and Careers of Ontario Grade 13 Students*. Report No. 1, 1957, xii, 158 pp. *Ontario Grade 13 Students: Who Are They and What Happens to Them?* Report No. 2, 1957, vi, 59 pp. *Aptitude and Achievement Scores Related to Immediate Educational and Occupational Choices of Ontario Grade 13 Students*. Report No. 3, 1958, xx, 380 pp. *Ontario Grade 13 Students: Their Aptitude, Achievement, and Immediate Destination*. Report No. 4, 1958, ix, 55 pp. Atkinson Study of Utilization of Student Resources. Toronto: Department of Educational Research, Ontario College of Education, University of Toronto. Based primarily on questionnaires administered to Grade 13 students and the teaching staffs, Report No. 1, deals with personal factors, family background and influence, school and social environment, school achievement, teachers' ratings and attitude towards university attendance, while Report No. 2, reports conclusions from the tables and traces certain implications. Report No. 3, presents basic data on student ability as determined by standardized achievement tests and average scores on Grade 13 examinations. Scores are given for the whole and sub-groups. Report No. 4, gives scholastic aptitude and achievement of the complete Grade 13 group of students and sub-groups.
134. Houyoux, Abbé Joseph. *École de bonheur*. Trois-Rivières: Editions du Bien Public, 1950, 130 pages.
135. Houyoux, Abbé Joseph. *Le vrai visage des Écoles de bonheur*. Trois-Rivières: Les Éditions du Bien Public, 1952, 176 pages.
136. Low, H.R. "Department of National Defence Schools Overseas", *Canadian Education*, X (June 1955), 40-42. Description of some of the schools provided for children of service personnel overseas.
137. McIlhone, J.T. "Catholic High School Education in Quebec", *Canadian Education*, VII (Sept. 1952), 37-42. A cogent summary of the current situation.
138. Meagher, R.W. (Rev.). "An Analysis of the Jesuit Code of Education in Canadian Jesuit High Schools". M. Ed. thesis, University of Manitoba, 1955, 145 pp. A comparative-philosophical thesis which asks the question: Is it possible for the English Canadian Jesuits to adhere to the tenets of the Ratio Studiorum and still align themselves with the various provincial philosophies of education?
139. Parsey, J.M. "The History and Status of Correspondence Education in Canada". M. Ed. thesis, University of Manitoba, 1950, 315 pp. This study focuses on Manitoba, but pages 30 to 86 cover all ten provinces.
140. Percival, W.P. *Life in School*. Montreal: Herald, 1940, 176 pp. Explains the system of education in Quebec, particularly that of the Protestant section. Also sets forth general principles of education. Contains a wealth of illustrations.
141. Pullen, H. "Secondary School Curriculum Change in Canada with Special Emphasis on an Ontario Experiment". Ed. D. thesis, Ontario College of Education, 1955, vi, 234 pp. The thesis is broadly concerned with the problem of devising a secondary school curriculum adapted to the needs of various groups in the high school population and with more recent methods of curriculum revision.
142. Quebec. *Report of the Protestant Education Survey, 1938*. (Chairman, W.A.F. Hepburn), Quebec, 1938, 368 pp. An account of Protestant education in the province of Quebec with supporting statistics.
143. Stephen, A.G.A. (ed.). *Private Schools in Canada*. Toronto: Clarke, Irwin, 1938, 133 pp. While the material is essentially out of date, this is perhaps still the best source for an appreciation of the work of the better private schools.
144. Sypher, George Frederick. "The Regional High School of New Brunswick". Master's thesis, University of New Brunswick, 1952, 228 pp. A description and careful evaluation of the need for and the effectiveness of New Brunswick's regional high schools.

VOCATIONAL AND SPECIAL EDUCATION — ENSEIGNEMENT PROFESSIONNEL ET SPÉCIAL

See also items — Voir aussi n° 134, 135

145. Alberta, Department of Education, Guidance Branch. *Occupational Trends and Employment Opportunities*, April 1956. Edmonton: Queen's Printer, 1956, 63 pp. Lists schools preparing entrants, entry requirements and related data for some 360 occupations of interest to students in Alberta and other provinces.
146. Brown, Evelyn M. *Educating Eve*. Montreal: Palm, 1957, 186 pp. A record of achievement and of the thoughts and reasoning underlying and motivating the Family Institutes in Quebec.
147. Brown, Evelyn M. "Family and Feminine Education in Quebec", *Canadian Education*, XI (Dec. 1955), 59-65. A good description of the Family Institutes "petit foyer", the core of home-training enjoyed by over 50,000 girls in Quebec, who enter after Grade IX for 4 years.
148. Canada. Royal Commission on Industrial Training and Technical Education. Sessional Paper No. 191d, 1913, 3 vols. A survey of the situation in Canada at all levels of education; an investigation into the systems and methods used in other countries; and opinions and recommendations.
149. Canada, Department of Labour. *Apprenticeship in Canada*. Ottawa: Queen's Printer, 1953, 83 pp. Describes official government programmes, non-governmental programmes carried on by industry, the Canadian Navy and Army apprenticeship schemes and apprenticeship developments in other countries.
150. Canada, Department of Labour. *A Modern Concept of Apprenticeship*. Ottawa: Queen's Printer, 1957, Bulletin No. 2, 31 pp. Provincial apprenticeship programme in Alberta as presented by provincial officials, programme instructors, employers and apprentices.
151. Canada, Department of Labour. *The Quebec Answer to the Problem of Apprenticeship*. Ottawa: Queen's Printer, 1956, Bulletin No. 1, 38 pp. The methods used in Quebec under the three-way co-operation of management, labour, and government, and some facts about private industrial apprenticeship plans.
152. Canada, Department of Labour. *Skilled and Professional Manpower in Canada, 1945-1965*. Ottawa: Queen's Printer, 1957, xiv, 106 pp. A report prepared at the request of the Royal Commission on Canada's Economic Prospects. Discusses the sources and outlook of specialized manpower in Canada with requirements and supply projected to 1965.
153. Canada, Department of Labour. *Vocational Education in Canada*. Ottawa: Queen's Printer, 1949, 95 pp. The history of vocational education in Canada with legislation, program facilities, expenditures, enrolment etc., as of 1949.
154. Canada, Dominion Bureau of Statistics, Education Division. *Statistics of the Education of Exceptional Children, 1953-54*. To be published in 1959. Reports on a survey of education for exceptional children and deals with numbers, teachers, voluntary organizations, etc.
155. Canadian Research Committee on Practical Education. "Practical Education in Canadian Schools", March 1949; "Your Child Leaves School", March 1950; "Two Years After School", March 1951; "Better Schooling for Canadian Youth", Sept. 1951, issues of *Canadian Education*. Reports of an investigation of 4 years which attempted to fashion a suitable secondary school education for students entering employment. Information on why students leave school and what occupations they enter.
156. Canadian Youth Commission. (Several books have been printed. These six appear to relate most to education in Canada). *Youth and Health*, 1944, 92 pp. The current situation is described with statistics. Suggestions are offered. *Youth Challenges the Educators*, 1946, 151 pp. Based on answers of 1467 "forgotten people" aged 15 to 24 who criticized current education practice. Points to some half dozen unsolved problems. *Youth Organizations in Canada*, 1946, 109 pp. The main organizations are described. *Youth and Recreation*, 1946, 220 pp. Youth's wants are described, with practical proposals for changes. *Youth Figured Out*, 1948, 28 pp. An over-all statistical picture of youth aged 15-24. *Youth Speaks Out on Citizenship*, 1948, 169 pp. Relates opinions and proposals, some of which cover education. Toronto: Ryerson.
157. Delorme, Jean. "Specialized Education in the Province of Quebec", *Canadian Education*, VIII (March 1953), 40-46. A description of the preparation of young men for work in industrial Quebec.
158. McMillan, S. *The Agricultural High School in Ontario*. Toronto: University of Toronto Press, 1924, 129 pp. A statistical and graphical survey of the agencies for agricultural instruction in Ontario. Information on federal aid to agriculture in Canada and the minimum qualifications for teachers.
159. Percival, W.P. "Special Education in Quebec and Maritime Provinces", *Journal of Exceptional Children*, XIII (May 1947), 237-41. A brief summary of current practice.
160. Roberts, W. Glynn, and Ackroyd, O.A. "Post-School Occupations of Alberta 1949 High School Graduates with University Entrance Standards", *The Alberta Journal of Educational Research*, I (Sept. 1955), 43-53. A statistical and questionnaire follow-up study of the 1949 high school graduates with a B standing who went to university or entered occupations.
161. Wood, A.E. "Vocational Guidance in Canada", *Labour Gazette*, XLIX (May 1949), 546-51. A general statement is followed by a summary for each province, with three suggestions for improvement.

INDIANS, ESKIMOS AND THE NORTHWEST — INDIENS, ESQUIMAUX ET NORD-OUEST DU CANADA

162. Baird, I. "Summer School North of Sixty", *Canadian Geographic*, L (Jan. 1955), 18-23. An interesting, informative and well illustrated account of schools serving the Eskimos and northern Indians.
163. Brant, Ethel. "College for Indian Youth of the Six Nation Indian Reservation", *Maclean's Magazine*, LIII (April 1940), 42. A brief sketch of a college adapted to train young Indians for farming.
164. Canada, Department of Citizenship and Immigration, Indian Affairs Branch. *The Indian News*. Occasional publication since August 1954. Prepared essentially for teachers in Indian schools, it nevertheless is of interest to many others.
165. Canada, Department of Citizenship and Immigration, Indian Affairs Branch. *Proceedings of the Joint Committee on the Indian*. Parliamentary Papers 1946-47, Nos. 1 to 41 (Now bound in one volume). Ottawa: Queen's Printer, 1947. A record of a joint Parliament—Senate hearing on the Indian.
166. Davey, R.F. "Education of Indians in Canada", *Canadian Education*, X (June 1955), 25-38. A description of current practice supported by statistics. A summary discussion of types of Indian schools, enrolment and grade distribution, teaching staff, and curricula.
167. Dawson, C.A. (ed.). *The New North-West*. Toronto: The University of Toronto Press, 1947, x, 341 pp. A series of articles previously published in the Canadian Journal of Economics and Political Science; the first is "Administration in the Northland" and the ninth "Education in the Mackenzie District".
168. Indian and Eskimo Welfare Oblate Commission. *Residential Education for Indian Acculturation*. Ottawa: University of Ottawa, 1958, 81 pp. Reports activities and findings from a workshop held in Ottawa, 1957.
169. Jacobson, J.V. *Education in Canada's Northland*. Ottawa: Department of Northern Affairs and National Resources, 1954, 11 pp. (mimeo.). An 8,000 word summary of the programme and problems of schooling in northern Canada.
170. Joblin, Elgie E.M. *The Education of the Indians of Western Ontario*. Toronto: Ontario College of Education, Department of Educational Research, University of Toronto, 1947, 137 pp. Bulletin No. 13. A narrative survey with some tables and a limited bibliography.
171. Moore, Andrew. "Survey of Education in the Mackenzie District", *Canadian Journal of Economics*, XI (Feb. 1945), 61-82. Compares conditions in the North with prairie schools. Based on a survey covering two months in the North, it offers seven recommendations for improving education there.
172. Presant, Joan. "The Contemporary Indian School", *Food for Thought*, XIV (May-June 1954), 9-15. A vivid story portraying difficulties in teaching an Indian school remote from the settled parts of Canada.
173. Renaud, André, O.M.I. *Indian Education Today*. Ottawa: University of Ottawa, 1958, 49 pp. (mimeo.). Excerpt from *Anthropologica* No. 6.

UNIVERSITIES — UNIVERSITÉS

See also items — Voir aussi n° 55, 125, 133, 254, 255, 268, 275

174. Baskerville, Doris R. "Survey of the Students Personnel Services in the English Speaking Canadian Colleges and Universities with Particular Reference to the Role of Dean of Women". M.A. thesis, Syracuse University, N.Y., 1953. A review of the student personnel programmes in Canadian colleges and universities covering the extent of service, qualifications and the status of advisors in faculty councils.
175. Brehaut, Willard and Francoeur, Kathleen. *Report of a Survey of Programmes and Courses in Education in Degree-Granting Institutions*. Part I: English Language Institutions (in English), 111 pp. II^e Partie: Institutions de Langue Française (in French), 99 pp. Toronto: Canadian Education Association, 1956. A survey conducted at the University of Toronto, and Université Laval to ascertain the variety and scope of education programmes of all degree-granting institutions in Canada with some data on staff and libraries.
176. Bissell, C.T. (ed.). *Canada's Crisis in Higher Education*. Toronto: University of Toronto Press, 1957, 272 pp. Proceedings of a conference held by the National Conference of Canadian Universities at Ottawa, November 12-14, 1956.
177. Bissell, C.T. (ed.). *University College: A Portrait 1853-1953*. Toronto: University of Toronto Press, 1953, 148 pp. A collection of eight essays designed to present an informal portrait of University College, its history, building, staff, and the impressions of a student of '97 and one of '54.
178. Brebner, J.B. *Scholarships for Canada*. Ottawa: Canadian Social Science Research Council, 1945, 90 pp. A critical, learned discussion of scholarships in the English-speaking universities of Canada.
179. Bruchési, Jean. *L'Université*. Québec: Les Presses Universitaires Laval, 1953, 117 pages. Culture Populaire, 8. Causeries présentées par le

sous-secrétaire de la province de Québec à la conférence Hazen, Québec, 26-30 mai 1952, et intitulées: Origine et évolution de l'université; Université, religion et culture; L'université au service de la nation; et l'université canadienne.

180. Canada, Dominion Bureau of Statistics, Education Division. *Awards for Graduate Study and Research, 1957*. (Formerly titled, Post-Graduate Scholarships and Fellowships Open to Canadian Students). Reference Paper No. 21. Revised December, 1956. Ottawa: Queen's Printer, 1957, 158 pp. Lists 949 sources with index of awarding agencies.

181. Canada, Dominion Bureau of Statistics, Education Division. *Canadian Institutions of Higher Education*. Reference Paper No. 48. Ottawa: Queen's Printer, 1956, 35 pp. Bilingual, includes names, addresses, faculties of study and general entrance requirements and fees.

182. Canada, Dominion Bureau of Statistics, Education Division. *Salaries and Qualifications of Teachers in Universities and Colleges, 1957-1958*. Ottawa: Queen's Printer, 1958, 74 pp. bilingual. This is the second of a series of annual reports on the salaries and qualifications of Canadian university teachers and is based on returns submitted by 58 universities and colleges.

183. Canada, Dominion Bureau of Statistics, Education Division. *Survey of Higher Education*. Ottawa: Queen's Printer. Biennial survey, about 78 pp. bilingual.

184. Canada, Dominion Bureau of Statistics, Education Division. *University Entrance Awards*. (Formerly titled, Undergraduate Scholarships and Bursaries). Reference Paper No. 55. Revised February 1958. Ottawa: Queen's Printer, 157 pp. Bilingual: 944 awards are listed with index of donors.

185. Clark, D.B., Bartlett, D.W. and Falardeau, Jean C. "Foreign Students in Canadian Universities", *Proceedings, the National Conference of Canadian Universities*, Toronto, 1954, pp. 34-46. Papers from a symposium reporting on the 1954 situation when 3,042 students from foreign countries were in attendance.

186. Fédération des Collèges Classiques. *Frais de Scolarité et de Pension dans les Collèges Classiques*. Montréal: La Fédération, 1957, 49 pages. Analyse des diverses catégories de frais exigés dans les collèges classiques de garçons et de jeunes filles.

187. Fédération des Collèges Classiques. *L'Organisation et les Besoins de l'Enseignement Classique dans le Québec*. Montréal: Fides, 1954, 325 pages. Rapport d'ensemble, présenté à la Commission Tremblay, sur le développement, le rôle, les finances et la contribution du collège classique.

188. Fédération des Collèges Classiques pour Jeunes Filles. *La Signification et les Besoins de l'Enseignement classique pour Jeunes Filles*. Montréal: Fides, 1954, 154 pages. Rapport, présenté à la Commission Tremblay, sur le rôle et les besoins des quinze collèges d'enseignement classique pour jeunes filles de la province de Québec.

189. Gilmour, G.P. *The University and Its Neighbours*. Toronto: Gage, 1954, 80 pp. Quance Lecture Series. A critical look at the university's role among educational agencies to-day. Discusses "The University Looks at Itself" and "The University Looks Outside".

190. The Industrial Foundation on Education. *The Case for Corporate Giving to Higher Education*. Toronto: The Foundation, 1957, 64 pp. Report No. 1. "The initial report on a comprehensive study of the contributions of industry and commerce to universities: a study undertaken to provide information upon which industry and commerce could base a program designed to help universities meet the demands which a growing modern industrial economy has placed upon them".

191. The Industrial Foundation on Education. *The Case for Increasing Student Aid*. Toronto: The Foundation, 1958, 84 pp. Report No. 2. Statistical data on current student aid with comments on the adequacy of funds and future needs. It compares Canada's position with that of several other countries.

192. Joly, Richard. *Vers la réforme du baccalauréat: le projet latin-sciences*. Québec: Les Presses Universitaires Laval, 1952, 32 pages.

193. Kirkconnell, Watson and Woodside, A.S.P. *The Humanities in Canada*. Ottawa: The Humanities Research Council, 1947, 287 pp. Surveys the position of the humanities in Canadian education, indicating the extent of courses, enrolment, and faculties in music, fine arts, drama, languages, etc. Comments on the professional faculties and research work in progress.

194. Lamarche, Gustave. *Le Collège sur la Colline*. Éditions de l'Écho de Bourget, Rigaud, 1951, 198 pages. Petit historique de Collège Bourget.

195. Lortie, L. "The B.A. Degree in Our French-Speaking Universities", *Culture*, XIII (March 1952), 21-30. A clear review of the development and summary of the present programme. A description of the classical curriculum in Quebec, entrance requirements for the B.A. degree, the course itself and graduate studies.

196. Lower, A.R.M. "Canadian University - Time for a New Deal", *Queen's Quarterly*, LXIII (Summer 1955), 243-56. A critical discussion of degree-granting universities in Canada, with proposals for making them more stimulating and creative, rather than clinging to well-worn traditions.

197. McCutcheon, W.W. "The Awarding of Honorary Degrees by Canadian Universities". *The University of Manitoba, Faculty of Education Research Bulletin*, No. 21, Dec. 1957: 21-33. An analysis by type, number and recipients by age, occupation, academic status and residence, of honorary degrees granted by Canadian universities from 1954 to 1956.
198. MacKenzie, N.A.M. and Rowat, D.C. "The Federal Government and Higher Education in Canada", *Canadian Journal of Economics and Political Science*, XVI (Aug. 1950), 353-70. Discusses the relationship of the universities with the federal government and suggests possibilities for further federal aid.
199. MacLeod, Robert B. *Psychology in Canadian Universities and Colleges*. Ottawa: Canadian Social Science Research Council, 1955, 64 pp. A masterly presentation of the status and problems of psychological training in Canada.
200. MacMillan, Cyrus. *McGill and Its Story, 1821-1921*. Montreal: McGill University Library, 1921, 304 pp. The history and economics of the university.
201. McNab, G.G. *The Development of Higher Education in Ontario*. Toronto: Ryerson, 1926, 267 pp. D. Paed. thesis, Queen's University, 1924. A history of university education in Ontario from its inception to 1926 and an outline of related legislation, organization, and administration. Some comparisons are made between university development in the United States and that in Ontario.
202. Masters, D.C.C. *Bishop's University, the First Hundred Years*. Toronto: Clarke, Irwin, 1950, 264 pp.
203. Morton, W.L. *One University: A history of the University of Manitoba, 1877-1952*. Toronto: McClelland & Stewart, 1957, 200 pp.
204. National Conference of Canadian Universities. *Canadian Universities and Colleges*. (Formerly, the Yearbook of Canadian Universities). Ottawa: The Conference, a biennial handbook.
205. National Conference of Canadian Universities. *Proceedings*. Ottawa: The Conference, an annual report.
206. National Conference on Engineering, Scientific and Technical Manpower. *Brief to the National Conference*. Toronto: Industrial Foundation on Education, 1956, 83 pp. A brief prepared to give background material for the Conference at St. Andrews-by-the-Sea, September 9th, 10th, and 11th, 1956.
207. National Conference on Engineering, Scientific and Technical Manpower. *Conference Proceedings*. Toronto: Industrial Foundation on Education, 1956, 48 pp. Major addresses and discussions of the Conference at St. Andrews-by-the-Sea, September 9th, 10th and 11th, 1956.
208. Reed, T.A. *A History of the University of Trinity College, 1852-1952*. Toronto: University of Toronto Press, 1952, 325 pp. Sketch of founder John Strachan and history of the college from its beginning in 1852, its federation with the University of Toronto in 1904 and history to 1952. History of St. Hilda's College, and description of student life.
209. Ross, G.W. *The Universities of Canada, their History and Organization, with an Outline of British and American University Systems*. Appendix to the Report of the Minister of Education, 1896. Toronto: Warwick & Rutter, 1896, 440, viii pp. Develops governmental relationships and organization, with reproductions of college charters and commissions in appendices.
210. Rowat, D.C. *Comparison of Governing Bodies of Canadian Universities*. Ottawa: School of Public Administration, Carleton College, 1955, 20 pp. Ten comprehensive tables concerning 35 institutions provide a comparative picture of the bodies governing the main institutions of higher learning.
211. Rowat, D.C. "The Government of Canadian Universities", *Culture*, XVII (Sept. 1956), 268-83. Explores in general terms the nature of university government in Canada from charters and legislative acts governing them. XVII (Dec. 1956), 364-78, discusses variation in functions of convocation, senates, and governing boards in Canadian universities and the election of members of governing bodies. An abbreviated article entitled "Faculty Participation in Canadian University Government" appeared in the *Bulletin of the American Association of University Professors*, 43 (Autumn 1957), 461-76.
212. Roy, Mgr Elias. *Le Collège de Lévis*. Lévis, 1953, 424 pp. Esquisse historique.
213. Sage, Walter Noble. *Graduate Training in Arts in Canadian Universities, with Special Reference to Requirements for the M.A. and Ph. D. Degrees*. Ottawa: Canadian Social Science Research Council, 1944, 40 pp. Provides a critical review of present requirements and facilities in the English and French language institutions.
214. Seeley, R.S.K. *The Function of the University*. Toronto: Oxford University Press, 1948, 79 pp. The Provost of Trinity College, Toronto, discusses the role of the University on vocational education, its responsibility for cultural and moral development, its place in the life of the community and the nature and extent of student self-determination.
215. Sheffield, E.F. "Canadian University and College Enrolment Projected to 1965", *Proceedings, National Conference of Canadian Universities*, 1955, pp. 39-46. Followed by a discussion of the problem of increasing enrolment by other authorities.
216. Simard, Georges. *Les Universités catholiques, leurs gloires passées, leurs tâches présentes*. Editions Beauchemin et de l'Université d'Ottawa, 1938, 119 pages.

217. **Sissons, C.B.** *A History of Victoria University*. Toronto: University of Toronto Press, 1952, 353 pp. Its growth from very small beginnings when first steps were taken towards founding Victoria University in 1829 up to 1952, with special emphasis on the men responsible for its development.
218. **Smith, Sidney E.** "The Future of Canadian Universities", *University of Toronto Quarterly*, XXV (Jan. 1956), 185-99. Assesses the ability of universities to cope with problems of expansion and new demands on their resources.
219. **Stamp, Lawrence Dudley.** *Geography in Canadian Universities, 1951*. Ottawa: Canadian Social Science Research Council, 1951, 75 pp. French and English. Report of a survey on the teaching of geography in Canadian schools and universities which is in essence a thought-provoking and challenging diagnosis of some essentials of education and scholarship in Canada.
220. **Talman, James J. and Davis, Ruth.** "Western" - 1878-1953. St. Thomas: Sutherland Press. Copyright by University of Western Ontario, 1953, xv, 193 pp. Being the history of the origins and development of the University of Western Ontario during its seventy-five years.
221. **Thomson, D.L.** "Some Problems of the Graduate School", *University of Toronto Quarterly*, XXV (Jan. 1956), 210-18. The trend toward decentralization continues and problems of staff, research and students of the graduate school are discussed.
222. **L'Université Laval 1852-1952.** Québec: Les Presses Universitaires Laval, 1952, 75 pages. Publié à l'occasion du centenaire de l'Université Laval.
223. **University Advisory Bureau.** *The Veteran at Varsity*. Toronto: University of Toronto Bookstore, 1954, 49 pp. An enquiry concerning the impact of the veteran student on policy and practice in the University of Toronto, 1945-1951.
224. **Wallace, R.C.** *A Liberal Education in a Modern World*. Toronto: Macmillan, 1932, 71 pp. One of the Burwash Lectures, Victoria College, covering the function of a university and its responsibility to meet changes.
225. **Woods, H.D. (ed.).** *The Universities and Industrial Relations*. Montreal: Southam Press, 1949, 70 pp. Six outstanding authorities describe the broad areas across the Canadian economy including relationship to higher education.
226. **Woodside, M. St. A.** *Mass Education*. Toronto: The University Counselling and Placement Association, c/o University of Toronto, 1955, 7 pp. An address delivered to the Association. Stresses the importance of individuality in university students.
227. **Woodside, Willson.** *The University Question*. Toronto: Ryerson, 1958, 199 pp. Discusses the problems of university expansion in terms of projected enrolment with a comprehensive appreciation of present establishments, their diversity, strengths and weaknesses.

PROFESSIONAL — QUESTIONS PROFESSIONNELLES

See also items — Voir aussi n° 106, 107, 130, 152.

228. **Aikenhead, John Douglas.** "To Teach: or Not to Teach". Doctor's thesis, University of Oregon, 1954, 210 pp. Over four thousand young people in Western Canada in their first two years of high school or the first two years of college gave reasons for electing teacher training, or other vocational choice.
229. **L'Association Canadienne des Éducateurs de Langue Française.** *Compte rendu du huitième Congrès, 1956*. Québec: L'Association, 1957, 220 pages. Thème: La profession d'éducateur.
230. **Cameron, T.W.M.** "Veterinary Education in Canada", *British Veterinary Journal*, Coronation Number, 1953: 221-26. Reprinted in *Canadian Journal of Comparative Medicine*, Vol. 17, 1953: 289-93.
231. **Canada, Dominion Bureau of Statistics, Education Division.** *Teacher Training Institutions, 1953*. Ottawa: Queen's Printer, 1955, 24 pp. A statistical report giving the training and experience of instructors, the enrolment and space available to train more student teachers.
232. **Canadian Association of University Teachers.** *The University Teacher and the Crisis of Higher Education in Canada*. Ottawa: The Association, 1956, 41 pp. A brief presented to the Royal Commission on Canada's Economic Prospects, discusses the position of the university teacher.
233. **Canadian Education Association.** *The Status of the Teaching Profession*. Toronto: The Association, Part I, 1948, 140 pp; Part II, 1949, 137 pp. These reports prepared by M.E. LaZerte et al, present pertinent data and recommendations.
234. **Canadian Teachers' Federation, Research Division.** *Trends in the Economic Status of Teachers, 1910-1955*. Ottawa: The Federation, 1957, 135 pp. Summarizes the findings on trends in salaries of teachers, and wages and salaries in industry, government and business from 1910 to 1955.
235. **The Carnegie Foundation for the Advancement of Teaching.** *Present Day Law Schools in the United States and Canada*. New York: The Foundation, Bulletin No. 21, 1928, 598 pp. Legal education in Canada and Newfoundland is covered on pages 319-403. Individual law schools are described, in part, on pages 405-528.
236. **Clark, S.C.T. and Pilkington, W.** "Why Teaching is Chosen as a Career", *The Alberta Journal of Educational Research*, I (March 1955), 44-52. A study of 476 education students at Edmonton, Alberta.

237. Cook, John Thomas. "Teacher Training in the Province of New Brunswick: An Historical and Analytical Study of the Evolution together with Proposed Measures of Practical Reform". Doctor's thesis, Harvard University, 1950, 203 pp. To provide sufficient educational history to explain the present system of teacher training and to evaluate teacher training in the provinces.
238. Coutts, Herbert T. "Professional Education for the Superintendency", *Canadian Education*, X (Sept. 1955), 94-98. A description of a graduate programme in school administration and supervision for Canadian educators.
239. Fleming, W.G. *Estimates of Teacher Supply and Demand in Ontario Secondary Schools for 1957-72*. Toronto: Ontario College of Education, Department of Educational Research, Information Series No. 3, 1956, 20 pp. Steps by which the estimates were derived are explained in detail, followed by fifteen tables.
240. Gaudefoy, H. "Engineering Education in Canada", *Revue Trimestrielle canadienne*, XXXVII (1951), 227-36. A discussion of the training of engineering students in Canada.
241. Gibbon, John Murray. *Three Centuries of Canadian Nursing*. Toronto: Macmillan, 1947, 505 pp. A detailed historical account; Chapter 20 covers early training schools for nurses.
242. Hutton, Harry K. "French-Canadian Normal Schools: An Historical Interpretive, and Evaluative Study". Doctor's thesis, University Parks, Pennsylvania State University, 1952, 331 pp. A study based on visits to four of the 95 institutions in Quebec. Comments on enthusiasm for teaching, and a relatively small teacher shortage in Quebec.
243. LaZerte, M.E. *Teacher Education in Canada*. Toronto: Gage, 1951, 80 pp. Quance Lecture Series. Describes the history of teacher training and current practices in 1951, and emphasizes the need for more and better trained teachers.
244. Mitchell, J. "College Training for Agricultural Scientists", *Agricultural Institute Review*, July 1948, pp. 303-307. The facilities and needs are outlined.
245. Murray, Thomas II. "An Investigation into the Annoyances and Frustration Which Cause Alberta Teachers to Quit Teaching", *The Alberta Journal of Education Research*, I (Sept. 1955), 17-33. An interview questionnaire study based on responses of 221 ex-teachers in Alberta. Data are shown by sex and marital status.
246. Québec, Département de l'Instruction publique. "Centenaire des écoles normales", *L'instruction publique*, I (Avril 1955), 626-77. Ce numéro publie une série de chroniques, avec tableaux et graphiques, des écoles normales au Québec entre 1857 et 1957.
247. Rand, I.C. "Legal Education in Canada", *The Canadian Bar Review*, XXXII (April 1954), 387-418. The criticisms to which the law schools have been subjected are commented on by the author who makes observations and recommendations.
248. Rivers, F.S. and Jackson, R.W.B. "Teacher Supply in Canada", *Canadian Education*, VIII (June 1953), 3-21. A statistical study of the increase in the population of school age from census to census, changes in age distribution, school enrolment and supply of teachers in Canada, particularly Ontario.
249. Sly, H.F. "A Comparative Study of Teacher Education in the English Speaking Countries, with Special Emphasis upon Canada". M. Ed. thesis, University of Saskatchewan, Saskatoon, 1946, 184 pp. A clear summary of conditions in 1945.
250. Steer, F.M. "Legal Education in Canada", *Canadian Bar Review*, XXV (1947), 945-54. A comprehensive summary.
251. Warrington, C.J.S. and Nicholls, R.V.V. *A History of Chemistry in Canada*. Toronto: Pitman, 1949, 501 pp. A concise history of the teaching of chemistry in universities and schools is given on pages 411-487.
- ADULT EDUCATION – ÉDUCATION DES ADULTES**
- See also item – Voir aussi n° 20
252. Bruchési, Jean. "Adult Education and Libraries in Quebec", *Ontario Library Review*, XXIV (Feb. 1940), 12-17. Describes current conditions.
253. Buchanan, Donald W. *Documentary and Educational Films in Canada, 1935-1950*. Ottawa: Canadian Film Institute, 1952, 24 pp. (mimeo.). A survey of problems and achievements of documentary and educational films produced in Canada from 1935 to 1950.
254. Cameron, Donald. "The Banff School of Fine Arts", *Learning for Living*, Series No. 3, Canadian Association for Adult Education, 1953, 24 pp. An historical account of a unique accomplishment in adult education.
255. Cameron, Donald. *Campus in the Clouds*. Toronto: McClelland & Stewart, 1956, 127 pp. A story of the foundation and development of the Banff School of Fine Arts.
256. Canada, Dominion Bureau of Statistics, Education Division. *Survey of Adult Education in Canada, 1950-51*. Ottawa: Queen's Printer, 1952, 40 pp. (English and French). Statistical survey of programmes of universities, provincial departments and cities in adult education, with comments.
257. Canada. *Report of the Royal Commission on National Development in Arts, Letters and Sciences, 1949-1951*. (Chairman, The Right Honourable Vincent Massey). Ottawa: Queen's Printer, 1951, 517 pp.

Descriptive of most educational agencies, outside the formal schools which instruct people of all ages. The report includes radio, television, museums, libraries, the press, universities, national scholarships and an extensive section on "The Artist and Writer".

258. Canada. *A Selection of Essays prepared for the Royal Commission on National Development in Arts, Letters and Sciences, 1949-1951.* Ottawa: Queen's Printer, 1951, 430 pp. A supplement to the "Massey Report" dealing more fully with specific phases of the field such as: the press, the theatre, painting, music, and several university disciplines.

259. Canadian Association for Adult Education. "Operation 1956", *Food for Thought*, XVI (June 1956), 353-439. A descriptive treatment of many phases of adult education by as many workers in the field; it provides background information and describes present practice.

260. Canadian Association for Adult Education. *Adult Education*, Toronto: The Association. Annual report of the C.A.A.E. Summarizes the years activities.

261. Canadian Association for Adult Education. "Retrospective Issue", *Food for Thought*, XVI (April 1956), 291-353. Presents the highlights of the Association through a review of all previous journals.

262. Canadian Citizenship Council. *Annual Report*. Ottawa: The Council. Brief annual report covering the diverse activities of this organization.

263. Casselman, P.H. "Education in the Co-operative Movement", *Culture*, IX (Sept. 1948), 284-300. Makes a strong case for co-operation, including instruction of the old and young. An extensive bibliography is appended.

264. Clark, Clare E. "The Joint Planning Commission", *Learning for Living*, Series No. 5, Toronto: Canadian Association for Adult Education, 1954, 31 pp. How the Planning Commission was conceived, how it functions and how it grew to 1954.

265. Coady, Rev. M.M. *The Antigonish Way*. Antigonish: Extension Department, St. Francis Xavier University, 1954, 84 pp. This booklet is based on ten radio addresses delivered in 1943. Statistics are to 1954. The principles and philosophy of the movement are related to conditions in the Maritimes.

266. Coady, Rev. M.M. *Masters of Their Own Destiny*. New York: Harpers, 1939, 170 pp. The growth of an adult education movement through study groups and economic co-operation.

267. Corbett, E.A. *Henry Marshall Tory—Beloved Canadian*. Toronto: Ryerson, 1954, 241 pp. This book is based almost entirely upon the personal memoirs, reports and records kept by Dr. Tory covering his work in the establishment of the University

of British Columbia, the University of Alberta, the Khaki University, the National Research Council and Carleton University.

268. Corbett, E.A. "University Extension Education in Canada", *Problems in Education—IV Universities in Adult Education*. Paris: Unesco, 1952, pp. 62-127. A short discussion of extension education in Canada with brief historical notes and sketches of current services offered by many universities.

269. Corbett, E.A. *We Have With Us Tonight*. Toronto: Ryerson, 1957, 222 pp. An anecdotal account of his experiences in the field of adult education by the former Director of the Canadian Association for Adult Education.

270. Gagnon, Onésime. *Cultural Developments in the Province of Quebec: Minorities' Rights and Privileges under the Educational System*. Toronto: University of Toronto Press, 1952, 21 pp. A cogent summary of the present situation.

271. Henson, Guy. "Adult Education in Nova Scotia", *Learning for Living*, Series No. 6, Toronto: Canadian Association for Adult Education, 1954, 73 pp. Ten years of adult education activities in Nova Scotia. A general treatment of provincial agencies with emphasis on the government's Adult Education Division.

272. L'Institut Canadien d'Éducation des Adultes (Autrefois, La Société Canadienne d'Éducation des Adultes). *Rapport annuels*. Montréal: L'Institut. Annales de l'activité de l'institut.

273. Kage, Joseph. "Education of the Immigrant Worker in Canada", *Educational Studies and Documents*. Paris: Unesco, 1955, XVI: 19-30. Broad practices are described and related to immigration policy.

274. Kidd, J.R. (ed.). *Adult Education in Canada*. Toronto: Canadian Association for Adult Education, 1950, 249 pp. An introduction to adult education providing a background of ideas and working principles; an historical outline and a description of many significant programmes and organizations.

275. Kidd, J.R. *Adult Education in the Canadian University*. Toronto: Canadian Association for Adult Education, 1956, 138 pp. The first full account of the educational work for adults conducted by Canadian universities, prepared after a personal survey of 22 institutions.

276. Kidd, J.R. "Pictures with a Purpose", *Learning for Living*, Series No. 7, Toronto: Canadian Association for Adult Education, 1953, 72 pp. Describes the distribution of 16 mm. non-theatrical films in Canada.

277. Lortie, L. "Adult Education in French Canada", *Food for Thought*, XIII (Oct. 1952), 34-37. A concise summary of diverse voluntary and church organizations contributing to adult education services.

278. **Manitoba.** *Royal Commission on Adult Education; Abridged Report.* Winnipeg: Queen's Printer, 1947, 62 pp.
279. **Morin, R. and Potter, H.H.** "Camp Laquemac", *Learning for Living*, Series No. 8, Toronto: Canadian Association for Adult Education, 1953, 47 pp. Sponsored by Laval and McGill universities, bilingual, for adult education-holidays. Its history and progress.
280. **Morrison, Jean Hunter.** "So-Ed in Canada", *Learning for Living*, Series No. 10, Toronto: Canadian Association for Adult Education, 1953, 72 pp. The Y.M.C.A.-Y.W.C.A. sponsored programme for social education, for young people aged 25-35, for the period 1943 to 1953.
281. **Park, Julian** (ed.). *The Culture of Contemporary Canada.* Toronto: Ryerson, 1957, xv, 404 pp. A collection of articles dealing with poetry, the novel, art, music, the theatre, social sciences, literary scholarship, philosophy. French-Canadian philosophies, education, science, and culture of French Canada in which the authors not only give accounts of the traditions and struggles of their subjects but "evaluate the past and set forth some of the problems and difficulties that lie in the way of further progress".
282. **Ross, Murray George.** *Education in Canadian Institutions. A Study of Adult Education in Sanatoria, D.V.A. Hospitals, and Provincial Reformatories in Canada.* Toronto: Canadian Association for Adult Education, 1952, 43 pp. Descriptive, supported by some data.
283. **Rouillard, Harriet**, (ed.). "Pioneers in Adult Education in Canada", *Learning for Living*, Series No. 4, Toronto: Canadian Association for Adult
- Education, 1952, also published by Nelson, Toronto 118 pp. A collection of articles on 16 pioneers in Canadian Adult Education.
284. **Shea, Albert A.** (ed.). "Culture in Canada", *Learning for Living*, Series No. 1, Toronto: Canadian Association for Adult Education, 1952, 65 pp. A digest of the report of the Royal Commission on National Development in the Arts, Letters and Sciences.
285. **Sim, Alex and Bussière, Eugène.** "Camp Laquemac - An Experimental School of Community Programmes", *Problems in Education II, Adult Education, Current Trends and Practices.* Paris: Unesco, 1949, pp. 100-114. A description of Camp Laquemac, which illustrates a successful experiment in community leadership programmes.
286. **La Société Canadienne d'Enseignement Post-scolaire.** *L'Éducation des adultes au Canada.* La société s'appelle maintenant l'Institut Canadien d'Éducation des Adultes. Montréal: L'Institut, 1952, 52 pages. Donne un aperçu du travail qu'accomplissent les organismes nationaux, fédéraux, provinciaux ou indépendants dans le domaine de l'éducation des adultes.
287. **La Société Canadienne d'Enseignement Post-scolaire.** *Répertoire national de l'éducation populaire au Canada français.* La société s'appelle maintenant l'Institut Canadien d'Éducation des Adultes. Montréal: L'Institut, 1949, 332 pp. Structure, programme, services et publications des organismes intéressés, soit directement soit indirectement, à l'éducation des adultes au Canada français.
288. **Unesco.** *International Directory of Adult Education.* Paris, 1952, 324 pp. Section on Canada, pp. 97-107. A general statement of adult education and addresses of governmental and national organizations.

MISCELLANEOUS — DIVERS

289. **L'Association Canadienne des Éducateurs de Langue Française.** *Répertoire des Institutions canadiennes d'enseignement français, 1957-1958.* Québec: Les Éditions "L'A.C.E.L.F.", 1957, 1,022 pages.
290. **Burgoyne, Rola M.** (Compiler). *A History of the Home and School Movement in Ontario.* Toronto: Charters, 1935, vii, 205 pp. Narrates the growth of the movement in various centres as compiled from office records.
291. **Canada, Department of National Health and Welfare.** *Recreation, Physical Education and School Health Education in Canada.* Ottawa: The Department, 1952, (mimeo.), 152 pp. Detailed current practices of school recreation, physical and health education.
292. **Canadian Broadcasting Corporation.** *School Television in Canada.* Ottawa: The Corporation, 1956, 44 pp. "... a second experiment designed to supplement and extend the experience gathered in the first experiment.
293. **Canadian Broadcasting Corporation.** *Television in the Classroom.* Ottawa: The Corporation, 1954, 64 pp. Reports on pilot study in which television programmes were jointly planned and executed by teachers and broadcasters; and indicates that such programmes are valuable teaching aids.
294. **Canadian Council of Churches, Department of Christian Education.** *Religious Education in the Schools of Canada.* Toronto: The Council, 1952, reprint 1953, 20 pp. This pamphlet gives the acts and regulations for each province concerning religious education in the schools, with comments and suggestions for promoting religious education.
295. **Canadian Education Association.** "Some Activities in Educational Research in Canada", *Canadian Education*, IX (March 1954), 69 pp. Contains discussions by authorities in educational research on such topics as the role of research, its evaluation, present activities in English and French universities, the Canadian Teachers' Federation and urban school systems.

296. Canadian Red Cross Society. *The Canadian Red Cross Society; School Meal Study, 1947-1949*. Toronto: The Society, 1952, v. 141 pp.
297. Canadian Teachers' Federation. *Survey of Radio in Canadian Schools*, Ottawa: The Federation, 1956, 200 pp. (mimeo.), also *Summary Report of a Survey of Radio in Canadian Schools*, 1956, 75 pp. (mimeo.). Reports of a comprehensive questionnaire survey planned to discover strengths and weaknesses of school broadcasting in Canada.
298. Croskery, George G. *The Role of Teachers' Organizations in Canada*. Toronto: Canadian Education Association, 1956, 16 pp. (mimeo.). One of a series of lectures delivered at the C.E.A.-Kellogg short course. University of Alberta, Edmonton, 1956. The article relates the history and discusses the functions of teachers' associations.
299. Donald, R.T. "The Development of Guidance in the Secondary Schools of the Dominion of Canada". M. Ed. thesis, University of Manitoba, 1951, 170 pp. Discusses the development of guidance in certain geographic areas, and gives trends in guidance.
300. FitzPatrick, Ignatius Edward. "The Supply, Training and Certification of Special Educators for Exceptional Children in Canada". Master's thesis, University of Ottawa, 1956, 89 pp. Reviews the special education services in Canada and provides a comprehensive picture of the training and certification of special teachers.
301. Lambert, Richard S. "Report on the Organization of School Broadcasting Services in Canada". *Broadcasting to Schools*, Paris: Unesco, 1949, pp. 53-64. The situation is described and some changes are suggested.
302. Lebel, M. "Teaching of French and English in the French Schools of Quebec", *Culture*, XVI (Dec. 1955), 381-92. Describes the way in which French and English are taught in the French Canadian primary and secondary schools of Quebec and stresses the relations between language and culture.
303. National Committee for School Health Research. *A Health Survey of Canadian Schools, 1945-46*, Report No. 1, 1947, 90 pp. *Some Data on Mental Health Problems in Canadian Schools*, Report No. 2, 1948, 54 pp. *Absenteeism in Canadian Schools*, Report No. 3, 1948, 156 pp. Toronto: Canadian Education Association. Reports on existing physical and mental health conditions, lighting, ventilation, toilet equipment, other environmental conditions, teaching of physical education and nutrition; makes recommendations.
304. Staples, R.O. *The Rural Teacher*. Toronto: Ryerson, 1947, 81 pp. A study of Ontario's rural school teachers, suggesting more careful selection and better training.
305. Strothers, C.E. "Special Education in Ontario", *Journal of Exceptional Children*, XIII (May 1947), 234-36, 258. Sketches the history and services provided in Ontario in 1947.
306. Whitworth, F.E. "The Education Division, Dominion Bureau of Statistics", *Canadian Education*, VII (Sept. 1952), 3-14. A brief sketch of the Division and services performed by the Bureau, with suggested uses of resources available.

SELECTED GOVERNMENT DEPARTMENT ANNUAL REPORTS¹

CHOIX DE RAPPORTS DES MINISTÈRES¹

Alberta, Department of Education. *Annual Report.* Edmonton: Queen's Printer.

British Columbia, Superintendent of Education. *Annual Report of the Public Schools of the Province of British Columbia.* Victoria: Queen's Printer.

Canada, Department of Labour. *Report of the Director of Canadian Vocational Training.* Ottawa: Queen's Printer, annual.

Canada, Department of Northern Affairs and National Resources. *Annual Report.* Ottawa: Queen's Printer. Includes annual report on education in the Yukon and Northwest Territories.

Canada, Department of Citizenship and Immigration. *Report of Indian Affairs Branch.* Ottawa: Queen's Printer, annual. Covers data on the Indian schools in Canada.

Manitoba, Department of Education. *Annual Report.* Winnipeg: Queen's Printer.

New Brunswick, Department of Education. *Annual Report.* Fredericton: The Department.

Newfoundland, Department of Education. *Annual Report.* St. John's: Queen's Printer.

Nova Scotia, Superintendent of Education. *Annual Report.* Halifax: Queen's Printer.

Ontario, Department of Education. *Annual Report.* Toronto: Queen's Printer.

Prince Edward Island, Department of Education. *Annual Report.* Summerside: Journal Publishing Co. Ltd.

Quebec, Department of Education. *Annual Report of the Superintendent of Education.* Quebec: Queen's Printer. (English and French editions).

Saskatchewan, Department of Education. *Annual Report.* Regina: Queen's Printer.

CANADIAN EDUCATION PERIODICALS

PÉRIODIQUES CANADIENS PORTANT SUR L'ENSEIGNEMENT

Teachers' Associations Magazines — Revues d'associations de professeurs

The A.T.A. Magazine, Alberta Teachers' Association, Barnett House, 9929-103 St., Edmonton, Alta. Issued 10 times a year.

The B.C. Teacher, British Columbia Teachers' Federation, 1815 W. 7th Ave., Vancouver 9, B.C. Issued 8 times a year.

The Bulletin, Journal of the Nova Scotia Teachers' Union, 317 Barrington St., Halifax, N.S. Issued 5 times a year.

The Bulletin, Ontario Secondary School Teachers' Federation, 34 Prince Arthur Ave., Toronto, Ont. Issued 6 times a year.

C.T.F. Research Division Information Bulletin and *C.T.F. News Letter*, Canadian Teachers' Federation, 444 MacLaren St., Ottawa, Ont. Occasional publications.

The Educational Courier, Ontario Public School Men Teachers' Federation and The Federation of Women Teachers' Associations of Ontario, 34 Prince Arthur Ave., Toronto, Ont. Issued 5 times a year.

The Educational Review, New Brunswick Teachers' Association, Box 752, Fredericton, N.B. Issued 5 times a year.

The Manitoba Teacher, Manitoba Teachers' Society, 956 Portage Ave., Winnipeg 10, Man. Issued 5 times a year.

The N.T.A. Journal, Newfoundland Teachers' Association, Department of Education, Education Building, St. John's, Nfld. Issued 8 times a year.

The O.E.C.T.A. Review, Ontario English Catholic Teachers' Association, 34 Prince Arthur Ave., Toronto, Ont. Issued 4 times a year.

Le Professeur, L'Alliance des professeurs catholiques de Montréal, 435, 5^e avenue Mondor, Saint-Hyacinthe (Qué.). Revue mensuelle.

¹ Other publications of interest to educators are published by such federal departments as Agriculture, Citizenship and Immigration, National Health and Welfare, Northern Affairs and National Resources, and the Dominion Bureau of Statistics; provincial departments such as the Department of Social Welfare and Youth of Quebec, and departments concerned with agriculture, health, labour and welfare in most provinces. — D'autres publications intéressantes pour les éducateurs sont publiées par les ministères fédéraux de l'Agriculture, de la Citoyenneté et de l'Immigration, de la Santé nationale et du Bien-être social, du Nord canadien et des Ressources nationales, par le Bureau fédéral de la statistique, par les ministères provinciaux du Bien-être social et de la Jeunesse (Québec) et par les ministères s'occupant de l'agriculture, de la santé, du travail et du bien-être social dans la plupart des provinces.

The Saskatchewan Bulletin, Saskatchewan Teachers' Federation, Del Building, 118 Second Ave., North Saskatoon, Sask. Issued 8 times a year.

The Teachers' Magazine, Provincial Association of Protestant Teachers of Quebec, Room 15, 1410 Guy St., Montreal 25, Que. Issued 5 times a year.

School Trustee Association Magazines — Revues d'associations de commissaires d'école

The Alberta School Trustee, Alberta School Trustees' Association, 736 Tegler Building, Edmonton, Alta. Issued 11 times a year.

The Argus, Public School Trustees' Association of Ontario, Trustee House, 21 Harcourt Road, Toronto 3, Ont. Issued 10 times a year.

The B.C. School Trustee, British Columbia School Trustees' Association, 971-973 West Broadway, Vancouver 9, B.C. Issued quarterly.

Canadian School Journal, Ontario Educational Association, published by Ontario School Trustees' and Ratepayers' Association, 73 Adelaide St. W., Toronto, Ont. Issued 8 times a year.

La Revue Scolaire, La Fédération des commissions scolaires catholiques du Québec, 101, rue St-Roch, Québec 2 (Qué.). Paraît 6 fois par an.

The School Board, Quebec Association of Protestant School Boards, 4245 Oxford Ave., Montreal, Que. Issued 4 times a year.

Manitoba School Trustee, Manitoba School Trustees' Association, 894 Dorchester Ave., Winnipeg, Man. published by the St. James Leader, St. James, Manitoba. Issued 10 times a year.

The School Trustee, Saskatchewan School Trustees' Association, Suite 6, 1651-11th Ave., Regina, Sask.

Home and School Magazines — Revues d'intérêt familial et scolaire

Alberta Home and School News, Alberta Federation of Home and School Association, 134 8th Ave., East, Calgary, Alta. Issued 4 times a year.

British Columbia Parent-Teacher, British Columbia Parent-Teacher Federation, 423 West Broadway, Vancouver 10, B.C. Issued 5 times a year.

Canadian Home and School, The Canadian Home and School and Parent-Teacher Federation, 370 Dundas St. West, Toronto 2B, Ont. Issued 5 times a year.

Home and School News, Nova Scotia Federation of Home and School Associations, Box 530, Kentville, N.S. Issued bi-monthly.

Quebec Home and School, Quebec Federation of Home and School Associations, 3508 Walkley Ave., Montreal 28, Que.

Saskatchewan Home and School, Saskatchewan Federation of Home and School Incorporated, 919 Avenue "C" North, Saskatoon, Sask. Issued 8 times a year.

Departmental Publications — Publications des ministères

L'Instruction publique, (auparavant L'Enseignement Primaire), Département de l'Instruction publique, Québec (Qué.). Paraît dix fois par an.

Education Office Gazette, Department of Education, Halifax, N.S. Issued 3-4 times a year.

Educational Record of the Province of Quebec, Protestant Committee of the Council of Education, Department of Education, Quebec, Que. Issued quarterly.

The Forum of New Brunswick Education, Department of Education, Education Office, Fredericton, N.B. Issued 10 times a year.

Journal of Education, Department of Education, Education Office, Halifax, N.S. Issued 3-4 times a year.

Manitoba School Journal, Department of Education, Room 172, Legislative Building, Winnipeg, Man. Issued 10 times a year.

News Letter, Department of Education, St. John's, Nfld.

L'École canadienne, La Commission des écoles Catholiques de Montréal, 3737 est, rue Sherbrooke, Montréal (Qué.). Paraît dix fois par an.

Research Journals — Journaux portant sur la recherche

The Alberta Journal of Educational Research, The Committee on Educational Research, Faculty of Education, University of Alberta, Edmonton, Alta. Issued quarterly.

Education Bulletin, University of British Columbia, College of Education, Vancouver, B.C. 1st edition March 1957.

Ontario College of Education, Department of Educational Research, 371 Bloor Street, West, Toronto 5, Ont. A concise summary of departmental research. Issued periodically.

Miscellaneous — Divers

Bulletin de la Fédération des Collèges Classiques, La Fédération, Suite 200, 6655, rue Côte-des-Neiges, Montréal 26 (Qué.). Parait six fois par an.

Canada's Health and Welfare, Information Services Division, Department of National Health and Welfare, Ottawa: Queen's Printer. Issued monthly in English and French.

Canada's Mental Health. Mental Health Division, Department of National Health and Welfare, Ottawa. Issued Monthly.

The C.A.U.T. Bulletin, The Canadian Association of University Teachers, Room 450 Dawson Hall, McGill University, Montreal, Que. Published twice a year.

Canadian Education, Canadian Education Association, 206 Huron St., Toronto 5, Ont. Issued quarterly.

C.E.A. News Letter, Canadian Education Association, 206 Huron St., Toronto 5, Ont. Issued 9 times a year.

Canadian Welfare, The Canadian Welfare Council, 55 Parkdale Avenue, Ottawa, Ont. Issued 7 times a year.

Community Courier, Ontario Department of Education, Community Programmes Branch, 206 Huron Street, Toronto 5, Ont. Issued bi-monthly.

L'Enseignement Secondaire, Université Laval, Québec (Qué.). Revue de la Faculté des Arts de l'Université Laval et des institutions secondaires affiliées à l'Université Laval. Parait huit fois par an.

Food for Thought, The Canadian Association for Adult Education, 113 St. George St. Toronto, Ont. Issued 8 times a year.

Labour Gazette, Department of Labour. Ottawa: Queen's Printer. Monthly, articles and reports on vocational education.

Saskatchewan Recreation, Department of Education, Government Administration Building, Regina, Sask. Issued 3 times a year.

School Guidance Worker, The Guidance Centre, Ontario College of Education, University of Toronto, 371 Bloor St. W., Toronto 5, Ont. Issued 9 times a year.

School Progress, Independent Business Magazine for Canadian School Executives, 57 Bloor St. W., Toronto, Ont. Issued bi-monthly.

Special Education, (formerly, Special Class Teacher), Ontario Educational Association, 361 Jarvis St., Toronto, Ont. Issued 3 times a year.

Technique pour tous, Le ministère du Bien-être social et de la Jeunesse. Bureau, 294, place Saint-Louis, Montréal, 18 (Qué.). Parait dix fois par an.

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