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Survey of
ADULT EDUCATION IN CANADA
1950-51

Prepared in the
Education Division.

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Survey in Adult Education 1950-51

This survey was undertaken to provide factual data to meet certain of the demands for statistical information on Canada's adult education movement. It covers the academic year 1950-51.

Inquiry blanks were sent to selected universities and colleges, the Departments of Education and cities and town of 10,000 or over. The forms covered in general: staff and enrolment, books, recordings and study courses, prepared or stored, and courses or activities organized, conducted or promoted. Some progress in Adult Education was reported by all of the provinces. All have officers in charge of adult education activities, and in some both the Universities and Departments of Education are organizing a wide variety of such activities. Some idea of numbers involved was obtained but it is impossible to discover the total number influenced by such activities as the Forums, educational films, etc.

It is planned to conduct adult education surveys of education which will become Part IV of the Biennial Survey of Education when sufficient data are available.

The survey was conducted by Dr. F.E. Whitworth of the Education Division of the Bureau in consultation with Dr. J.E. Robbins, Director of the Division.

Herbert Marshall
Dominion Statistician.

Adult Education in Canada

The field of general, or adult education, in Canada while taking shape remains decidedly fluid and may still undergo considerable metamorphosis before assuming its final role in our society. Adult education began as a movement to assist those who, unfortunately, had not obtained an elementary education in childhood. Later, academic high school courses were offered by high schools to those who felt the lack of them. Courses for immigrants were added where groups of new Canadians felt the need for ready communication with their neighbours. However this expansion of existing services does not tell the whole story for there has been a new growth reflecting changed aims, changed techniques and a changed personnel concomitant with an enlarging of the field of service. It is this latter development which will finally determine the contribution of adult education to our way of life. Among other things it makes use of radio and film, conferences, community living in folk schools and camps, and puts greater emphasis on activity, co-operative projects and the development of leadership. It reaches out to all citizens rather than to the relative few who have been deprived of formal education. It embraces the fields of human and international relations as well as studying the socio-economic, psycho-social and esthetic. Its aim is for a fuller and richer life for a greater number of people and groups of people, assuming that a more adequate adjustment can be achieved and that concerted action, properly implemented, can achieve institutional progress.

Education is found wherever learning goes on. People of all ages learn whenever they come up against new situations and change their usual pattern of behaviour to discover a solution which solves their problem adequately. Schools are institutions which pose problem situations and provide solutions. A recent trend is for the school to bring curricula into line with out-of-school situations, considering the child as a living organism and hence developing a child-centered activity school rather than one which is subject centered. In higher education the trend is to provide more and varied opportunities in which students may earn degrees and at the same time find avenues leading to work situations. Adult education is presently augmenting the work of elementary, secondary and higher institutions. It meets the needs of those who have left school at any one of the three stages and provides experiences directed towards a variety of needs such as enlightenment, recreation, vocational knowledge, the arts etc. In this it also supplements such common sources of casual learning as the cinema, newspaper, radio, television, magazines, books, church services, clubs, political meetings, etc., media which are not primarily directed towards education.

There are many needs in our current social structure and dreams or plans for changing people or society. Some of these ideas have been integrated into our way of life. Others are sporadic, abortive, or fanciful. Comparatively few have been tried out on even a small scale. Some may have been successful for years and then died out whereas they might have survived and thrived had they had some outside help. In part to assist and co-ordinate smaller movements, in part to act as a clearing house for ideas, and in part to provide necessary tools for learning the

Canadian Association for Adult Education was organized in 1936 on a Canada wide basis. Its work at present consists in such endeavour as providing information for units, covering work attempted and accomplished elsewhere; co-ordinating the work of agencies in the adult education field, promoting promising activities etc. Limits are set by staff, finances, provincial organization etc. but adult educational endeavour is expanding and has by no means reached its peak, nor will it until after our conception of education includes an appreciation of the possibilities of adult education which has been thoroughly surveyed and tested in the field.

One need, and perhaps the first one to be recognized, is for fundamental education which aims to help adults attain easy communication, a fuller appreciation of their surroundings, an understanding of their rights and duties as citizens and individuals and prepares them for more effective participation in the economic and social progress of their community. This has resulted in schools which provide elementary education for adults who have not received it as youngsters, and who wish to make up for this lack through attendance at evening classes. A related need, and one which has been more prominent since the Second World War, necessitates providing formal education for immigrants whose years in attendance at school vary from none or few to university graduation. They want a better working knowledge of English, and many of them are interested in civics, Canadian history etc. A third group which completed elementary school, high school or college wish further academic education whether to improve their social economic standing or just to keep their minds employed.

A second need is in the field of recreation. Attempts are made to interest everybody and emphasis is placed on health and on variety to ensure wide participation. Less emphasis has been placed on sport as an outlet for psychological suppressions for both spectators and players. There is a possibility here that too many well-meaning persons with a flare for leadership will organize so many activities for adolescents as to interfere in home-discipline, mastery of school work and health. Possibilities for leadership have not been neglected and courses to develop good leadership have been fairly wide-spread and well attended.

A third need is in the field of vocations. A fair number of high schools, but particularly commercial and technical ones, as well as colleges and universities, offer practical courses to assist their students in learning more about their jobs or in preparing for new ones. In addition there are private trade schools, business colleges, the W.E.A. endeavour, etc. providing opportunity for learning more about occupations. A goodly number of people enroll in these courses because they think the knowledge will be useful or because of interest; in fact there are a number who could as easily be classified in the next category.

A fourth group are those enrolling in classes as a vocation. Some are here in an effort to compensate for routine jobs, or jobs requiring the use of only certain of their abilities and aptitudes. Their

day-time job provides bread and butter. Evening classes are for recreation and satisfaction with little thought of reward beyond satisfaction from their work and the objects produced. Those conducting such classes emphasize the worthy use of leisure. The shorter work-week which has been introduced in many industries and business firms has provided time and opportunity for many people to take part in such classes. The ultimate effect from technological progress covering more of the world than in pre-war days cannot as yet be assessed, as human wants are insatiable. However keener world competition, and changes in manpower requirements associated with certain occupations, will affect the balance. Similarly housework, which has become relatively less time consuming, will probably continue further in the same direction and this change will be reflected in the role of married and single women in the world of work. All of these changes will provide more leisure for more people.

A fifth phase of adult education is in citizenship. It can in part grow out of a wide interest in discussing political situations indulged in wherever farmers, tradesmen etc. meet and talk something other than shop. It is presently affected by thousands of new citizens coming to Canada, by Canadian participation in world or regional organization, not to mention provocative world conditions themselves. It is presently reflected in radio forums, co-operative movements, discussion groups etc.

Adult education must build on felt needs. New interests can be created and fostered until habit and custom makes it generally considered as the thing to do. Whereas day school education is backed by laws enforcing attendance and can use records, credits, diplomas and examinations under formal school discipline as incentives, out-of-school education must make other appeals and in some cases counteract frustration behaviour developed through attendance at school. Half the pupils get little more than elementary education. Adult education must begin from that level but be broad enough in scope to enlist even the most enlightened. Offerings must be varied and cover the needs of the population and with due consideration for native ability and ages from school leaving to senility.

Interest in adult education is perhaps higher now than at any time previous. Probably there are more adults now than ever before who are interested in continuing their education in some form; and even more would join their ranks if opportunities could be made more widespread. Ample evidence indicates that this interest has increased markedly during postwar years. Nevertheless the number participating perhaps amount to around three per cent of the average community with exceptional communities running as high as ten per cent.

Adult education in Canada takes many forms ranging from formal, scholarly study to informal activity bordering on the purely social and recreational. Likewise, befitting a democracy, it is provided by a wide variety of institutions and organizations. Among these are the public schools, Canada's primary and most wide-spread agency for

organized education, and universities and colleges which have stepped outside their primary role to assist many who would never attend regular college level classes. Then there are the Departments of Education; and other departments of Government which usually develop some phase of out-of-school or adult education. In addition there are many other organizations primarily interested in conducting adult educational activities or assisting other organizations. Exact data are not available on the work of all of these, in fact, until such time as adult educational patterns become consolidated the collection of statistics on adult education will be at best somewhat haphazard.

What post-school education is now going on in Canada? What facilities and programs are available for adults and out-of-school youth? General answers are available for certain questions and specific answers to some related questions but not an over-all picture of the dynamic situation. An adequate assessment of the field would require a number of fairly detailed surveys.

In part because the field of adult education has not been sharply delineated and the activities are conducted in a variety of ways, a complete survey of adult education and education for out-of-school youth and adults, although desirable, was considered to be an impossible task at this time. However, because of the importance of the problem, it was felt that a start should be made and that the work conducted by the Universities, Departments of Education, and school boards in the larger centres appeared to be the logical place to make a beginning. Questionnaires were prepared and forwarded to cities and towns with populations of 10,000 or more according to the 1941 census; to the 10 Departments of Education and to the larger, independent universities and colleges. It is recognized that some, though not a large proportion, of the smaller schools offer somewhat similar services and should have been surveyed in order to give a fair picture of work being conducted in the smaller urban and rural districts. Similarly some of the smaller colleges are contributing to the education of members of the community in which they are located. Also omitted are efforts in out-of-school learning conducted by such organizations as the Y.M.C.A., W.E.A., Wheat Pools, etc. and most of the recreation field. Similarly, data are not included covering education programmes of the C.B.C. but particularly the forums; and number of meetings and attendance of the film showings.

Adult Education Carried On by the Universities and Colleges

Extension of University Work

Modern universities stem from those which rose during the middle ages. The development of universities at that time reflected a great intellectual revival affecting Europe during the twelfth and thirteenth centuries. In the beginning they were similar to the Greek congregations of followers of a learned man. Later they became more of a guild or corporation and developed a college system. To the liberal arts courses the universities added faculties of theology, law and medicine to prepare

students for the learned professions. This was essentially the province of the first Canadian universities which were cradles of culture intent on preserving learning and preparing entrants to the learned professions.

Canadian provinces did not follow the European pattern of providing separate schools of higher technical studies but made such colleges an integral part of the university. During the twentieth century emphasis on science and experimentation increased and has greatly influenced all phases of university activities.

Relationships of the universities to other institutions increased in number and variety. Courses in arts and courses leading to the learned professions were supplemented with courses preparing for the newer professions and business positions. North American universities have expanded their offerings until at present there are courses for such a variety of practical subjects as: nursing, public health, sanitation, physical therapy, personnel management, salesmanship, distributive education, radio arts, military and naval science and many others too numerous to mention. In addition the universities and colleges co-operate with various business or industrial firms to offer short courses, conduct conferences, and provide refresher courses for professional and other groups. This has gone hand in hand with a greatly increased enrolment.

In addition to regular courses and evening classes most universities list at least some of the following: part-time courses in Arts, Music, Theology, etc., summer schools, various other short courses, correspondence and other extra-mural courses. The number participating in all of these in 1948 including undergraduate and post-graduate students was 56,500 out of a total enrolment for the year of 168,239. An interesting fact is that of the 56,500, 26,135 or 46 p.c. were women, a higher percentage than found in full-time enrolment in regular sessions.

Similarly in the field of extension, which was developed to assist many who could not afford intra-mural training, the universities offer extra-mural courses leading to a degree, other courses suitable for groups studying together, and special courses conducted in co-operation with institutions such as banks, etc. Staff members have been made available to organize groups, to adjudicate at festivals, to lecture, etc. Other services include radio talks; interviews; answering queries by correspondence; choir, band and other leadership. Mahomet has come to the mountain. The university, in addition to broadening requirements for entrance, allowing more students to enter and offering a much wider variety of courses leading to degrees, through its extension services provides leadership and conducts, promotes or assists in providing learning situations which are intended to appeal to members of all walks of life.

Selected Projects in Adult Education

Space forbids a complete listing of the contributions of university and college today to adult and out-of-school education, but mention of a few projects may serve to highlight what is presently being undertaken.

The Antigonish Movement stemming from St. Francis Xavier University is a co-operative self-help development which began with farmers, fisherfolk and miners in the 1920's and has spread to cover the Maritime provinces and stimulate similar work elsewhere. It has emphasized spiritual and mental enlightenment accompanied by group economic action. It has used: mass meetings, leadership schools, short refresher courses, co-operative training courses, not to mention radio listener groups, home meetings, films, library service and pamphlets. It has given workers an integrated outlook on social and economic problems, improved the economic condition of many a community, broadened the outlook and widened the interests of its inhabitants.

The School of Community Programs, Laquemac, a concerted effort of McGill and Laval Universities, won the 1949 Tory Award for a major contribution to Canadian Adult Education. It is organized as seminars on, e.g., Group Work, Community Organization, Building a World Community, workshops on film and radio and skill sessions in Recreation, Discussion Methods, Dramatics, and Publicity. The camp held at Lac Chapleau for 10 days, is half French-speaking, half English-speaking. It has representatives from all Canadian provinces, France, Great Britain, U.S.A., and welcomes people from all walks of life.

Frontier college is another idea in action. It is a unique institution in that its 60-odd labourer-teachers are hewers of wood and drawers of water with their pupils in the daytime and leader-teachers of some 2,000 pupils enrolled in classes and 12,000 to 15,000 who participate in informal discussions at night. It was the brain-child of a padre who saw a vision. Since the turn of the century it has become the foster child of men with a sense of social responsibility. It has been manned by university men from Canadian, American and British universities of whom some 2,500 have already volunteered for this he-man work. Though on a larger scale, it is representative of the efforts of thousands of other workers with a social consciousness who have gone out of their way to conduct formal or informal groups in isolated settlements, on the bald prairies, in forest settlements, and on windswept shores.

Information Requested

The form devised was intended to bring out the several services of the universities and Departments consisting of: preparing aids and other materials for use of people undertaking adult education activities; serving as a depot or repository for educational aids prepared elsewhere such as records, films, slides, books, pamphlets etc.; specialists on the staff whose services are available to assist in cultural activities etc. or provide help in the training of local leadership; and such courses, classes conferences and meetings as are organized, conducted, or promoted to foster adult education. A space was provided at the end for the listing of any efforts which could not be readily fitted into the categories given.

The form was sent only to universities and larger colleges not affiliated to other universities. It covered the year 1950-51. The Universities and colleges were asked to report only those courses which did not lead to a degree, license or provide other academic recognition

and which would be reported in the D.B.S. publication Survey of Higher Education. Drawing a line of demarcation between such activities must be arbitrary in many cases. Quite a few students enroll in regular classes with no intention of completing a degree but later change their minds. Again, the content of some of the courses offered in general education is identical with that offered in regular courses e.g. in such fields as: Personnel Management, Statistics, Business Management and Labour Relations, to mention but a few.

One result of this was that Sir George Williams College had nothing to report as all of its evening students are reported in Higher Education. Yet in both Sir George Williams College and Carleton College the night school enrolment exceeds the day enrolment. Similarly there are large enrolments in summer school classes which give some professional recognition to teachers but are not recognized as college preparatory or college classes.

Staff members responsible for Adult Education

That Canadian universities and colleges have assumed an important role in adult education can be readily seen from the fact that of the 27 universities and colleges covered in this study 18 reported having full time, and 18, although not the same 18, had part-time faculty members on their staff responsible for adult education. In others such work as is undertaken comes under the Director of Extension, professors or other faculty members in various fields. Organization for Adult Education varies widely from university to university. In the University of Saskatchewan, for example, extension work was divided into three fields in 1949-50 namely; Agriculture Services, Women's Services and Adult Education in charge of separate heads.

Of the 18 institutions with full-time appointments, six listed one position, six others had from two to five, two had from six to ten, three had 25 or more positions and the remaining one indicated that due to the complexity of organization it was impossible to specify the number involved.

Preparation of materials for Adult Education

A majority of the institutions included indicated that they prepared some or all of the instructional aid categories listed. The numbers checked for the various items for the 27 institutions were as follows:

Books and pamphlets	13
Lesson outlines, study courses	13
Films, filmstrips, slides	9
Exhibits, travelling exhibits	7
Radio broadcasts, transcriptions	13
Pictures	21

In addition to these one institution added "tape recorded" and a second added "programme kits for Home and School" and "Standardized Text, Biblical Knowledge". Certainly others could have been added.

Table 1

Short courses, Evening courses, Summer courses, Refresher courses,
Workshops, Institutes, Conferences, etc. not leading
to Diplomas or Degrees

	Activities conducted			Number enrolled	Number of meetings	In co-operation with others
	On the campus	In outside urban areas	In rural areas			
University of British Columbia	29	94	52	7,172	2,910	6
University of Alberta	9	30		1,990	338	-
University of Saskatchewan	2			111	151	-
University of Manitoba & Brandon College	10	39	2	2,678	749	11
MacDonald College	15	11	5	482	307	
McGill University	85			670	1,305	
Bishops University			3	52	42	
Laval University	8	1	3		482	
Institute of Pedagogy, University of Montreal	4	24			80	
Carleton College	111			1,633 ¹	2,530	
Western University	7			222	176	
McMaster University	26			1,648	334	
Toronto University	124			2,039	-	
Ontario Agriculture College	19			1,947	-	
Queen's University	10			1,077	120	
Ottawa University	5	11	45	3,921 ²	1,655	
Dalhousie University	2			875		
St. Francis Xavier University		9	30	1,964		
Prince of Wales College		1	2	393		
St. Dunstan's University	1		13	-	284	
St. Thomas Collège			5	-	228	

1. Includes 495 enrolled in regular courses for interest. 2. Includes 2,509 in education for marriage.

Table II

Short Courses, Evening Courses, Summer Courses, Refresher Courses,
Workshops, Institutes, Conferences, etc.

	On the campus	In outside urban areas	In rural areas	Number enrolled	Number of meetings	In co-operation with other organizations
1. Academic						
Western provinces	3	28		1,306	584	1
Central provinces	36		1	988	725	
Atlantic provinces			1			
2. Vocational and technical						
Western provinces	3	16		2,228	154	1
Central provinces	14	1		492	277	
Atlantic provinces				175	100	1
3. Commercial						
Western provinces		12		269	116	1
Central provinces	21	25		249	154	1
Atlantic provinces	2			14		
4. Business and other administration						
Western provinces	8	10		568	258	
Central provinces	544		25	2,860	477	1
Atlantic provinces	13			198	16	
5. Home Economics						
Western provinces	1	6	17	363	183	
Central provinces	1	20	18	1,397	552	
Atlantic provinces				50	24	
6. Agriculture and farm mechanics						
Western provinces	5	9	6	999	494	1
Central provinces	22		1	2,006	41	
Atlantic provinces			1	150	124	1
7. Music, Art, Drama Creative writing and Public speaking						
Western provinces	11	26	10	1,707	857	3
Central provinces	32		1	1,451	540	
Atlantic provinces			1	30	267	1
8. Arts, Crafts hobbies						
Western provinces	6	11	17	1,244	325	
Central provinces	14		2	249	307	1
Atlantic provinces						

Table II - Contd.

Short Courses, Evening Courses, Summer Courses, Refresher Courses,
Workshops, Institutes, Conferences, etc.

	On the campus	In outside urban areas	In rural areas	Number enrolled	Number of meetings	In co-operation with other organizations
9. Education for marriage Parents' Education, Child Development						
Western provinces	3	3	3	270	151	
Central provinces	17	2	2	3,385	1,295	3
Atlantic provinces						
10. Recreation, Health Fitness						
Western provinces	3	4		427	33	1
Central provinces	4	20	1	431	146	1
Atlantic provinces			1			
11. Practical Education						
Western provinces	3	17		1,550	246	4
Central provinces	14	7		768	252	4
Atlantic provinces			15	1,535		1
12. Inter-cultural, social and economic topics						
Western provinces	2	3	1	319	50	2
Central provinces	13			2,013	210	
Atlantic provinces				1,049		1
13. Foreign languages						
Western provinces		9		362	100	
Central provinces	3			276	214	
Atlantic provinces						
14. Classes for Immigrants						
Western provinces	1			89	556	
Central provinces						
Atlantic provinces						
15. Miscellaneous						
Western provinces	1	9		250	35	2
Central provinces	17		3	2,765	160	1
Atlantic provinces				2,837		
Totals						
Western provinces	52	163	54	11,951	4,142	
Central provinces	749	75	55	18,830	5,400	
Atlantic provinces	116		20	6,038	264	
	<u>767</u>	<u>238</u>	<u>129</u>	<u>36,819</u>	<u>9,806</u>	

Depots for aids for Adult Education

In response to the query asking if the institution was a repository or source for various aids the returns varied according to the type listed. The numbers checked are as follows.

Study courses	11
Plays	9
Recordings	6
Exhibits	7
Films	14
Travelling libraries	4
Postal library service	10
Drama adjudicators	6
Music festival adjudicators	5
Judges for debates	9

In addition two institutions added "judges for fairs", and one added "sets of slides", "bulletins", "printed matter for the United Nations", "Speakers, Chairmen and Discussion Leaders".

The above figures are probably not complete but serve to indicate the breadth of service offered. No attempt was made to interpret these in terms of quantity nor to evaluate use made of them.

Activities of the institution during the year

In part 3 of the questionnaire form each institution was asked to list all short courses, evening courses, summer courses, refresher courses, workshops, institutes, conferences, etc. organized by the university or college on its own, or as a co-operative effort and conducted during the academic year 1950-51. To assist in compiling the reports it was suggested that if possible these activities be grouped under 14 heads and miscellaneous as in Table II. Wherever a college had already prepared a list of courses offered etc. and forwarded it this was accepted and an attempt was made to classify them under the headings given. Whether the classification was made at the university or elsewhere it was of necessity rather arbitrary at times, in part because the grouping is not ideal and in part because some activities overlap groups.

It was recognized that the courses, classes etc. might be offered on the campus or elsewhere and decided that there should be three categories - on the campus, other urban and rural. Some trouble may have been experienced in separating rural and urban but it was felt that at this time any arbitrary decision as to what constitutes rural and urban might cause confusion and fail to shed light.

For each of the activities checked each institution was asked for the number enrolled and the number of meetings held during the year 1950-51. An additional column was provided in which it might be shown whether or not the short courses, classes etc. were conducted in co-operation with outside organizations.

Part IV was intended to cover other activities such as radio and film forums, community centres amateur theatricals, music festivals, concert series, summer camps, and training for leadership, industries etc. Respondents were asked to note whether these were conducted or promoted and whether they were on the campus, in outside urban areas or in rural areas. Results of the returns appear in Table III which distributes the activities according to University or College and Table IV which distributes them according to activity for the Western, Central and Atlantic provinces.

Table III

**Activities including Film Forums, Radio
Forums, Community Centres, Little Theatres, Music Festivals, Concerts, etc.
Promoted or Conducted by Universities and Colleges 1950-51.**

	Types of activities					
	<u>Conducted</u>			<u>Promoted</u>		
	on the campus	in outside urban areas	rural areas	on the campus	in outside urban areas	rural areas
University of British Columbia	1	41	3	1	3	3
University of Alberta	3	7	6			
University of Saskatchewan	2	2			4	1
University of Manitoba and Brandon College	1	2	2	1	2	2
Queen's University	5	4	2			
Carleton College	1					
Ontario Agricultural College	1					
University of Ottawa	3		1		1	
University of Laval		4				
Bishop College						
MacDonald College	2		3			
Ste Anne College	3					
Prince of Wales College						2
Acadia University	3	1	2			3
St. Dunstan's University	1					
St. Thomas College			1			3
St. Francis Xavier ¹ University		2	2			1

¹ Not counting study clubs, conferences, short courses, distribution of literature.

Table IV

Selected Activities Promoted or Conducted by Universities and Colleges 1950-51.

Activity	Western Provinces			Central Provinces			Atlantic Provinces		
	on the campus	In outside urban areas	In rural areas	on the campus	In outside urban areas	In rural areas	on the campus	In outside urban areas	In rural areas
Film forums	2c	2c 1p	2c	3c	1c	1c		1c	2c 1p
Radio forums	3c	1c	1c	3c	1c	1c			2p
Community centres		1c 1p	1c 1p		1c				
Little Theatres		2p	1p	1c	1c		1c		2p
Music Festivals				1c			2c		1p
Concerts	1c	1c		1c			2c		1c
Summer camps	1c	2c	1c		1c				
Excursions	1c	2c	2c	1c			1c		1c
Leaders' Training Courses	1c	3c	1c	2c	1c	1c	1c		1c 1p
Training within industry	1c	1c	1c	2c					
Extension lectures	1p	1c 1p	1c 1p						
Rorschach testing							1c		

c - Conducted

p - promoted

The Provincial Departments of Education and Adult Education

Although a majority of the Departments of Education have Divisions of Adult Education the programmes of some of these indicate only a good beginning. One or two have not entered the picture as yet, in part because of a fairly comprehensive programme already undertaken by other institutions or organizations. Even in those provinces where adult education is most firmly established it is as yet too soon to predict the full range of its activities or its influence on other educational institutions. Present participation in educational endeavour includes a wide variety of contributions ranging from financial support, leadership and assistance in organization to the providing of a channel of communication between all Departments of Government and local communities. The following paragraphs give some idea of the status of Adult Education in the Provincial Departments in 1950.

Newfoundland

The Newfoundland Adult Education Association dates from October 1929. For the first few years it received a grant from the Carnegie Corporation which assisted it in getting established and placed it among the most advanced groups in North America at that time. It has since grown considerably and changed its perspective. Whereas emphasis was placed on increasing literacy and providing school classes for adults, while these activities are continued the main purpose is presently to sponsor group effort and community organization. For some years the divisions of Adult and Visual Education developed together. They were separated in 1950 but continue to co-operate wherever their duties overlap.

An Annual Adult Educational Conference and Workshop held during the first two weeks in August provides an opportunity for the field workers to pool their experience and plan their year's work. Mornings generally have been given to a discussion of problems and refresher talks on planning, conducting night schools, visits, etc. Afternoons have been spent in discussing curricular materials and the possible adoption of materials being used in other provinces. Evenings are for recreation including folk dancing and the study of its place in the community. Special sessions with other Department Heads have considered possible co-operation and integration of effort.

Six-weeks preliminary training is given field workers at the Handicraft Centre followed by special training in co-operation with the Departments of Health and Co-operation, after which the Director accompanies the worker to the field. Field workers are encouraged to participate in Adult Education programmes abroad. During the year short intensive training institutes are held to train local leaders in several areas. The regional training of local leaders is considered of paramount importance in the development of district-wide programmes on a permanent basis.

During 1949-50, 13 full-time workers and 33 teachers were

working in five urban centres and seven rural districts. Classes and projects undertaken in these centres cover a wide range of activities such as: elementary, commercial and other high school classes; home nursing, leathercraft, drafting, traffic code and safety; citizenship classes for new Canadians and Chinese; classes in the sanitarium wards, orthopaedic hospital, penitentiary and the Glenbrook Girls Home; recreation, rural youth clubs, and school magazines etc.

Prince Edward Island

Adult education activities for Prince Edward Island underwent a reorganization in September 1946 through the formation of an Adult Education Council which includes representatives from several government departments and societies doing community work. This council assists its members in various ways and integrates community effort throughout the island. It has organized the province for Farm Radio Forum, which is now under the direction of the Department of Agriculture, and which has recently appointed a director.

Prince Edward Island has a system of regional libraries which cover the Island. Integrated with these are film libraries, film councils and rural film circuits and facilities for travelling art exhibitions, music, drama and limited instruction in crafts.

A physical fitness program, developed as a joint project with the Federal Department of Health and Welfare, covers many rural as well as urban areas.

Nova Scotia

Nova Scotia has had a Division of Adult Education since 1946. It aims to function as one of the agencies interested in adult education and co-operate in matters of joint interest with: the Departments of Agriculture, Health, Lands and Forests; the Women's Institutes; Nova Scotia Regional Libraries Commission; the Provincial and County Farmers' Associations; the Nova Scotia Association for the Advancement of Coloured People; leaders in music; the Provincial Drama Festival Committee; the Nova Scotia Society of Artists; the College of Art; the Provincial Citizens' Forum Committee, and other agencies as well as other Divisions of the Education Department in charge of correspondence courses, vocational evening classes etc. while at no time interfering with the work of such agencies. As a result it is impossible to separate work done by the Department from work done by the other agencies mentioned.

Regional representatives have been appointed in 12 of the 18 counties to assist local organizations. Some idea of the extent of services provided may be obtained from the following facts: during the first four years 1,489 persons took short leadership courses; about 5,450 attended 223 grant-aided classes in 175 school sections; and some 600 communities took advantage of the Dramatics Service. In addition Program Helps were issued at two month intervals and mailed to Farmer's Associations, Home and School Associations, Women's Institute, and to many leaders and

workers in various other organizations.

For some years Folkschools have been organized in Nova Scotia to provide experience in community living, develop leadership and build a hard-working, intelligent people capable of good living in a democracy. Similarly, organized observation of a rural project presently covering some 19 communities and 1,000 people is intended to throw light on needs and methods in adult education and influence policy of many educational organizations in the Maritimes.

Training in adult education has been provided for interested teachers at Acadia University, St. Francis Xavier University and the Nova Scotia Summer School.

Special services cover classes at the elementary school level, classes for new Canadians, materials for trustees, home and school, etc. Other available services include; Gaelic service directed toward fostering the Highland Scottish culture of speech, song, writing, music, piping, dancing, dress, sports, and customs; and various community efforts for coloured peoples. Use of rural and village schools as community centres is on the increase as is interest in listening forums.

New Brunswick

The problem of providing adequate educational opportunities for out-of-school youth and adults has been approached differently in the various provinces. In New Brunswick the Department of Education has planned to establish some 50 strategically located regional high schools served by buses which are constructed with large playing fields, a gymnasium, library, and an auditorium and planned as community centres. By 1949-50 there were 33 such consolidations, 24 with schools in operation, outside the densely populated areas. Community organization in the rural areas will be built around these units depending on the interests and needs of the district. In addition there has been some provision for leadership training in summer school courses.

Quebec

Before studying the organization of adult and out-of-school education in Quebec, since provision for adult education is related to the life of the province and the education system, it is necessary to appreciate the situation there and know something of the predominant philosophy of life. There is greater emphasis in the Quebec schools on religion, vocational education and discipline than in the other provinces and the schools probably come closer to meeting the demands of the people for general education. Nevertheless times and conditions change and as the services increase, the demand for them increases as well. At present, according to a survey made, there are some 200 diverse organizations, agencies, services, associations, and groups occupying themselves in popular education in the province.

Because education is intended to perform various functions

and hence becomes the interest of different Departments of the Government in Quebec, responsibility for the various types of schools is allocated according to the type of schools.

The regular schools are under the Department of Public Instruction. The Department of Social Welfare and Youth formed in 1946, is in charge of about 50 schools of specialized teaching, including six technical and 8 specialist trade schools. It provides for youth of ages 16 to 30 in agriculture, beekeeping, horticulture, handicrafts, domestic economy, forestry, flax growing, wood sculpture, refrigeration, hog and stock raising, dairying and co-operatives.

Under the Provincial Secretary are the schools of fine arts, the conservatory of music and dramatic art, the school of higher commercial studies and the polytechnic institute.

The Department of Agriculture is in charge of regional agricultural schools, orphanage schools, cheese making schools, superior schools of agriculture, and veterinary schools.

The Department of Lands and Forests provides schools of forest rangers and saw-mill schools; the Department of Hunting and Fisheries provide schools of apprenticeship in fisheries and advanced schools of fisheries; the Department of Mines provides courses for prospectors and miners; the Department of Industry and Commerce provides special courses for hotel-keepers covering administration, decoration and culinary art, catering to the tourist trade, publicity, discipline, legislation etc; while the Department of Health provides conferences in hygiene, sanitation and health.

Many city schools working with the Departments mentioned above offer regular and special courses including classes for new Canadians. The specialist schools which enrolled 14,002 in day classes in 1949-50 enrolled 14,889 evening students of whom 12,289 were enrolled in provincial specialist schools and 2,600 were in apprenticeship centres. In addition, the Farm Forum and Citizen Forum programmes reach many listening groups and a larger listening audience.

Ontario

In 1945 the Department of Education of Ontario established provincial recreation services which were later joined to the adult education services and administered by the Community Programmes Branch (1947). A far-reaching programme has resulted in Ontario, in part as the result of leadership and financial assistance from this Department, in part due to the spontaneous efforts of many communities. Headquarters is at 206 Huron St., Toronto where in 1949 there were from 12 to 15 field representatives who were relocated in six district offices and who, along with their other duties, managed about 2,000 visits a year for consultation and other purposes.

In the Community Programmes Branch recreation, intended

as an antidote to boredom, is broadly interpreted to include such physical activities as sports and games, esthetic interests in arts, crafts, hobbies, handicrafts, and intellectual discussions.

During 1950-51, 550 Citizenship classes were provided for 14,006 students mainly by the local school boards. Parent education and family relations courses have been provided and support given to discussion groups. Emphasis has been placed on providing leadership courses. Among these are "Rural Night Schools" which cover one or more counties and meet one night a week with enrolments up to 200. Here the members are instructed in woodworking, sewing, motor mechanics, folk dancing, farm engineering, music drama, plastics, metal work, and potential leaders are discovered. An annual 7 to 9 day course for municipal recreational directors, emphasizing municipal administration, community organization, and programming, is held at each of the universities in rotation. Also 3 to 4 week courses are held for newly-appointed directors of recreation with emphasis on the enjoyable and stimulating elements in education. During 1949, 24 such short courses were held for athletic coaches. By 1951, 7,475 community group leaders had been trained in 148 courses.

Progress in adult education and recreation is shown by an increase of from 18 to 138 communities receiving aid and grants. This represents only a small part of the total expenditure, but increased from \$10,213 in 1946 to \$195,000 in 1950-51. Grants within prescribed limits cover one-third of the salary of a full-time director and one-third of the part-time salary of part-time directors. In addition 20 p.c. of the annual costs of operation and maintenance up to \$400 is paid. Actual grants vary from less than \$100 to \$3,500, or recently as high as \$9,800, taking into consideration the population of the centre. On the service side during 1949 some 200 drama groups used the lending library, 42 choral societies borrowed 205 selections and 23 orchestras of various sizes used 83 ochestrations. In addition to the selections borrowed the majority requested technical advice. At present Ontario has more than 60 recreational directors.

Manitoba

The Manitoba Department of Education has not as yet established a Division for Adult Education. However travelling library and postal library services are provided and evening classes are conducted by school boards. Winnipeg, for example has a night school enrolment of from 3,500 to 4,500 many of whom are new immigrant adults studying English. Others take shopwork, commerce, homemaking, or academic subjects. In addition to universities, the Wheat Pool and other interested organizations are carrying on adult education in many communities.

Saskatchewan

The Saskatchewan Department of Education appointed its first Director of Adult Education in 1944. Work of the Division began with the organization of Study-Action groups, expanded by adding a Lighted School

programme and has since increased to include a wide variety of activities either conducted from the division, by field representatives or in co-operation with other bodies. In 1950 the programme included participation in such varied activities as: (1) the first Institute in Group Development followed by the formation of a Committee on Group Development with regional committees at Weyburn and Melfort, (2) the fourth annual Farmer-Labour-Teacher Institute; (3) the first four-day Home and School Institute; (4) a one-week Co-operative School; (5) administrative services to the Saskatchewan Arts Board; and (6) assistance in the development of a Government Staff Training Committee. The field staff working on a regional and community basis assisted in such programmes as: (1) Lighted Schools, (2) Home and School, (3) Saskatchewan Arts Board meetings; (4) Farm Radio Forum groups; (5) Rural Leadership Training; (6) Citizenship Days; (7) North East Regional Co-ordinating Committee wherein joint meetings, at Melfort, of representatives of the Department of Education, Agriculture, Social Welfare, and the Saskatchewan Power Corporation, Wheat Pool, and National Film Board considered co-ordinating their joint efforts. Similar meetings were held in the Weyburn area and assistance given to: community forums, co-operative projects such as Teachers' Institutes, Dental Health Rally, etc.

The Lighted School programme was stabilized through the formation of a Departmental Committee composed of the Director of the Adult Education Division, the Chief Superintendent, the Director of the Physical Fitness and Recreation Division and the Supervisor of the School Grants Branch; grants in aid of \$2.50 for each two-hour session in rural areas if 10 sessions or more are held with an attendance of eight, or \$2.00 for each session with an average enrolment of 10 in cities and provided that the activity has been approved by the school superintendent.

In Citizenship, 25 classes were organized with 487 pupils in 13 communities, and 66 individuals elsewhere.

The bulletin "Saskatchewan Community" was first introduced in August and 15 issues were printed during the year.

Alberta

In Alberta Recreation and Physical Fitness has been well established by the Government as has Agricultural Extension. The Wheat Pool and political movements conduct study programmes. The Department of Education has not as yet entered the picture in the main because the University of Alberta began first and conducts a comprehensive programme. A number of classes are conducted by the School boards.

British Columbia

British Columbia has a Director of Physical Education and Recreation who is responsible for the organization of school health, physical education and adult recreation. His chief function is to co-ordinate the

recreation programme rather than to organize recreation for the province. A well organized regional library service for the province has been organized under the Department of Education. The Vocational Training Centres and the Correspondence Branch offer many services to adults as do the Division of School and Community Drama, museum, archives and provincial library.

Form Used to Collect Data

The same form was sent to Departments of Education and Universities and Colleges as it was felt that the advantages from comparable data would more than compensate for lack of fit. The form was devised to discover the several services of the universities and Departments such as: preparing aids and other materials for the use of people undertaking adult education activities; service as a depot or repository for educational aids prepared elsewhere, such as records, films, slides, books, pamphlets, etc.; maintaining specialists on the staff whose services are available for cultural activities or providing help in the training of local leadership; and courses, classes, conferences and meetings organized, conducted, or promoted to foster adult education. Space was provided at the bottom for listing other efforts which could not be readily fitted into the categories given.

Department Officials in charge of Adult Education 1949-50

Responses to Part I Table 5 of the questionnaire form showed that 9 of the Departments of Education employed full-time and 6 employed part-time personnel for Adult Education. There were 192 full-time employees and 622 part-time ones. The number varied considerably from province to province. However, here as elsewhere in the report it must be understood that officials responding to the questionnaire used then no judgment as to those who should be included and since the field is relatively new and varied and terminology fluid, the results should be taken as indicative rather than conclusive.

Instructional Aids Provided

Four of the provinces indicated that they prepared such instructional aids as books, exhibits and radio broadcasts, three that they prepared lessons and films while one mentioned lectures.

Table 6 shows that a number acted as depots for source material or made the services of advisors or judges available. Each of the following: plays, films, travelling libraries, and postal library service was provided by five Departments; exhibits were available in one; recordings, drama, musical festival adjudicators, and books on recreation, were made available by four; judges for debates by two, while advisory services to community groups and administration of citizens forums were each mentioned by one university.

Short Courses, Workshops etc.

Part 3 requested the Departments to list all short courses, evening courses, summer courses, refresher courses, workshops, institutes, conferences, etc. which they had organized, or assisted in organizing and conducted during the academic year 1950-51. It was suggested that these be grouped under 15 heads including "miscellaneous". This is difficult considering the breadth of the field and the variety of approach. In addition columns were provided for the Department officials to indicate whether these were held in urban areas or rural areas, to give the number enrolled, the number of meetings and to note whether or not they were conducted in co-operation with outside organizations.

A total of 1,556 items were reported of which 218 were classed as miscellaneous (Table 7). Education for New Canadians was checked more often than any other category. Next came classes for marriage, parenthood, and child development followed by vocational and technical classes. There were 95 entries for Recreation and Health but it must be remembered that this only represents classes falling under this head. Recreation in many cases is organized outside the Department of Education.

Part 4 was designed to elicit information on additional activities carried on by the Departments such as: Film Forums, Radio Programmes, Community Centres, Little Theatres, Music Festivals, Concert Series, Summer Camps, Conducted Excursions, Group Training Leaders etc. inclusive of a Miscellaneous group in which the Departments were asked to specify the activity included. It was felt that it was perhaps more important to know whether the activities checked were actually conducted by Department officials or promoted by them. Additional columns were provided for the Departments to indicate whether the activities were carried on in urban or rural areas.

Tables 8-10 show that there were 28 types of activities carried on by the Departments in urban areas and 20 in rural areas. The majority or 21 out of 48 activities were promoted, 18 were conducted and 9 were unclassified. Ontario both promoted and conducted five of the activity groups.

Table V

Adult Education Staff of the Departments of Education 1950-51

	B.C.	Sask.	Man.	Ont.	P.Q.	N.S.	N.B.	P.E.I.	Nfld.	Total
		(1)		(2)						
<u>Adult education staff</u>										
full-time	97	6	9	2	33	3	10	21	11	192
part-time	370	2	1		225 +		2		22	622
<u>Instructional Aids prepared</u>										
books	x		x		x		x			4
lessons	x		x		x		x			3
films	x				x		x			3
exhibits	x	x			x		x			4
radio broadcasts	x				x		x	x		4
lectures							x			1
(1) Physical Fitness Branch										
(2) Social Well-being and Youth included										

Table VI

Aids and Services Provided by the Departments of Education 1949-50

	B.C.	Sask.	Man.	Ont.	P.Q.	N.S.	N.B.	P.E.I.	Nfld.	Total
<u>Repository or source for:</u>										
study courses	x	x			x	x				4
plays	x		x	x	x	x	x			5
recordings		x		x		x				3
exhibits	x	x		x		x				4
films	x		x	x	x	x				5
travelling library service	x	x	x	x		x				5
postal library service	x		x	x		x	x			5
drama adjudicators	x	x				x				3
music festival adjudicators				x		x	x			3
debates, judges	x					x				2
Books for recreation		x				x	x			3
Advisory services to community										
study groups										
Administration of Citizens Forums										

Table VII

Adult Education Activities of the Departments of Education
by Provinces 1950-51

		British Columbia	Alberta	Saskatchewan	Ontario	Québec	Nova Scotia	New Brunswick	Total
Academic	urban		2	20		2	2	2	28
	rural			11	12	3	2	12	40
Vocational, technical	urban	58	16					1	75
	rural				21	30			51
Commercial	urban				12				12
	rural								
Home Economics	urban		8			2	5		15
	rural				21	3	27		51
Agriculture	urban								
	rural				21	21			42
Music, art, drama	urban		4	1	21		22		48
	rural				9		21		30
Arts, crafts	urban		4		40	3	1		48
	rural				10		2		12
Parents	urban		3		155	1	6		165
	rural		56		40	1	2		99
Recreation, health	urban	7		2	10		3		22
	rural	30					3		33
Practical	urban								
	rural					3			3
Inter-cultural	urban			1	7	2			10
	rural				16				16
Foreign-languages	urban						2		2
	rural						7		7
New Canadian	urban	2		15	500	1	2		520
	rural	3		3			3		9
Miscellaneous	urban	1		3	13		5	157	179
	rural			2			21	15	38

Table VIII

Number of Meetings in Selected
Adult Education Activities of the Departments of
Education by Provinces 1950-51

	British Columbia	Alberta	Saskatchewan	Ontario	Quebec	Nova Scotia	New Brunswick
Academic		72	288	240	-	449	60
Vocational, technical	1-12m ¹	360	-	420	-		
Commercial				420			
Home Economics		36		420	-	341	
Agriculture					-		
Music, Art, drama		72	40	150		705	
Arts, Crafts		72		400	-	64	
Parents				1,425	-	48	
Recreation, Health	4-33h ²		10		-		
Practical							
Inter-cultural			7	46	-		
Foreign-language						160	
New Canadians	150h			15,000	-	134	
Miscellaneous	8w ³		33 ⁴	65 ⁶		413	20 ⁵
Conducted in co-operation with others	2		3		6	1	

1 - m for months - some are full-time

2 - h for hours

3 - w for weeks

4 - Institute in Group Development

5 - Covers item 3 to 8

6 - Audio-visual aids

Table X

Other Adult Education Activities Conducted or Promoted
by the Departments of Education in Urban and Rural Areas, 1950-51

	British Columbia	Alberta	Saskatchewan	Ontario	Nova Scotia	New Brunswick	Newfoundland
In Urban Areas							
Film forums				C.P.	C.	X ¹	
Radio programmes				P.	P.		P.
Community centres				P.			P.
Little theatres				P.			
Music Festivals	X ¹			C.P.		X	
Concert series	X		C.	C.			
Summer camps				P.			
Conducted excursions				C.P.			
Group leader's training		X		C.P.	C.P.	X	C.
Pro-Rec. ²	X						
Handicraft festival			C.				
In Rural Areas							
Film forums				C.P.	C.	X	C.
Radio programmes				P.	P.		
Community centres				P.	P.		
Little Theatres	X		P.	P.			
Music Festivals	X						
Concert series			P.				
Summer camps							
Conducted excursions							
Group leader's training					C.	X	
Handicraft festivals							

¹ X used when the activity was carried on but not classified as C - conducted or P - promoted.

² Provincial Recreation.

Adult Education in Towns and Cities of 1,000 and over

Information on town and city schools was collected from those with populations of 10,000 or over in 1941. Restricting this survey to cities and towns of such size left out a considerable amount of work carried on by school boards. Even for the towns and cities included, by addressing the questionnaire form to school boards, it was realized that certain activities carried on in the cities would be reported for some of the cities but omitted for those in which the activity was carried on without assistance from the school board. This omission is serious from the viewpoint of activities carried on in the cities, though not for activities carried on by school boards. Recreational activities are an example in point. These may include rug weaving, woodwork, and other handicrafts or activities and be carried on by school boards and listed herein, or be carried on by a Recreational Council and left out.

The number of returns by provinces were as follows:

British Columbia	11
Alberta	4
Saskatchewan	7
Manitoba	5
Ontario	57
Quebec	19
Nova Scotia	11
New Brunswick	5
Prince Edward Island	2
Newfoundland	2
Total	<hr/> 113

The inquiry form used to elicit information from school boards was drawn up in three parts. Part I was planned to discover the buildings or institutions in which the activities are held and whether the community has designated some building or buildings as "community centres": Part II was a check list for all types of activities conducted in the schools or sponsored by the school board. Part III requested a listing of courses conducted under 12 headings and "miscellaneous".

Because education must be carried on at several levels by many agencies and in a great variety of subject-matter fields the inquiry form prepared was found to be more applicable in some situations than in others. A second failure of the form is that it could not elicit the general organization or pattern covering the activities. This and the philosophy underlying the efforts must be discovered through other means.

Centres for activities

Each school board was asked to check the type of building in which the activities for adults were held. Of the 104 replying the majority (94) indicated that the school building was used; and this was

true for all provinces. Church buildings were next in order, except in Quebec, and not in significant numbers in most provinces. The other "checks" were distributed over the rest of the list with the exception of "settlement houses" in which such work is apparently conducted by other bodies.

Table II indicated the use of these by provinces. In addition this table shows the number of School Boards, by province, which through agreement co-operate with various other bodies in the community to provide adult educational activities. A space was provided so that the school board might indicate the presence of community centres. These are tabulated in the table.

Types of Activities sponsored or assisted by School Boards

Part II consisted of a fairly comprehensive list of types of activities in Adult Education. The School Boards were asked to check those activities which they sponsored or which were conducted in co-operation with other agencies. Table 12 and 13 which follow show the number of such activities carried on in the provinces by the school board in schools or elsewhere; and the same activities conducted in schools by agencies other than the school board.

There were 239 such activities carried on by the school boards and 203 by other agencies. While the majority of these were carried on by Ontario school boards the average number per board in Ontario was about average for all cities.

Considering all 442 activities the largest number or 55 was for Parent Teacher or Home and School groups followed by 41 for exhibits open to the public. These were followed by special groups for arts and crafts, community centre activities, and concert series; then came directed visiting and observations, a lecture series, training related to apprenticeship and workshops or short institutes. The others were checked for 12 or fewer places. Special activity for retired persons was checked by 5 indicating co-operative effort but by no boards; alone, and directed individual reading was checked by none.

The five activities checked most often by School Boards were: (1) Exhibits open to the public; (2) Home and School; (3) Special Arts and Crafts groups; (4) Directed visiting, and (5) Apprenticeship training. Those carried on co-operatively were: (1) Home and School; (2) Concert series; (3) Community centre activities; (4) Exhibits open to the public and (5) Little Theatre.

Classes for adults and out-of-school youth 1950-51

In part 3 school boards were requested to classify all classes sponsored for adults and out-of-school youth inserting estimates where necessary and using 13 headings including miscellaneous. Columns were provided for inserting the number enrolled and the number of meetings scheduled for the 1950-51 academic year. Number of meetings

scheduled was apparently more difficult to answer than enrolment.

Tables 14, 15 and 16 show classes and enrolment. In all there were 356 classes held in the 104 centres reporting, or an average of 3.4 per centre. Total enrolment was 10,140 or an average of 31.3 per class or 678.4 per centre.

The number enrolled in adult education classes varied greatly from city to city, town to town.

The average number of classes, as shown at the bottom of Table 14, varies from a little more than half a class per centre in Quebec, as a number reported no classes, to 4.7 classes in British Columbia. Similarly average enrolment per centre varied from 61 in Prince Edward Island to 179 in Manitoba.

Table XI

Location of Adult Education Activities by Structure and Province
for Towns and Cities of 10,000 and over 1950-51

	Nfld.	N.S.	N.B.	P.E.I.	P.Q.	Ont.	Man.	Sask.	Alta.	B.C.
School Buildings	2	9	3	1	8	53	4	3	3	10
Other Public Buildings		2			1	5	1	1	1	3
Settlement Houses										
Church Buildings		1			2	7	1	1	2	4
Museums, Galleries, Libraries					2	5	1		1	
Ethnic Group Halls					2		1		1	
Labour Halls						1	1		1	
Factories, Stores					2		1			1
Clubrooms		2			2	3	1		1	1
Homes					1	2	1	1	1	1
Arenas					3	1				1
Co-op. with other organizations		1		1	2	7	1	1	1	4
Community Centres		3		1	1	13	2	1		8
Reports returned	2	12	5	1	20	57	5	7	4	11
(sent out)	2	13	5	2	41	57	5	7	4	11

Table XII

Selected Types of Activity Carried On by School Boards in Towns
and Cities of 10,000 and Over by Provinces, 1950-51

	B.C.	Alta.	Sask.	Man.	Ont.	N.S.	N.B.	P.E.I.	P.Q.	Total
Exhibit open to the public	4	2	1	2	15		1		3	29
Training within industry programmes	2	1		1	6		2			12
Training related to apprenticeship	2		1	1	7	1	2			14
Special morning classes			2		2		1			5
Special afternoon classes			2		1					3
Regular film showings	1			1	3			1	1	7
Film forum discussions	1				2					3
Radio listening groups				1	1					2
Radio broadcasts for adults					2			1		3
A little theatre					8					8
A concert series	1				3				1	5
A lecture series	1				5			1	1	8
A series of conducted excursions				1	1			1	1	4
Directed visiting and observations	1				18					19
Parent-teachers or Home and School	5	3	2	3	7	3	1		3	27
Workshop or short institutes			1	2	6		2			11
Adult guidance services			1	1	4			1	2	9
Community centre activities	1	1			3			1		6
Civic education discussion groups					1					1
Education for voters					1					1
Open forums					2					2
Group conferences	1				2					3
A community council					2			1		3
Training for community leadership					1				1	2
Preparation for community service	2									2
Consultation services to club leaders, leadership or services to community organizations					1					1
Education camps			1							1
Newspaper columns or features	2				6			1		9
School sponsored clubs for adults	1	1			2		1	1		6
Special activity for retired persons										
Special group for out of school youth		1		1	2					4
Special groups for science					1					1
Special groups for arts and crafts	3	2	2	2	10				3	22
Individual tutoring services	2				1			1		4
Directed individual reading										
Other										
Commerce forum	1				1					2
Band choral society										
Technical course in mining										
Boys centre										
Choir										
Total	31	11	13	16	127	4	10	11	16	239
Average per city reporting	2.8	2.7	2.2	3.2	2.1	.4	2	5.5	1.5	2.0

Table XIII

Selected Types of Activity Carried on by School Boards in
Co-operation with Other Bodies in Towns and Cities of 10,000
and Over by Provinces 1950-51

	B.C.	Alta.	Sask.	Man.	Ont.	N.S.	N.B.	P.E.I.	P.Q.	Total
Exhibits open to the public	2		1		9					12
Training within industry programmes										
Training related to apprenticeship					1	2	1			4
Special morning classes					1	1	1		1	4
Special afternoon classes					1	4			1	7
Regular film showings	1				1	5				6
Film forum discussions	1									1
Radio listening groups	1									1
Radio broadcasts for adults		1								1
A little theatre	3				7	1				11
A concert series	2				16	1	2			21
A lecture series	1				9			1		11
A series of conducted excursions										
Directed visiting and observations					1					1
Parent-teachers or Home and School	4	1	1	1	15	2	2		2	28
Workshop or short institutes	1	1			3	1				6
Adult guidance services					1					1
Community centre activities	2	2	1	1	11	1			1	19
Civic education discussion groups		1			1					2
Education for voters					2	3				5
Open forums										
Group conferences					3				1	4
A community council					5	1			1	7
Training for community leadership	1	1		2	4			1		9
Preparation for community service					1					1
Consultations services to club leaders, leadership or services to community organizations	1				1					2
Education camps					2					2
Newspaper columns or features					1		1			2
School sponsored clubs for adults				1						1
Special activity for retired persons					5					5
Special group for out of school youth				1	1				1	3
Special groups for science					6					6
Special groups for arts and crafts	1			1		1		1	2	6
Individual tutoring services										
Directed individual reading										
Other										
Commerce forum		2								2
Band, choral society						1				1
Technical course in mining					1					1
Boys centre					1					1
Choir										
Total	21	9	3	10	118	12	6	2	11	203
Average per city reporting	2	2.2	.5	2.0	2.0	1.1	1.2	1.0	1.0	1.7

Table XIV

Number of Towns and Cities holding Specified Adult Education Classes
by Provinces, 1950-51

	British Columbia	Alberta	Saskat- chewan	Man- itoba	Ontario	Quebec	Nova Scotia	New Brun- swick	Prince Edward Island	Total
1. Literacy education and classes for immigrants	7	4	3	3	38	3				58
2. Elementary school subjects	2				5	1	3	3		14
3. High school and other academic subjects	3	2		1	16		1	2		25
4. Vocational, technical and commercial subjects	6	2	3	3	40	2	5	3		64
5. Home economics and agriculture	6	1	1	1	31	3	3	2	1	49
6. Music, art, drama, etc.	6		2	1	21	2		1		33
7. Arts, crafts, hobbies, etc.	8	3	1	1	27		2	1	1	44
8. Practical education for home, business, industry etc.	1	1		1	15	1	1	2		22
9. Social education, preparation for marriage etc.	2			1	4				1	8
10. Physical education, health, fitness etc.	2				7			1		10
11. Improvement and cultural classes	6	2	1		11			1	1	22
12. Inter-cultural understanding	1				1					2
13. Miscellaneous	2				3					5
Total	52	15	11	12	219	12	15	16	4	356
Average no. of classes for centres reporting	4.7	3.8	1.6	2.4	3.9	0.6	1.4	3.2	2.	3.4

Table XV

Enrolment in Adult Education by Types of Activity
and Province for Towns and Cities of 10,000 and over, 1950-51

	British Columbia	Alberta	Saskat- chewan	Man- itoba	Ontario	Quebec	Nova Scotia	New Brun- swick	Prince Edward Island	Total
1. Literacy education and classes for immigrants	630	402	206	924	9,200	1,332				12,694
2. Elementary school subjects	73				410	30	47	64		624
3. High school and other academic subjects	1,303	86		780	3,189		20	43		5,421
4. Vocational, technical and commercial subjects	5,772	500	728	2,189	24,850	740	454	435	47	35,715
5. Home economics and agriculture	1,523	118		385	7,618	805	202	106		10,757
6. Music, art, drama, etc.	564		40	32	1,502	219	30	24		2,411
7. Arts, crafts, hobbies, etc.	1,128	107		39	2,141		36	35	37	3,523
8. Practical education for home business, industry etc.	156	71		49	1,614	22		63	20	1,995
9. Social education, preparation for marriage etc.	64			85	128					277
10. Physical education, health, fitness etc.	736				578			48		1,343
11. Improvement and cultural classes	843	30	13		620			11	18	1,535
12. Inter-cultural understanding	60				19					79
13. Miscellaneous	173				109					282
Total	13,025	1,314	987	4,483	51,978	3,148	789	847	122	76,656
Average no. of classes for centres reporting	1,184	328.5	141	896.6	912	165.7	71.7	169.4	61	678.4

Table XVI

Average Enrolment in City and Town Adult Education Groups by Provinces, 1950-51

	British Columbia	Alberta	Saskat- chewan	Man- itoba	Ontario	Quebec	Nova Scotia	New Brunsw- wick	Prince Edward Island
1. Literacy education and classes for immigrants	90	101	69	308	242	444	16	21	
2. Elementary school subjects	37				82	30	20	22	
3. High school and other academic subjects	434	43		780	199		91	145	
4. Vocational, technical and commercial subjects	962	250	243	730	621	370	67	53	47
5. Home economics and agriculture	254	118	146	128	246	268		24	
6. Music, art, drama, etc.	94		46	32	72	110	15	35	37
7. Arts, crafts, hobbies, etc.	141	36	27	39	79		36	32	
8. Practical education for home, business, and industry	156	71		49	108	22			20
9. Social education, preparation for marriage, etc.	32			85	32			48	
10. Physical education, health, fitness, etc.	368				96			11	18
11. Improvement and cultural classes	140	30	13		56				
12. Inter-cultural understanding	60				19				
13. Miscellaneous	87				76				
Average for all groups	219	93	82	269	149	207	41	43	31

The first part of the report is devoted to a general survey of the situation in the country. It is followed by a detailed account of the events of the past few years, and a discussion of the causes of the present state of affairs. The author then proceeds to a consideration of the various proposals for reform, and finally to a summary of his own views on the subject.

The author's views are based on a thorough knowledge of the country and its people. He is a man of high character and high ability, and his report is one of the most valuable that has been published in this country.

The report is a masterpiece of clear and concise writing. It is a model of what a good report should be. It is a work of great interest and value, and it is one that every citizen should read.

A P P E N D I X

Two tables have been included here, the one covering enrolment in evening classes at the elementary and secondary level, the other summer schools, other short courses, evening classes, correspondence courses and other extramural classes at the college-university level. The first of these tables is adapted from a table in Elementary and Secondary Education in Canada, 1946-48; the second appears regularly in the Survey of Higher Education. Enrolment in these is a composite of regular and part-time pupils and adults who enroll because of interest in the subject irrespective of considerations of grades, standard or degrees. The first mentioned are an integral part of formal education, the latter would be classed under general education. Most of the headings selected include both of these. "Summer school classes", for example, include enrolment in a wide variety of classes including regular secondary and college classes, special professional classes for teachers, art, photography, drama, and other courses. Similarly the categories of "evening classes" and "other short courses" are made up of regular college and various other courses. Enrolment here cannot be separated by name of course. Physiotherapy, for example, may be taught at the technical school, college or post-graduate levels. Nursing may be offered at several levels as may most subjects. Essentially such subjects are introduced to meet a practical need and such need can vary widely from province to province.

Such data as are presently available covering the technical institutes, special trade schools, etc., are incomplete although the schools themselves are an important part of our education system.

Table 18 which follows gives the students in summer schools, short courses etc., by provinces. It is impossible to make a satisfactory estimate of the proportion here properly categorized as out-of-school or adult or taking general education. As this table is basically for the years 1947-48 the data are probably below figures for 1950-51. Nor is the record complete. None the less it gives some idea of the extent of the work undertaken in evening classes, in night classes, in regular academic and vocational education and in some of the special vocational schools or technical institutes.

TABLE 17 - Evening Classes in Provincial School Systems 1947-48.

	Number of Centres	Enrolment
Nova Scotia - Total	45	4,469
Coal Mining Classes	13	520
General Technical Classes	31	3,840
College of Art	1	109
New Brunswick - Total	11	2,186
Urban Technical	10	2,186
Rural Technical	1	-
Quebec - Total	151 ¹	26,562 ¹
School of Cabinet Making	1	248 ¹
Night Schools	26	6,479 ¹
Technical Schools	5	4,426 ¹
Schools of Arts and Trades	59	4,179 ¹
Schools of Fine Arts	2	307 ¹
Household Science Schools	58	10,928 ¹
Ontario - Total	98	51,230
Elementary Schools	- ²	- ²
Academic high schools	54	2,879
Vocational Schools	44	48,351
Manitoba - Total ⁴		
Vocational Schools	5	2,370
Saskatchewan - Total ³		
Technical Schools	3	2,126
Alberta -		
Technical Schools	16	462
British Columbia ⁵ - Total	231	33,029
Technical Schools	29	13,746
Recreational, Physical	202	19,283
Total - Canada	525 ¹	118,688 ¹

1. 1947 used 1948 data not available.

2. Not recorded

3. In 1950-51 Saskatchewan reported 31 classes and an enrolment of 288 outside the larger cities.

4. For fall 1949 Winnipeg reported 3,884 adults in evening schools, 1,106 studying elementary English and a monthly enrolment of 339-503 in hobby and improvement courses.

5. In 1949-50 Vancouver School of Art enrolled 443 in night school and Saturday classes and 57 in an extension class. Night schools enrolled 10,154 students in non-vocational, 5,340 in vocational and 1,187 in apprenticeship classes.

Table 18 shows the number of students in summer schools, short courses and other extra-mural courses offered by colleges and universities 1949 and 1950.

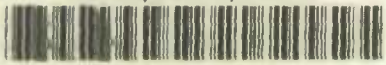
.-Students in Summer Schools, Short Courses and Other Extra-Mural Courses **

Province and Course	Undergraduates				Post-graduates				Others			
	1950		1949		1950		1949		1950		1949	
	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.
Newfoundland	203	382	*	*	-	-	-	-	-	-	-	-
Summer School	203	382	-	-	-	-	-	-	-	-	-	-
Nova Scotia	60	276	26	222	31	12	36	4	168	58	4,512	680
Summer School	55	215	22	164	5	12	36	4	134	29	8	127
Other Short Courses	-	-	-	-	-	-	-	-	-	-	32	-
Evening Classes	-	-	-	-	-	-	-	-	-	-	450	50
Correspondence	5	1	4	-	-	-	-	-	31	9	22	3
Other Extramural	-	60	-	58	26	-	-	-	3	20	4,000	500
New Brunswick	65	389	112	145	-	-	-	-	195	99	147	437
Summer School	65	389	112	145	-	-	-	-	160	56	96	367
Other Short Courses	-	-	-	-	-	-	-	-	-	-	-	10
Evening Classes	-	-	-	-	-	-	-	-	-	-	4	-
Correspondence	-	-	-	-	-	-	-	-	35	43	47	60
Other Extramural	-	-	-	-	-	-	-	-	-	-	-	-
Quebec	2,991	1,526	3,036	850	311	11	263	94	6,481	3,594	3,720	3,111
Summer School	1,062	874	548	354	239	11	263	94	463	488	616	860
Other Short Courses	12	135	12	135	-	-	-	-	-	27	147	204
Evening Classes	1,491	487	2,476	361	-	-	-	-	5,531	2,799	2,463	1,767
Correspondence	426	30	-	-	-	-	-	-	117	-	124	-
Other External	-	-	-	-	72	-	-	-	370	280	370	280
Ontario (excluding duplicates)	4,593	3,162	6,385	4,404	80	15	241	-	6,222	2,861	6,196	4,704
Summer School	901	983	852	928	-	-	-	-	134	33	100	4
Other Short Courses	57	1	51	11	-	-	-	-	1,336	182	1,088	373
Evening Classes	1,478	1,319	1,340	1,214	-	-	198	-	353	289	5,008	4,327
Correspondence	591	488	1,378	1,301	-	-	-	-	-	-	-	-
Other External	1,566	371	2,764	950	80	15	43	-	4,399	2,357	-	-
Manitoba (excluding duplicates)	705	320	741	348	-	-	-	-	1,401	2,477	1,657	718
Summer School	387	263	460	322	-	-	-	-	92	137	79	60
Other Short Courses	17	16	-	-	-	-	-	-	315	1,591	197	17
Evening Classes	248	-	241	1	-	-	-	-	136	60	81	62
Correspondence	53	41	40	25	-	-	-	-	-	-	-	-
Other Extramural	-	-	-	-	-	-	-	-	858	689	1,300	579
Saskatchewan	1,118	1,760	1,585	1,749	-	-	-	-	276	13	-	-
Summer School	814	960	1,016	1,172	-	-	-	-	-	-	-	-
Other Short Courses	-	-	-	-	-	-	-	-	-	-	-	-
Evening Classes	148	210	163	227	-	-	-	-	-	-	-	-
Correspondence	169	590	400	350	-	-	-	-	276	13	-	-
Other Extramural	-	-	6	-	-	-	-	-	-	-	-	-
Alberta	710	816	843	1,242	-	-	-	-	156	492	100	120
Summer School	710	816	819	1,236	-	-	-	-	67	401	-	-
Other Short Courses	-	-	21	6	-	-	-	-	13	-	-	-
Evening Classes	-	-	-	-	-	-	-	-	76	91	100	120
Correspondence	-	-	-	-	-	-	-	-	-	-	-	-
Other Extramural	-	-	3	-	-	-	-	-	-	-	-	-
British Columbia	1,062	445	1,289	632	183	73	-	-	179	247	48	149
Summer School	816	358	1,145	533	183	73	-	-	-	-	-	-
Other Short Courses	-	-	101	38	-	-	-	-	-	-	-	-
Evening Classes	43	35	43	61	-	-	-	-	179	247	48	149
Correspondence	170	87	-	-	-	-	-	-	-	-	-	-
Other Extramural	33	15	-	-	-	-	-	-	-	-	-	-
Total Canada (excluding duplicates)	11,507	9,126	14,017	9,592	605	111	540	98	15,078	9,841	16,380	9,919
Summer School	5,013	5,240	4,974	4,854	427	96	497	98	1,050	1,144	899	1,418
Other Short Courses	86	152	185	190	-	-	-	-	1,664	1,800	1,464	594
Evening Classes	3,400	2,051	4,263	1,864	-	-	-	-	6,275	3,486	8,154	6,485
Correspondence	1,409	1,237	1,822	1,676	-	-	-	-	459	65	193	63
Other Extramural	1,599	446	2,773	1,008	178	15	43	-	5,630	3,346	5,670	1,359

* Record not available.

** From Higher Education in Canada, 1948-50 p. 47

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