

# THE ORGANIZATION AND ADMINISTRATION OF PUBLIC SCHOOLS IN CANADA 

# DOMINION BUREAU OF STATISTICS 

Education Division

# THE ORGANIZATION AND ADMINISTRATION OF PUBLIC SCHOOLS IN CANADA 

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## PREFACE

The first (1952) and second (1960) editions of this publication have filled the demand for a non-statistical treatment of the structure of education administration in Canada to supplement and to provide a background for Dominion Bureau of Statistics surveys of schools, universities, teachers, pupils, libraries, and education finance. (The first and second editions were the work of Dr. F.E. Whitworth, former Director of the Education Division and now Director of the Canadian Council for Research in Education.)

This third edition was necessary in order to report new school legislation, the changed structure of provincial Departments of Education, the expansion of facilities and programs, and the introduction of new programs, particularly in the post-secondary vocational sector.

Dr. William H. Lucow of the Education Division undertook to revise the publication and consulted with provincial Deputy Ministers and other Department of Education officials. School legislation and regulations, insofar as they were made available up to September, 1966, were incorporated.

Helpful criticisms were received from university professors and other persons interested in Canadian education.

WALTER E. DUFFETT, Dominion Statistician.
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## CHAPTER I

## ADMINISTRATION BASES OF EDUCATION IN CANADA

## A. Introduction

Within the last hundred years, education in Canada has advanced from the privilege of the few to the right of the many, from log schoolhouses to multi-million dollar establishments. In 1867, in the parts of the country that joined and were to join Confederation, the population was about 3.5 million, of which about 0.7 million were children enrolled in school; and although this would suggest a school enrolment of $20 \mathrm{p.c}$. of the population, 10 p.c. would be a more valid estimate since the average dally attendance in those days was about 50 p.c. Today, in 1966, the population of Canada is over 20 million, of which about 5 million are in school; and the 25 p.c. estimate is reduced to only about 23 p.c. actual of the total population since average daily attendance is between 90 and 95 p.c. The growth of the school population has involved the provinces and nation in the expenditure of hundreds of millions of dollars for new and expanded facilities and services, and most of this increased expenditure has occurred since World War II. The portion of Canada's gross national product directed to education rose from 1.5 p.c. in 1944 to an estimated 6.0 p.c. in 1964. Not only did the percentage re-double, but the GNP itself more than re-doubled in the 20 years. Thus, over 16 times as much money was spent on Canadian education in 1964 as in 1944.

Pioneer Schooling. - In the sixties of the last century, the public schools were primitive and diverse in philosophical outlook. Ontario's system was patterned on the reforms advocated by Egerton Ryerson. Quebec schools were, for the most part, modelled on the French schools of the eighteenth century. In both provinces, programs provided a deep-rooted sense of religion in addition to the fundamentals of reading, writing, and arithmetic.

In the Atlantic area, free school legislation was passed in Prince Edward Island in 1852, in Nova Scotia in 1864, and in New Brunswick in 1871. At the time of Confederation, Prince Edward Island had a few district schools, a classical academy, and a college. In Newfoundland (not a part of Canada until 1949) education was provided by missions of various denominations.

The first schools in the West and on the Pacific coast were established under religious auspices and by the Hudson's Bay Company. Following the immigration of thousands of homesteaders to the prairies, local organization began to be patterned on the Ontario system. In British Columbia, first school legislation in 1865 centered virtually all authority in the Governor, who insisted that all public schools be conducted on non-sectarian principles.

## B. The British North America Act and Education

Confederation did not allet the provincial education structures: education remained the responsibility of the provinces. Under the B.N.A. Act of 1867, sovereign powers over education were granted to the various provincial legislatures by Section 93. The following is the original text; changes agreed to at the admission of new provinces are given in their respective chapters in this publication.

Section 93 of the B.N.A. Act of $\mathbf{1 8 6 7}$. - In and for each Province the Legislature may exclusively make Laws in relation to Education, subject and according to the following Provisions:
(1) Nothing in any such Law shall prejudicially affect any Right or Privilege with respect to Denominational Schools which any Class of Persons have by Law in the Province at the Union:
(2) All the Powers, Privileges, and Duties at the Union by Law conferred and imposed in Unper Canada on the Separate Schools and School Trustees of the Queen's Roman Catholic Subjects shall be and the same are hereby extended to the Dissentient Schools of the Queen's Protestant and Roman Catholic Subjects in Quebec:
(3) Where in any Province a System of Separate or Dissentient Schools exists by Law at the Union or is thereafter established by the Legislature of the Province, an Appeal shall lie to the Governor General in Council from any Act or Decision of any Provincial Authority affecting any Right or Privilege of the Protestant or Roman Catholic Minority of the Queen's Subjects in relation to Education:
(4) In case any such Provincial Law as from time to time seems to the Governor General in Council requisite for the due Execution of the Provisions of this Section is not made, or in case any Decision of the Governor General in Council on any Appeal under this Section is not duly executed by the proper Provincial Authority in that Behalf, then and in every such Case, and as far only as the Circumstances of each Case require, the Parliament of Canada may make remedial Laws for the due Execution of the Provisions of this Section and of any Decision of the Governor General in Council under this Section.

## BRITISH CANADIAN HISTORY PRIOR TO CONFEDERATION IN 1867

Reference: Maurice Ollivier, Mritish North America Acts and Selected Statules, 1867-1962. Ottawa,<br>Canada: Queen's Printer, 1962

1713 - Britain acquired Nova Scotia (the former French colony of Acadia) by conquest.
1758 - Louishourg (Cape Breton) fell to the British.
First representative government, "The Nova Scotia Assembly". met in October.

1759 - Quebec capitulated to the British on September 18. The defeated French colonists wert allowed freedom of religion.

1760 - Montreal capitulated on September 8.

1763 - The Treaty of Paris ended the Seven Years' War. Most remaining French possessions of North America were formally ceded to Great Britain. The French setters retained liberty of refigion and private property rights.

The Royal Proclamation of October 7, abolished French law in Canada.

1766 - Law Officers of the Crown in Eingland reported the absurdity of trying to administer justice in Canada in an unknown congue and of roughly abolishing all usages and customs.

1769 - Prince lidward Island was detached from Nova Scotia and established as a separate entity with an elective assembly.

1774 - The Quebec Act restored French civil law to Quebec but prescribed Einglish criminallaw. Full Roman Catholic freedom of religion, eithe collection, and property rights were confirmed.

1784 - New Brunswick was detached from Nova Scoria and established as a separate entity with an elective assembly, as in Prince Edward Island.

1791 - The Constitutional Act repealed much of the Zuebec Act. The "Province of Quebec" was divided into Upper Canada and lower Canada with separate parliaments.

1840 - The Union Act united Upper and I.ower Canada into one "Province of Canada" with one legislative As" sembly and one legislative Counctl. At first there was equal representation of Finglish and French, but when the linglish population exceeded the French, the English in Vipper Canada agitated for larger representation.

1848 - Responsible government established in Nova Scotia aud in "The Province of Cianada". (The government must have the confidence of majority of the Assembly.)

1864 - The government of "The Province of Canada" sent delegates to the convention in Charlottetown and later in Quebec.

1865 - Seventy-two resolurions from the conventions were adopted.
1866 - A confederation conference was held in London. The Maritimecolonies werehesitating for financial reasons.

1867 - The British North America Acf was introduced in the Parliamene of Westminster on February 21 and was ratified March 29. Section 93 of the Act gave the provinces exclusive control over education, subiect to qualificarions respecting the rights and priviteges of denominational and minority schools in cach province as those rights stood at Confederation.

As a consequence of Section 93 of the B.N.A. A) , there are ten provincial education systems in Clnada today. Although they have much in common, some have unique features. Newfoundland retains a denominational organization under a single Department of Education. Quebec has two branches under the same Department-one essentially French-
language and Roman Catholic, and the other English-language and Protestant.

The Federal Government has responsibility for education outside the provinces and for a limited number of special groups (such as Indians, Eskimos, children of armed forces personnel) within the provinces.

## THE PROVINCES OF CANADA ${ }^{1}$

| Province |  | Notes |  | Date admitted into Conferteration | $\begin{aligned} & \text { Capital } \\ & \text { city } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| New Brunswick |  |  | Emerged | 1867 | Fredericton |
| Nova Scotia |  |  | as the | 1867 | Halifax |
| Ontario | "Upper Canada" before 1840 | The one | original provinces under the | 1867 | Toronto |
| Queber | "Lower Canada" before 1840 | 1840-1867 | of 1867 Act | 1867 | Quehee |
| Uanitoba |  |  |  | 1870 | Winniper |
| Eritish Columbia |  |  |  | 1871 | Victoria |
| Prince Edward 1sland. |  |  |  | 1873 | Charlottetown |
| 4 therta | "Provisional Distric | rict" set up in 1882 |  | 1905 | lidmonton |
| Saskatchewan.. | "Provisional Distric | rict" set up in 1882 |  | 1905 | Regina |
| Newfoundland |  |  |  | 1949 | St. John's |

${ }^{1}$ In addition, the Canadian Nurth is divided into: Yukon Territory, The Districe of Mackenzie. The District of Kecwatin, and The District of Franklin. (The lase three are known collecrively as "The Vorthwest Territories" and


## C. Provincial Organization and Administration

Each porince desigates a cabinet member to serve as Minister of Education. Under him the Deputy Minister, a civil servant and senior proiessinnal educationist, administers the Department asc adrises the Minister on policy.

## Bach Department of Education undertakes:

(1) Either the training or the supervision of the tratining of teachers;
(2) the certification of teachers;
(3) the inspection of public schools in order to maintain specified standards;
(4) The prescribing of courses of study and iextbooks:
(5) the provision of financial assistance to the schools through grants and services; and
(6) the setting out of rules and regulations for the guidance of trustees and teachers.
Each Department requires regular reports from the schools.

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

Recent provincial Royal Commissions on Education have recommended basic changes. In New Brunswick the provincial Department is taking over functions previously exercised by county boards. British Columbia has established new institutions of higher learning. Ontario has established a Department of University Affairs under the Minister of Education. Quebec has re-organized the province for the administration of public secondary schooling by setting up 64 Regions ( 55 French-language and Roman Catholic, 9 English-language and Protestant).

Local Inits of Administration. - In all provinces except Now Brunswick local boards of trustees function as corporations and operate under their
provincial School Act and Regulations. They establish and maintain schools, select qualified teachers, prepare budgets for annual meetings and present them to municipal authorities. Originally, boards each had three trustees, hut as towns and cities grew provision was made for larger elected or appointed boards. In some provinces, districts may have different boards for elementary and secondary
schools as well as for separate schools. In New Brunswick, where more control is centralized in the Department, there are still boards that exercise most of the foregoing functions, but these boards preside over units of administration much larger than formerly. Larger units, particularly for secondary schools, exist in most of the provinces in addition to the local districts for elementary schools.

## D. Secondary and Post-secondary Vocational and Technical Education

Perhaps the most significant development in the past five years in Canadian education has been the expansion of post-secondary vocational and technical education under provincial programs substantially aided by the Federal Government. The present federal-provincial Technical and Vocational Training Agreement covers the period from April 1 , 1961 to March 31, 1967. Under this Agreement, the Federal Government agreed to reimburse the provinces for $75 \mathrm{p} . \mathrm{c}$. of the cost of buildings and equipment for vocational training and in addition to pay varying percentages of operating expenses for the different programs carried on under the Agreement.

The programs include:
(1) Vocational High School Training;
(2) Technician Training;
(3) Trade and Other Occupational Training;
(4) Training in Co-operation with Industry;
(5) Training of the Unemployed;
(6) Training of the Disabled;
(7) Training of Technical and Vocational Teachers;
(8) Training for Federal Departments and Agencies;
(9) The Student Aid Program;
(10) Research Program.

Details of the ten programs are given in Chap-
ter XII. In 1964-65 there were more than 20,000 enrolled full-time in post-secondary courses at institutes of technology, some 200,000 in vocational courses at the high school level, and about 127,000 young adults in full-time vocational courses operating under the Agreement, including apprenticeship training.

## E. Universities and Colleges

In the early settlements that were later to be part of Canada, university establishments began under the auspices of some religious group, usually Church of England or Roman Catholic. Later, the denominational characteristics of the original foundations were reduced. However, because of early sectarian rivalry there were more institutions than were warranted for the small population. In Nova Scotia alone, in 1896, there were six institutions with a total staff of 82 , a total student body of 533 , and all the colleges together conferred 124 degrees.

The Western provinces were aware of the early sectarian rivalry and multiplicity of institutions, and they followed the lead of the re-organized University of Toronto in establishing non-sectarian universities. They did accept theological colleges on campus, however, but these had the status of affiliated or federated institutions.

In 1964-65 Canada had about 375 institutions of higher learning. All forecasts indicate that university enrolment will increase for many years, possibly doubling during the next decade. Many existing institutions are expanding their facilities, and new institutions are being established. Because of an increasing demand for post-secondary academic courses, junior and community colleges have been founded in some of the provinces to provide another avenue to the universities.

Degree-granting Universities. - By the end of 1966 there were about 60 degree-granting universities in Canada. The other institutions of higher learning operate through these 60 by affiliation or federation.

Of the degree-granting institutions, some are still closely associated with their founding religious denominations. As examples, Roman Catholic administration is present at St. Dunstan's, Laval, Montreal, and St. Francis Xavier; Anglican at King's; United Church at Mount Allison; and Baptist at Acadia.

Some universities are supported primarily by their provinces: New Brunswick, Toronto, Manitoha, Saskatchewan, Alberta, and British Columbia.

Some are independent of church or state (although they may have been denominational at the outset): Dalhousie, McGill, McMaster, Queen's, Western Ontario, Carleton.

Financing Higher Education in Canada. Universities and colleges, taken all together, at present receive ahout $25 \mathrm{p} . \mathrm{c}$. of their operating moneys from students fees, 22 p.c. from Federal Government grants, 40 p.c. from provincial governments, and the remainder from endowments, religious organizations, gifts, and other sources.

Multi-million dollar projects mark an unprecedented expansion of university facilities. Completed in 1966 were: a $\$ 27,000,000$ all-purpose building for Sir George Williams University, Montreal; a 14-storey, $\$ 6,000,000$ social science building at the University of Alberta; seven buildings at an estimated cost of $\$ 11,000,000$ at Memorial University, Newfoundland; an $\$ 8,500,000$ medical building at Dalhousie University: a $\$ 10,500,000$ library at McGill University; a $\$ 4,000,000$ sports centre and a $\$ 14,000,000$ nuclear physics laboratory at the University of Montreal; a new $\$ 9,000,000$ college (Scarborough), a $\$ 10,000,000$ research library in the humanities and social sciences, and a $\$ 12,000,000$ physics building, all at the University of Toronto. Several projects are under construction in the West including: a new $\$ 3,500,000$ arts building at the University of Manitoba; a $\$ 3,500,000$ seven-storey
library and a $\$ 6,000,000$ complex for biological sciences, oceanography, and fisheries at the University of British Columbia.

The Rladen Report, published in 1966 by the Association of Universities and Colleges of Canada, contained recommendations on the financing of higher education in Canada with particular reference to the decade ending in 1975. The report includes assessments of the probable expansion of universities and costs of building, operation, research, student aid, and a discussion of the economics of higher education in Canada. It concludes with general recommendations, as well as specific recommendations addressed to the Federal Government, to the provincial governments, to universities, and to individual and corporate donors.

## F. Some Nation-wide Education Statistics

As Canada moves into its centennial year of Confederation, 1967, the population of the country is estimated at over $20,000,000$ of whom the main education group, age 5-19 years, is estimated at well over $6,000,000$. The number actually attending school and university is about $5,000,000$.

The statistics that follow refer to the school year 1964-65.

Pupils and Students. - The numbers of pupils and students in the various institutions are as follows:

| Elementary and Secondary Public ........ | $4,726,022$ |  |
| :--- | ---: | ---: |
| Elementary and Secondary Private ...... | 200,008 |  |
| Blind and Deaf ................................. | 3,499 |  |
| Federal Government ............................ | 45,971 |  |
| Technical Institute ............................. | 20,105 |  |
| Teacher College ................................. | 21,740 |  |
| University Faculty of Education, Full- |  |  |
| time .............................................. | 15,918 |  |
| University, Full-time | ........................... | 178,238 |

Teaching Staff. - The numbers of instructors, teachers, and professors in the various institutions are as follows:
Flementary and Secondary Public ..... 190,147
Elementary and Secondary Private ..... 12,104
Indian ..... 1,337
Other Federal ..... 717
University, Full-time ..... 14,300
Blind and Deaf, Full-time ..... 476
Blind and Deaf, Part-time ..... 63
Education Institutions. - The numbers of schools,
institutes, colleges and universities are as follows:
Elementary and Secondary Public ..... 21. 545
Elementary and Secondary Private ..... 1.135
Blind and Deaf ..... 19
Federal Government ..... 483
Technical Institutes (Post Secondary) ..... 40
Teacher Training ..... 122
Colleges, Universities, and Affiliates. ..... 375
Long Range Fstimated Total Cost of Formal Educa- tion in Canada. -Dollars
1961 1,651,000,000$3,335,000,000$
1981$5,480,000,000$

## G. The Plan of this Publication

This first chapter has presented information and data on education in Canada as a whole.

The next ten chapters each deal with a single province. A brief historical sketch is followed by descriptions of: institutions of higher learning, the structure of the Department of Education, municipal organization and school boards, teachers, school finance, and technical and vocational education.

The final chapter deals with the Federal Government involvement in education.

The Appendix lists in detail the statistical tables available in the regular and occasional publications of the Education Division of the Dominion Bureau of Statistics. Also included are descriptions of contents of Census and other Federal Government publications containing references to education in Canada. Finally, there is a short list of some Canadian Census publications on ethnic groups.


# CHAPTER II <br> EDUCATION IN BRITISH COLUMBIA 

## A. Some Education Highlights in British Columbia's History

From the first sighting of Vancouver Is land by Drake in 1579 , the succeeding years were highlighted br the first recorded glimpse of the Queen Charlotte Istands in 1774; a safe anchorage made by Perez in the same year near what was later named Nootka Sound; a month's stopover by Captain Cook in the same waters in 1778; launching of the first boat built on the northwest coast in 1788; Nootka Sound becoming by 1789 a headquarters for foreign trading vessels; the surveying of the coast by George Vancouver from 1792 to 1794 ; the arrival overland of Alexander Mackenzie at the Pacific Ocean near Bella Coola in 1793; the explorations of David Thompson in 1807 and of Simon Fraser in 1808; the building of Fort Victoria in 1843 ; the establishment of the international boundary in 1846; and the establishment of Vancouver Island as a Crown Colony in 1849.

First Schools. - The earliest attempt at providing schooling in what is now the province of British Columbia occurred over 200 years ago on Vancouver Island. Until 1849, however, the children of settlers and of officials of trading companies had to be content with sporadic and informal education given by anyone willing to help; hut after 1849 an organized system of public education began to evolve.

In 1849 Vancouver Island, separated from the as-yet unorganized Indian Territories on the Mainland, became a Crown Colony and was placed under grant to the Hudson's Bay Company. The company set out to provide schooling for the children of its employees and for those of the few settlers who took up land around Fort Victoria.

The first teacher was the Reverend Robert J. Staines, a graduate of Trinity College, Cambridge. On arrival, the teacher and his wife walked on planks over mud to get from the ship to the fort. Rather disappointed with the primitive surroundings, the newcomers soon became aware of the disappointments of others. The settlers quarteled with H.B.C. officials, and Staines undertook to champion the settlers' cause in England. He missed the boat to San Francisco, and the ship he did take went down in a storm off Cape Flattery. The year was 1853. Other "first" teachers included: Charles Bayley at Cadboro Bay and later at Nanaimo; Rohert Barr at the Fort; and Charles Clark at Craigflower.

The teacher who took the place of Robert Staines was Reverend Edward Cridge, who arrived at Victoria on April 1, 1855. Soon after Cridge took up his duties in the school, his wife opened a private school for children of some officials and also organized the first Sunday school in the area.

Public (through not free) schools were opened in Victoria, Craigflower, and Nanaimo with Reverend Cridge as acting superintendent. The teachers in the three schools were W.H. Burr, H. Claypole, and C. Bryant, respectively. The total attendance for the three schools in 1861 was 111 pupils, of which 90 were boys and 21 were girls. At the time two private schools were in operation in Victoria under the patronage of the Lord Bishop of British Columbia.

First Fiducation Legislation on Vancouver Island. - The first School Act passed by the legislature of the Colony of Vancouver Island in 1865 virtually centered all authority in the Governor, and he appointed the general board of education, superintendent, local three-man boards, and even the teachers of the several schonls.

The general board consisted of nine persons, of whom any three would form a quorum. The board was made a body corporate, and all school property was vested in it. The superintendent, on a yearly contract depending on good behavior, was ex-officio the secretary of the board. His regular duties involved visiting the schools and reporting on them according to the instructions of the general board.

The Governor could appoint a local school board of not fewer than three persons for the information and guidance of the general board. The local board was empowered to visit and report on the state of the schools within its district, and it could transact business subject to the order and direction of the general board.

All schools established under the Act of 1865 were to be conducted on non-sectarian principles; books inculcating the highest morality were to be selected, and all books of a religious character teaching denominational dogmas were to be excluded; the clergy of every denomination were allowed to visit the schools and impart in a separate room teligious instruction to the children of the respective persuasions. Every school was to be open to the children of people of all denominations.


## INSTITUTIONS OF PUBLIC EDUCATION IN BRITISH COLUMBIA

 1965

Considerable progress was being made under this Act until the school financial crisis of 1866 when the Governor advised Superintendent Alfed Waddington that there would be no money after August of that year.

First Education on the Mainland. - In 1862, four years after the Mainland was proclaimed the Crown Colony of British Columbia, Reverend Robert Jamieson, a Presbyterian minister, opened the first school at New Westminster. It was non-sectarian, and it was supported by tuition fees, though intended to be a "public" school. In 1864 the centers of Yale and Douglas refused to set up schools on the same bas is as in New Westminster. The difficulty was the question of non-sectarianism. In 1865 the Governor indicated that all regulations would provide for nonsectarian schools with the utmost deference for the religious convictions of all Christians.

Education in the United Colony of British Columbia before Confederation. - By an Act passed by the Imperial Government on August 6, 1866, Vancouver Island and Mainland British Columbia became one colony under the name of British Columbia. The mining industry had suffered a recession, and union was the hope for achieving a sounder economy. On Vancouver Island, administrators without sufficient funds made a desperate effort to carry out the provisions of the School Act of 1865 . On the Mainland, there was a struggle to support the school at New Westminster out of little funds ( 40 p.c. from the government and 60 p.c. from parents of children attending) and with no regulating legislation.

Governor Seymour of the newly combined colony soon revealed his attitude to education: he declared that the colony was not old enough for any regular school system; and when the time came for the establishment of a large common school, religious teaching ought not be allowed to intrude.

The School Ordinance of 1869. - In 1868, Victoria became the new capital, and during the session there in 1869, Governor Seymour gave assent to "an ordinance to establish public schools throughout the Colony of British Columbia" by which the School Act of 1865 was repealed. The new arrangement kept the schools non-sectarian.

Within a year the government found it necessary to amend the School Ordinance in order to provide for an inspector, whose salary was to be paid out of the general revenue of the colony and whose duties were to visit schools and report on the management, efficiency and general conditions of the schools; the character and qualifications of the teachers; all complaints; and the text books in use.

Because of lack of funds there was no public school in Victoria from September 1870 until postConfederation legislation in 1872 established a new, free provincial school system. The Public School Act of 1872 is the basis for the present school organization.

Education in the Province of British Columbia following its Entry into Confederation (1871). - The new Act of 1872 was followed by the establishment of a Public School Fund fixed at $\$ 40,000$ for 1872 , and similar sums were voted by the legislature for subsequent years. This was used by the board of education for the payment of teachers' salaries, erection and repair of school houses, and payment of incidental expenses of the districts.

The Lieutenant-Governor in Council appointed a permanent board of education of six, and a superintendent was to be, ex officio, chairman of the board and hold office during pleasure at a salary of $\$ 2000$ plus travelling expenses.

The board of education met at least every three months. It prescribed text books and authorized their purchase and distribution, examined and certified teachers, appointed or removed teachers, established separate schools for females where expedient, and established high schools. Rules and regulations were soon forthcoming. Provisions were made for election of trustees, and their duties were defined.

The first attempt at compulsory education was made in 1873 by an amendment of the Public Schools Act of 1872 .

High School Entrance, 1876. - The first competitive examination for entrance to a high school in British Columbia was administered in 1876. Of 160 candidates only 68 were successful.

Taxation for Public Education. - In 1876, the Elliott government passed "an Act to provide for the maintenance of public schools in the Province of British Columbia". Section I defined school tax districts to be identical to electoral districts as in the Constitution Act of 1871. Section II stated that every male person over 18 years of age resident in the district had to pay a school tax of $\$ 3.00$ per year, and that an employer could deduct the tax from his employees' salaries. The Bill was passed in spite of strong opposition from Roman Catholics, and the principle of taxation for public schools was established.

The Public Schools Act of 1879. - The Act of 1879 superseded previous acts. It abolished the board of education and gave its powers to a superinterdent of education. It specified the duties of trustees, placed high schools under the trustee boards, and provided for the appointment of inspectors. City and rural districts were expected gradually to take over the cost of operating the schools aided by grants from the government, with the exception of certain assisted schools where the government paid the teachers' salaries.

Normal Schools.-In 1872, of the 16 teachers engaged in the province, 12 were English, 2 Canadian, and 2 American.

Provincial normal schools were opened in Vancouver in 1901 and in Victoria in 1915. However, teachers had beentrained since the 1870's at Victoria High School.

The Putnam-Weir School Survey, - In 1925 the Putnam-Weir Commission reported on the provincial school system, and many of its recommendations were subsequently implemented. Some of the recommendations were: an all-out campaign against the "formaldiscipline" theory of studies, and the adoption of a more meaningful and utilitarian approacha 6-3-3 organization, with the junior high segregated if possible; optional courses at the junior and senior high levels, with more time for home economics, manual training, physical exercise, and laboratory work in science; up-graded teacher training and supervision; and the consolidation of small school districts under a larger unit of administrative authority.

Developments in the Past Quarter Century. - One quarter of a million dollars was provided for the fiscal year 1941-42 as a special grant to assist municipalities and rural school districts in meeting the local cost of education. For 1942-43, the grant was increased to $\$ 450,000$

In 1942 the Victoria Normal School buildings and grounds were converted into a hospital for the war. The normal school moved to Anglican Memorial Hall. Someschool students were excused from attendance in order to relieve the shortage of labour on the farms. During the same year, six consolidated rural school districts were established. By $19 \not 43$ there were 29 united districts comprising 164 original school districts.

The shortage of teachers in 1943 led to the abolition of summer school tuition fees for teachers, and normal school fees were reduced from $\$ 135$ to $\$ 50$.

The Cameron Commission, set up in 1944, made recommendations that led to major amendments of the Public Schools Act in the years immediately following the end of the war. In 1946 the Department (1) abolished existing school districts (about 650) and divided the province into 74 large administrative areas, each under a single school board, and (2) adopted a grant formula for boards on the basis of a standard salary scale for teachers, current expenses based on average daily attendance, and supervision related to number of pupils in the district.

In 1947, an amendment of the Act provided that every new teacher had to become a member of the British Columbia Teachers' Federation. Teachers
then employed had the right to withdraw if notice were given during the first 6 months, that is, by October 1, 1947.

A Division of Visual Education was organized in 1947.

An amendment to the Public Schools Act in 1949 made it possible for boards of trustees and the federal Indian Affairs Branch to enter into agreements for the sharing of costs where both Indian and white children could attend the same school.

Major reorganization of the secondary school program occurred in the 1950's.

In 1956 teacher education came within the orbit of The University of British Columbia with the establishment of a College and Faculty of Education. Victoria College was also to train teachers.

A Royal Commission to study the provincial school system to the university level was set up in 1958 under the chairmanship of Dean S.N.F. Chant of The University of British Columbia. In 1960, the resulting 158 recommendations cavered: the philosophy of the school system, organization, buildings and services, qualifications and training of teachers, salaries, curriculum, text books, school and community relations. Amendments to the Schools Act and to the Rules of the Council of Public Instruction followed.

Undet the Federal-Provincial Vocational and Technical Training Agreement, the British Columbia Institute of Technology was planned in 1961 and opened in 1964. The first provincial regional vocational school had alteady been opened in Nanaimo, and with the inspiration of the Training Agreement new regional vocational schools were planned for Burnaby, Prince George, Kelowna, Nelson, Dawson Creek, Prince Rupert-Terrace, Kamloops, and Victoria.

Recommendations of the Macdonald Report on Higher Education led, in 1963, to a new Universities Act which revised the status of The University of British Columbia and created the University of Victoria and Simon Fraser University, A private university, Notre Dame at Nelson, was constituted by special Act.

District and regional colleges were established in Vancouver in 1965 and West Kootenay in 1966.

## B. Higher Education in British Columbia

An urgent need for higher education in British Columbia was felt as early as 1877. The urgency was for academic, professional, and political reasons. The unity of Canada was at stake, and many leaders felt that affiliation with eastem universities would tend to be a unifying force.

Legislation at Quebec and Victoria enabled McGill University to accept affiliation of Vancouver College and Victoria College. The first year in arts was offered in Vancouver in 1899 and a second was
added in 1902. Victoria began the first year in arts in 1902. The McGill Colleges continued in operation until the fall of 1915.

The University of British Columbia. - Although a University Act was passed in 1890, no action was taken on it. The Act of 1908 repealed the older Act. and The University of British Columbia was then established and incorporated. The site at Point Grey near Vancouver, was selected in 1912, and the university opened its doors in 1915, when the McGill Colleges ceased to exist.

Enjoying a monopoly in degree-granting higher education. The University of British Columbia grew to be the second largest university in Canada. In 1963 a new Act revised its status, and the monopoly was ended.

A full spectrum of courses is offered. Doctorate programs exist in agriculture, applied science (engineering), arts, science, medicine, dentistry, and education. Diploma courses are offered in nursing, agriculture, horticulture, education, commerce, and home economics.

In 1964-65, U.B.C. had a full-time entolment of 15,145 and a part-time of 1,870 .

University of Victoria. - As Victoria College, the University of Victoria predated The University of British Columbia. Affiliation with McGill began in 1903 and ended in 1915. When U.B.C. opened in 1915, Victoria was obliged to suspend operations in higher education.

In 1920, Victoria College was reborn in affiliation with U.B.C., and again offered first and second years in arts and science. The instructional program was expanded until in 1961 Victoria, still in affiliation with U.B.C., awarded its first bachelor's degrees.

Autonomy came in 1963, and the College became the University of Victoria.

In 1964-65, Victoria had a full-time enolment of 2,460 and a part-time of 482 .

Simon Fraser University, - In January, 1963 the Macdonald Report recommended the creation of a new provincial university. Two months later the new Universities Act provided for the establishment of

Simon Fraser University. The site chosen was the top of Burnaby Mountain, seven miles east of the centre of Vancouver.

The University opened its doors in September, 1965 to 2,500 students.

At present there are three faculties: arts, science, and education.

Simon Fraser is the first university in Canada organized completely on a "trimester" system, or operation on a year-round basis in three equal time segments.

The University of Notre Dame at Nelson. - Notre Dame began as a junior college in 1950 and affiliated with Gonzaga University in Spokane in 1951. Second year science and arts was offered. In 1954 Notre Dame expanded its program and centralized its facilities. It is a private institution.

In 1961 Notre Dame affiliated with St. Francis Xavier University in Nova Scotia and added third and fourth year courses.

The Act of 1963 raised Notre Dame to the status of a chartered university with the power to grant all degrees.

In 1964-65 full-time enrolment was 482, and part-time was 78.

Other Institutions of Higher Education include: the British Columbia Institute of Technology; Vancouver City College; West Kootenay Regional College (under construction in 1966); Okanagan Regional College (at the planning stage in 1966); Royal Roads Canadian Services College; and several theological colleges.

## C. The Department of Education

The Minister of Education is a member of the Executive Council, the provincial government cabinet of British Columbia. For education purposes, the entire cabinet constitutes the Council of Public Instruction, and as such it has duties and powers set out in The Public Schools Act.

The Department of Education, under the Minister, administers and manages public schooling in the province along guidelines provided by The Public Schools Act and the Council of Public Instruction.

Duties and Responsibilities of the Council of Public Instruction include:
(1) creation of school districts;
(2) prescription of conditions for establishing schools of all types;
(3) drafting of rules and regulations for the conduct of public schools;
(4) making of rules governing the granting of all teachers' certificates;
(5) prescribing of courses of study and the selecting, adopting, and prescribing of uniform series of text books and the authorizing of supplementary readers;
(6) authorization of the establishment, maintenance, and operation of school district colleges, regional colleges, and provincial schools for specialized types of education.

Department Officials and their Duties.- The Minister of Education has overall responsibility for the administration of the Public Schools Act. To assist him in the task of maintaining and managing all schools established under the Act he has a number of civilservants who are the personnel of the Department.

The Deputy Minister is the top ranking civil servant in the Department. He advises the Minister, carries out general education policy, supervises and directs all departmental officials and maintains continuity of administration.

The Superintendent of Education is responsible tothe Minister and Deputy Minister for general supervision of the public school system. It is his duty:
(I) to publish the School Act and the Rules of the Council of Public Instruction and to furnish copies free of charge to school trustees and teachers;
(2) to furnish books and school supplies to boards, teachers, and pupils in accordance with Rules of the Council of Public Instruction:
(3) to divide the province into district superintendencies for the purposes of the School Act, and to supervise all schools operated under the Act;
(4) to authorize or require boards to establish elementary or secondary schools, or to close them;
(5) to arrange for the examination and investigation of: (a) pupil progress on learning, (b) order and discipline in the schools. (c) system of instruction, (d) professional development of teachers, (e) the mode of keeping school records, and (f) the condition of school buildings; and with respect to these matters to report and offer guidance and direction to the Minister:
(6) toreport annually to the Minister on the condition of the public schools, enrolment of pupils, average attendance, money spent. and other useful information.
(7) to select a school site if a board is unable to agree on one:
(8) to have charge of the issuing of such certificates of qualification for teaching as may be deemed desirable or necessary by the Councll of Public Instruction.

Each annual report made by the Superintendent must be laid before the legislature by the Minister within fifteendays after the opening of the following session.

In addition to the foregoing, the Superintendent of Education may grant temporary teaching certificates valid only for the school year in which they were issued; issue letters of permission to suitable persons whose services are required for a special purpose, also valid only for the year of issue; and require the completion of reports considered necessary to implement the provisions of the School Act.

The Assistant Superintendent - Instructional Services assists the Deputy and the Superintendent in the administrative direction of all instructional phases of the work of the Department. He co-ordinates the work of the sections dealing with elementary and high school correspondence courses, school broadcasts, visual education, curriculum, tests and standards, text books, home economics, and education research.

The Assistant Superintendent - Administration and School Board Relations assists in internal Department administration having to do with such things as the issuance of standard forms, compilation of the Annual Report, and personnel matters. In external matters he is responsible for approving school building plans and contracts, including school equipment. transportation, dormitories, and boarding allowances. He also acts as the liaison between Department headquarters and the district school boards and secretary-treasurers in matters respecting the business administration of the Public Schools Act and its rules and regulations.

The Co-ordinator of Special Services assists the Deputy and the Superintendent as a consultant and technical adviser on such matters as school district organization, school planning, and legislation. He is alsores ponsible for organizing and directing surveys of school needs respecting buildings, transportation, and dormitories. He supervises the operation of the Jericho Hill School for the deaf and blind. He also represents the Department on the Teachers' Pensions Board and on the provincial hoard of the Canadian National Institute for the Blind.

The Chief Inspector of Schools supervises instruction in both elementary and secondary schools and is in general charge of the field staff of the Department. His duties include: advising teachers, advising school boards, evaluating teaching performance, and surveying school needs. He assists in the enforcement of the Public Schools Act and of the regulations of the Council of Public Instruction. The Chief Inspector also assists in the supervision of special education for the physically and mentally handicapped.

District Superintendents of Schools are assigned to one or more districts under the direction of the Chief Inspector. Each district superintendent, in the pursuit of his duties, must:
(1) assist in carrying out the regulations of the Public Schools Act and the provisions, rules, and orders of the Council of Public Instruction:
(2) make arrangements for the election or a ppointment of a temporary board in a newly-formed district:
(3) advise and assist all boards in his district in exercising their powers and duties;
(4) furnish trustees and teachers with information concerning the Act;
(5) assign teachers to teaching positions, or transfer them from one position to another, with the approval of the Trustee Board:
(6) advise and instruct teachers and principals in order to promote efficiency and maintain high standards;
(7) exercise supervisory authority in organization, counselling, and discipline;
(8) inspect schools as often as feasible but at least once a year:
(9) report on all schools under his supervision to the Superintendent of Education before the close of each year;
(10) inspect all teachers with non-permanent certificates, probationary appointments, or those on which the Superintendent wishes a report or whorequest a report on themselves, and report formally on all these;
(11) submit a report on teaching ability and efficiency of each teacher and on the learning situation in each classroom, and send one copy each to the teacher, to the board, and to the Superintendent;
(12) investigate and report on all matters as required by the Superintendent:
(13) attend as many board meetings as possible;
(14) when necessary determine which school any pupil shall attend, and designate zones and areas of school attendance;
(15) plan and supervise the activities of directors, supervisors, teacher-consultants:
(16) assist in the preparation of annual school estimates:
(17) investigate and report on the conduct of any pupil when requested to do so by the board; and
(18) render such assistance as may be required in or outside the Department.

Any district superintendent may be appointed as an executive officer of a board or boards on the joint recommendation of the Superintendent of Education and the trustees concerned, subject to the approval of the Minister. Travelling expenses are paid by the Department of Education and are recoverable from the board involved. The board must provide office space and secretarial service.

Administration of Vancouver Municipality Schools. - The board of the Vancouver School district is empowered, with approval of the Council of Public Instruction, to appoint a superintendent who has the same powers and duties as a Department district superintendent, and the board has the power to revoke the appointment. The board may also appoint (and revoke) one or more assistant superintendents and one or more inspectors, all under the direction of the Vancouver Superintendent of Schools (Vancouver).

The Registrar keeps records of teachers' certificates, teacher registration and classification, students'records, transcripts, and evaluations of records from outside the province. Associated with him is the Division of Examinations which is responsible for arrangements for the preparation, printing, and distribution of Grade XI, XII, and XIII examinations, and also formarking, tabulating, releasing of results, for appeals, and for maintenance of records. The

Registrar is secretary of the provincial board of examiners, the Stratheona Trust Committee for British Columbia, and the board of examiners for certification of professional librarians.

The Director of Curriculum is responsible for: organizing and dirocting the work of developing new courses or revising prescribed courses in the curriculum; preparing courses and curriculum guides for authorization and publication; organizing and direct. ing the work of evaluating text hooks and selecting text books for authorization; advising on the administration of the curriculum and preparing administrative and other bulletins dealing with curriculum policy; and conducting experimental and research studies connected with curriculum developments.

The Departmental Comptroller is responsible for the general financial supervision of the Department. He budgets and accounts for all expenditures and prepares such financial reports and statistics as are from time to time required. He supervises the financing, budgeting and accounting of the school districts, debenture sales for financing of building programs, and the business administration of the districts.

The Director of Technical and Vocational Education and Apprenticeship Training oversees the vocational programs in the regular day-schools, the special vocational schools, and the night-schools in the larger centres throughout the province. Such programs as the following provide for both adult and youth groups and are conducted in part with the cooperation of the Federal Government: Youth Training (Urban, Rural, Student Aid); Unemployed Workers; Handicapped Persons, industrial, commercial, and agricultural courses in secondary schools; Industrial Arts; and Industrial Arts and Vocational Teachers. The Director superintends instruction in these programs and provides equipment, operational expenses, and student assistance in accordance with the Federal-Provincial Training Agreement.

The Co-ordinator of Teacher Recruitment develops plans such as the promotion of Future Teacher Clubs in secondary schools, conducts research in teacher selection, co-ordinates teacher education programs, and supervises the granting of loans and bursaries for future teachers. He acts as a liaison with school boards in teacher recruitment problems and with the British Columbia Teachers' Federation and the Parent-Teacher Federation.

The Director of Community Programs advises public bodies interested in recreation and maintains a staff of regional consultants to assist with this: provides a program of leadership training for voluntary recreation leaders; encourages and assists school boards in the operation of night-school recreation classes; supervises grants-in-aid on behalf of local recreation commissions: and maintains a library of books, pamphlets, films, and filmstrips dealing with many recreation activities. He also assists and promotes school and community drama in the province.

The Director of the Text Book Branch is responsible for the buving of all the prescribed text books which are used in the schools of the province and many supplementary, reference, and other hooks which schools and hoards call for throughout the year. He also oversees the distribution of text books and other materials which may be supplied free to the various schools of the province.

The Director of Tests, Standards, and Research conducts research chiefly in connection with standards of ability and achievement. Statistical work in connection with Departmental examinations is carried on annually, and investigations concerning immigration, enrolment, holding power, teacher supply, and finance are made from time to time. The Director is res ponsible for the administration of provincial testing programs and the development of provincial testing achievement norms. He supervises the construction of new tests to fit the British Columbia curriculum to test subjects not covered by Departmental examinations.

The Director of Home Economics is assisted by two inspectors in the supervision of home economics in the schools. The Director conducts group conference workshops in order to orient teachers to revised and up-dated phllosophy and objectives.

The Director of Visual Education oversees the operation of a library of motion pictures, filmstrips, and other visual teaching aids serving the schools. The Diviston serves as a centre where information
may be obtained on availability and utilization of such materials, and the Director assists teachers in organizing instruction involving visual aids.

The Director of School Broadcasts oversees the preparation of radio programs for use in schools. most frequently in the fields of music. English. social studies, health and personal development, art, and French. The Director works with the Canadian Broadcasting Corporation and local stations to provide programs. He provides printed aids for teachers and pupils.

The Director of the Secondary School Correspondence Division provides courses for: students of school age to whom regular high-school instruction is not available; employed students of highschool age; students in any high school in subjects not offered or in subjects which cannot be worked into the time-table; B.C. children temporarily resident in foreign countries; and adults desiring a highschool education. The Division also provides courses for New Canadians.

The Director of Elementary Correspondence oversees the provision of free correspondence education from Grades 1 to VII, inclusive, for those children in the province who are unable to attend regular schools. The same standards as in regular schools are maintained. Adults may also take part, free of charge. Besides those drawn from the general public, students in this group include patients in hospitals, Indian hospitals, curative institutions, mental hospitals, and all penal and corrective institutions in the province (except the Boys' Industrial School).

## D. School Districts and School Boards

The distribution of school districts in British Columbia is a function of its geography. Practically all of the province, except the Peace River district, is the most rugged and elevated region in Canada. This great mountalnous tract has been a formidable barrier between the interior of the country and the Pacific Ocean coast. The population of British Columbia, $1,838,000$ in 1966, is to be found mainly on or near the coast, almost three-quarters being classed as urban.

For the purpose of administering the schools, the province is divided into districts ( 83 organized and 4 unattached in 1966). Depending on the size and type of area they contain, these districts are classified as (a) municipal school districts or as (b) rural school districts. Each has its own board of trustees, elected locally. A hoard may be composed of $3,5,7$, or 9 members as determined by the Minister of Education, and the term of office for each trustee is usually two years. (When districts are first formed, some of the trustees may be elected for only one year.)

Flections and Appointments of Trustees.-Elections are conducted annually in all school districts. If the district is associated with a municipality, the trustees are elected at the same time and in the same
manner as the councillors of the municipality; and in all other cases where rural areas are involved. the trustees are elected by rural representatives or at the annual meeting conducted by the board. If no election is held, or if vacancies still exist after an election, the Minister may fill the vacancies by appointment.

The list of eligible electors includes ownerelectors, resident-electors, tenant-electors, and agents of corporations. The board determines the time and place for nominations and for polls, the returning officer and necessary deputy returning officers.

Election by Representatives. - A representative may be any person resident in a school attendance area or zone whose name is on the list of ownerelectors for the current and immediately preceding year, unless he has been nominated or elected as representative or trustee in another area or zone of that school district at the annual election.

In a school attendance area or zone in which representatives meet to elect trustees - one representative for up to 100 pupils, two representatives for from 101 to 200 pupils, and three representatives for over 200 pupils - meetings are called as for an election.

The representatives, convened by the board, meet to elect, from among themselves, the number of trustees determined by the Minister. After the trustees are elected, other business may be considered. Representatives elected as trustees hold office for the specified term or so long as qualified. Elected representatives of a school district meet to conduct such business as specified, upon call of the board.

Duties of School Boards. - The rights, powers, duties, and liabilities of a board of school trustees rest only with the legally constituted board and not with committees of trustees or individual trustees.

Boards meet in January and as often as necessary, but at least once every three months. A quorum is a majority of the trustees. Each board elects a chairman at its first meeting of the year and may elect a vice-chairman. The chairman votes with the other members, and in the event of a tie vote the chairman rules the motion lost. Special meetings are called by the chairman or by the secretary-treasurer if requested by a majority of the trustees, and they deal only with the business scheduled. A copy of the minutes is sent to the Superintendent of Education. Boards must abide by the provisions of the Public Schools Act and the rules and orders of the Council of Public Instruction, make local policy conform with these provisions, delegate administrative duties to employees of the board, report to the Superintendent, prepare reports and audited accounts for annual meetings of electors, and visit public schools when necessary or desirable. In addition, a board may make by-laws within its authority, provide pupil school patrols, employ additional employees fixing their remuneration, and join the British Columbia School Trustees' Association and pay all dues. Each school board provides adequate school accommodation free of charge, with a few exceptions, for all children between ages 6 and under 19 who have not completed Grade XII, and for those under 6 and 19 or over when it is considered advisable. Entrants to Grade I, however, do not have to be admitted after two weeks of school have elapsed unless they have been in attendance elsewhere. A child over 15 need not be admitted by a board after two weeks of school have elapsed in September, unless because of certified illness or unless he has been in attendance in the appropriate grade at another school. In general it is the duty of school boards to provide buildings and to keep them in good repair; to authorize the purchase of furniture, equipment, and supplies; to defray expenses of fuel, electricity, and other utility services; to defray other necessary operating expenses; to be responsible for the custody and safekeeping of all school property; to provide health services for the children; and to appoint the teachers and other emplovees required.

Secretary-Treasurer. - Each board appoints and pays a secretary. He is on probation for six months, after which the appointment may be affirmed and continued for an indefinite period, until he resigns or is voted out by two thirds of all the members of the board. He must become familiar with the accounting and administrative procedures prescribed by the Department, keep a record of all proceedings and all
books, accounts, vouchers, and papers of the board, which must be made available to a ppropriate authorities. He is empowered to administer oaths and take and receive, within the school district, affidavits, declarations, and affirmations in connection with the School Act.

The secretary-treasurer must be bonded.
District and Regional Colleges. - With the consent of the Council of Public Instruction, a school board may establish and operate a college or enter into an agreement with the board of an adjoining district to operate a regional college. The management of a regional college is vested in a council which enjoys the same powers and privileges as a board of trustees.

Technical and Vocational Training, - With approval of the Council of Public Instruction and in conformity with the Regulations, the board may establish and maintain a technical school and offer courses in manual training, home economics, agriculture, commercial, technical or vocational education; appoint advisory committees for consultation and advice; and, in large municipal school districts, establish courses in practical arts including industrial arts and home economics.

School Property. - The board may acquire and hold property for school purposes. It may receive property from corporations or persons and use or dispose of it only with the approval of the LieutenantGovernor in Council.

The board is responsible for selecting sites for all school buildings (or for reporting any difficulty in this regard to the Superintendent of Education) and must have clear title before construction commences.

The board may allow a municipality to construct and operate facilities for community use on school sites if no extra land will be required and if no detriment to education will result. Such an arrangement would make the facilities available for school use, leaving control of other use and time of use in the hands of the board. No expenditure in connection with the facility would form part of the expenses of the board.

Unoccupied and unappropriated Crown lands may be granted to school boards and held in trust. If the lands so granted are no longer required for school purposes, the Registrar of Land may cancel the board's title, or the hoard may dispose of the land by sale or lease, but only with the approval of the Lieutenant-Governor in Council. Moneys raised from such lands may only be expended for capital purposes as approved by the Superintendent of Education, municipal council and school attendance area representatives within the district.

Expropriation of land after 30 days' notice may take place under arbitration procedure where the board and owner cannot agree on the price of a piece
of land wanted for school purposes. Arbitrators are appointed within 15 more days, and they determine compensation within 10 days of their appointment, in accordance with the Arbitration Act. Where the owner is absent or unknown an attempt is made to contact him through newspapers and in other ways and to acquaint him with an offer based on an impartial land surveyor's estimate. The board then takes whatever legal steps are necessary, even to paying compensation and other expenses to the Supreme Court, and takes possession of the land, the award giving clear title.

When necessary, each board arranges for and authorizes the purchase, erection, enlargement, alteration, repait, renting, insuring, and improving of school buildings and dormitories and the upkeep of school grounds. It authorizes the purchase of school furnishings, furniture, equipment and supplies, and it issues free textbooks to indigent pupils. It defrays the costs of fuel, electrlcity and other utility services and operating expenses. It is responsible for all school property. Adequate insurance must be carried in the board's name.

School Health. - Each board makes provision for health services acceptable to the Departments of Education and Health. A medical health officer examines the school building and provides for and conducts examinations of the general health of the pupils. Where the health officer deems it advisable, certain pupils may be removed from school to protect the others. Teachers may remove pupils who are ill and report to the health officer and to the board. The board may make provision for the examination and treatment (with parents' consent) of pupils * teeth and collect payment from parents. Eye-glasses may be provided by the board for pupils in indigent circumstances.

Types of Schools. - Generally, British Columbia schools may be classified as senior secondary, junior-senior secondary, junior secondary, elemen-tary-senior secondary, elementary-junior secondary, and elementaty.

The kindergartens are an optional part of the elementary school system enrolling pupils who are 5 years of age or who will be 5 years old hefore December 31 of the school year. A kindergarten section with from 25 to 60 pupils (attending half days only) may have one teacher; a section with over 60 pupils gets one teacher for each sixty or additional fraction thereof.

Grades I to VII are referred to as elementary; Grades VIII to X as junior secondary; and Grades XI and XII as senior secondary. Some schools offer an additional year equivalent to the first year of university, Grade XIII.

Many of the senior high schools offer home economics, technical and commercial classes with the more academic classes. British Columbia is noteworthy for the number of options available.

In 1964-65 there were 400,064 pupils enrolled in the publicly-controlled schools. In addition, there were 18,024 taking secondary school correspondence courses and 1,037 taking elementary; and over 19,000 full-time students were registered in public universities.

The following table gives the pupil enrolment in the various types of schools in municipal and rural districts for the school year 1964-65.


Jericho Hill School for the Deaf and Blind.- Of the 349 pupils enrolled in 1964-65, 152 were dav pupils and 197 were resident. Blind and partial
sighted numbered 115, deaf-blind 1, and deaf or hard of hearing 233.

## E. Teachers

A British Columbia "teacher" is a person who holds a valid certificate issued by the provincial Department of Education and who is employed by a board of school trustees to give tuition or instruction or to administer or supervise instructional service in a public school.

Basic Qualifications. - For elementary teachers the Elementary Basic Certificate is awarded after completion of a two-year course at the Faculty of Education at The University of British Columbia, University of Victoria, Simon Fraser University, or after equivalent training at some other institution.

Teachers in the secondary schools are required to hold the Professional "B" Certificate, obtainable after a five-year course and leading to the B.Ed. degree.

The Granting of Certificates. - The sole authority to issue teaching certificates rests with the provincial Department of Education. The university degree or statement of credit is not a licence to teach.

New certificates were introduced in 1956, but they were not issued to teachers already holding the old certificates. In the following listing of certificates now issued by the Department, the old ones are shown in parentheses.
(1) Elementary Conditional ( $\mathrm{E}-\mathrm{C}$ ), valid for four years, requiring university entrance standing and one year of elementary teacher education. (The training program for this certificate is no longer offered.)
(2) Elementary Conditional Industrial Arts $(E-C)$, valid for five years to candidates with Grade XIII standing, graduates of senior or technical high schools and craftsmen with senior matriculation, who complete one year of teacher education.
(3) Elementary Basic Interim (E-B), valid for two years after completion of two years teacher education after junior matriculation or one after senior matriculation.
(4) Elementary Busic Permunent ( $\mathrm{E}-\mathrm{B}$ ) (No longer available to new entrants.)
(5) Elementary Advanced ( $\mathrm{E}-\mathrm{A}$ ) after third year standing at the university. (There are some Elementary Advanced General certificates that were issued up to 1956; and Elementary Advanced Art, Handicapped Children, Home Economics, Intermediate Grades, Kindergarten Primary, Music, Physical Education, and teacher Librarian issued up to the end of 1958 for candidates $w$ ith a permanent first class or equivalent certificate and the required number of units in the field of specialty.)
(6) Professional Conditional ( $\mathrm{P}-\mathrm{C}$ ) for candidates with a B.Ed. degree or its equivalent. (A Secondary Conditional certificate was
issued to the end of 1956; and Secondary Conditional in Art, Commercial, Home Economics, Industrial Arts, Music, and Physical Education to candidates with a permanent Class or Academic certificate, additional education courses and the required number of units in the field of specialty not issued after 1958.)
(7) Professional Basic (P-B) for those with a B.Ed. (Secondary), a B.Ed. (Elementary) plus a fifth year, or a bachelor degree with specialization and an acceptable education diploma, or the equivalent. (Secondary BasicArt, Commercial, Music, or Physical Education - certificates were issued to the end of 1958.)
(8) Professional Advanced (P A ) for those with a Professional Basic or Secondary Basic plus a masters' degree or the equivalent. (Secondary Advanced-Counsellor, Librarian, and Instructor - cert ificates were issued to the end of 1958.)

Qualified teachers are granted interim B.C. certificates which may be made permanent after two years' experience and the successful completion of three prescribed summer school units; those who do not qualify fully may be issued conditional certificates.

Teacher Education. - The method of earning a teacher's certificate is by full-time attendance in the Faculty of Education of one of the universities. This is for (a) students who already hold a university degree in another faculty and for (b) students with Grade XIII standing, who are admissible to the one-year elementary teacher education course, and (c) students with Grade XII standing, who spend at least two years in residence and in the Faculty of Education. Those who elect to remain for the full courses of four or five years beyond Grade XII proceed to a degree in education.

The B.Ed. requires four years of study beyond Grade XII for the elementary course and five years for the secondary. The M.A. (Education) requires one year beyond the B. F.d. (Secondary) or two years beyond the B.Ed. (Elementary), the last year in each case being in residence. The M.Ed. course is similar, but without the residence requirement. The Ed.D. requires two years' full-time residence beyond the M.A. or M.Ed.
B.C.T.F. (British Columbia Teachers' Federation). - Membership in the Federation is a condition of employment for all teachers except those who: excluded themselves in 1947, teach only night school, are teaching with temporary certificates, are engaged only as substitute teachers, are classified as major supervisory officers, are giving only vocational intruction in trades or occupations. The Federation may suspend or expel teachers, who then may not teach until they are reinstated. Suspended teachers may appeal, and the case will be heard by the Council of Public Instruction or Board of Reference.

Salaries. - Schedules provide for variations in salary hased upon the certificate held, teaching experience and, in some districts, type of school in which the teacher is employed. Full credit is given for British Columbia experience, and usually half credit for years of teaching elsewhere in the British Commonwealth.

Grants from the provincial government to the school boards are based in part on qualifications, the classification depending on the number of years of educational preparation beyond secondary school. At least one of these years must be specific training in teaching techniques. The number of years' credit and the corresponding certificates are: 1 year-EC ; 2 years - EB; 3 years - EA; 4 years - PC: 5 years - PB (requires a bachelor's degree); and 6 years - PA (requires a master's degree).

Because schedules are negotiated between boards of trustees and the local teachers' associations, there is some variation in salaries offered by the different school districts. In 1965, the mediun salary for teachers holding the EB certificate ranged from $\$ 3,900$ to $\$ 6,000$; the median for PB ranged from $\$ 5,325$ to \$8,706.

Qualifications of Teachers, 1964-65. - Of the 15,327 teachers in the public schools of British Columbia in 1964-65, 6,512 had degrees. About one quarter of the degree teachers were teaching in elementary grades.

Security of Tenure. - When a board first employs a teacher, it usually offers a probationary appointment of one year. Once on permanent appointment. a teacher may be dismissed only "for cause," and he has the right of appeal to the Council of Public Instruction. In return for this measure of security, teachers may resign only on December 31 or June 30, notice having been given by November 30 on May 31. (Teachet on probation may resign only on June 30 after giving notice by May 31.)

Pension Plan. - Each (and every) teacher contributes 6 p.c. of his salary, and the provincial government contributes over 4 p.c. of the total teachers'
payroll to the pension fund. When a teacher reaches the age of 65 he must retire (optional after age 60). If he has taught at least 10 years in B.C. public schools, he reccives a pension depending on (a) length of his service. (b) amount of his contributions. and (c) his salary level prior to retirement. If he has not taught 10 years, his contributions are returned with interest, but the government portion remains in the fund.

Provision is made for disability pensions and dependent relatives' allowance in case the teacher becomes disabled or dies before reaching retirement age.

In 1966, integration with the Canada Pension Plan was effected.

Duties of Teachers. - Besides the ohvious duty of teaching all pupils diligently and faithfully, all teachers have certain administrat ive and other duties. The teacher must: record and inquire into cases of tardiness and absence: attend to the physical order of the classroom: supervise pupils on the school premises; keepa timetable; attend meetings and conferences called by the principal or district superintendent:assist these officials in promoting, examining, or classifying pupils: and furnish parents at least four times during the school year with pupll progress reports Every teacher must practise such discipline as may be exercised by a kind, fim, and judicious parent in his family, avoiding corporal punishment if possible.

Duties of Principals. - In each school of two or moreclassus, one teacher is designated as "head teacher" or "principal" and is responsible for administration and supervision over: classification of pupils, teacher timetables, and general discipline. Before classes start in September, the principal must discuss all important matters with his teachers at a meeting, and convene such meetings at least once a month. A record is made of proceedings. The principal of a school of ten or more divisions must report on the work of each teacher to the district superintendent, one copy going to the teacher.

## F. School Finance

Revenue and Expenses.-Revenue of school boards comes mainly from (1) grants from the provincial government, and (2) district taxation. Minor amounts come from fees charged certain pupils and from fines and penalties imposed on individuals.

There are two kinds of expenses: capital and operating. "Capital expenses" refer to those incurred by a board in: acquiring permanent assets and sites for school purposes; altering, furnishing, and equipping buildings: acquiring vehicles and accessories; and paying contingent other expenses of a capital nature.
"Operating expenses" refers to those incurred for administration, supervision and operation of school facilitics and auxiliary services, including:
expenses of board members, representatives, and employees of the board in the execution of their duties; teachers' salaries; the cost of books, materials, and supplies; operation, repair, and maintenance of buildings, furniture and equipment, and in replacing worn-out furniture and equipment: operating auxiliary services; insurance of various kinds; securing options for sites; submitting a by-law or question to the electors and holding elections: principal and interest payments; and contingencies and all other payments and expenses which are not capital expenses.

In 1964, the grand total expenditure (exclusive of capital expenditure from hy-law funds) for cducation in British Columbia was almost $\$ 200,000,000$.

The Basic Education Program. - This segment of the expenses of a school district is computed by adding :
(1) an amount for teachers' salaries according to a schedule indicating the number of teachers to which the district is entitled:
(2) a supervision allowance of $\$ 5$ per pupil (in 1966);
(3) an amount equal to $\$ 2,560$ per entitled teacher (in 1966);
(4) an amount for transportation and transportation assistance; plus
(5) amounts for other specific items according to schedules approved by the Council of Public Instruction.

Funds for this basic program are raised by a fixed mill rate (determined by the Cabinet annually) and levied against the property and improvements of the district; with the difference between the amount raised from this fixed mill rate and the cost of the basic program being met by grant from the provincial government.

The fixed mill rate which is common in all school districts is determined by the Cabinet to be a levy which will raise not more than 50 p.c. of the total cost of all the basic education programs in all the school districts of the province combined.

Operating costs beyond the basic program can be included in the budget, and such costs are the obligation of the school district and are met hy local taxes.

[^0]Capital Grants and the Equalization Factor. Most capital expenditure is done through long-term borrowing. This requires approval of 60 p.c. of the owner-electors voting in a referendum. Costs of repayment of such borrowings and the interest thereon are included in the annual budget, and funds to meet thesecharges are raised from local taxes and grants from the provincial government. The basis of sharing of these costs is determined by a formula which provides that the province pay at least 50 p.c., and if the local share exceeds 3 mills the province bears 75 p.c. of the excess; if the local share exceeds $41 / 2$ mills, the province bears 90 p.c. of the excess.

Other Grants. - Supplementary grants and grants in special aid are available from the provincial government.

The home-owners grant, paid by the provincial government on behalf of resident home-owners, is considered to be applied first to education taxes.

The proportions raised from the various sources available to school districts vary considerably from one to the other, depending primarily on the relative wealth (assessment per pupil) of the particular school district. These variations can range from a government contribution of 5.1 p.c. of the total revenue in one district to 71.6 p.c. of the revenue of another.

The basic, supplementary, and capital grants, are paid to the school board in monthly instalments commencing about January 15 in each year.

Funds for Colleges. - The Minister of Finance of British Columbia pays a school district maintaining a college one half of the remaining expenses after the Federal Government grant has been subtracted from the total. The board is responsible for the amount remaining after the receipt of grants from governments and fees from students.

A similar arrangement is provided for boards of adjoining districts operating a regional college.

Capital grants from the province are equivalent to the amount raised by a uniform levy in each of the school districts.

Annual Budgets, - The school district board must submit a budget on or before February 1st each year comprising: estimates of revenue and expenses, previous year's deficit or surplus, and sums to be raised by taxation for capital expenditures. Detailed work sheets are provided by the Department of Education to assist the school boards in preparing their budgets.

The budget is submitted to the municipality which notifies the board by February 20 that the budget has been accepted, of that it will have to go to arbitration. A decision is made by March 1, and the original budget or a revision is forwarded to the Department of Education which, on or before April 15, notifies the board of: (a) grants authorized, (b) assessed value of land and improvements as certif-
led under the Assessment Equatization 10 , and (c) the amounts to be raised by taxation and to be requisitioned from each constituent part of the school district.

Tax Exemptions and Special Federal Grants. Property is exempt from taxation when it is real propprty used for: schools, hospitals, orphanages, places af worship, cemeteries, agricultural and horticultural sücieties, municipal or Crown purposes.

Since 1961, each municipality has passed on to school districts federal grants in lieu of taxes for schoul purposest.

Miscellaneous Expenditures. - Apart from all costs of buildings, equipping and operating schools in excess of hasic and other grants, a board may pay transportation costs, fees, costs of correspondence courses, tuition costs of hospitalized or homehound children, and may arrange for dental and other services at a charge to the parents.

A board may assist with board and lodging for pupils away from home, or provide dormitories.

## G. Technical and Vocational Education

The lechnticat itnd vocational branch of the Department of Education and the apprenticeship and tradesmen's qualification branch of the Department uf Manpower and Immigration provide various vocalional courses which are open to residents of British Columbia for training in programs designed to prepare young men and women for employment in: the building trades; the mechanical trades; electrical and electronic occupations: business and distributive occupahons; service occupations; primary industries; and secondary industries.

All training is provided with the advice of ad*isory committees representative of business, indusris. labour, and school personnel.

The New Secondary Schools Curriculum. - Prior is 1965 students had a choice of only two program options, university or general. Since September, i!165 they have had six, each designed to lead to further training and employment in a general field thater than in a specific occupation:
(1) Academic-Technical program, the general purpose of which is to provide basic preparaion for further education at university or an institute of technology:
(3) Sommercial program, to provide basic preparation for either emplovment or further training in business and commerce:
(3) Industrial program, leading to employment in industry or to further technical training;
(4) Community Services program, leading to employment or further training in such occupations as practical nursing, food preparation and processing, child care the provision of living accommodation, and other personal services;
(5) Visual and Preforming Arts program, leading io employment of further training in art. music, drama, and other related branches of the fine arts; and
(5): a group of programs, such as Agricultural, leading to employment or further training in :he particular vocation studied.
the Vocational Schools. - There are British Columbin Vocatinnal Schools at Burnaby, Kelowna, Natatmo. Nelson, Priase Georee, Kambons and

Victoria administered by the Department of Education, in co-operation with the federal Department, from which financial assistance is received.

In addition, the Vancouver School of Art and Vancouver Vocational Institute, which are administered by the Vancouver board of school trustees. get financial assistance from the provincial and federal governments.

The provincial vocational schools are intended lo stimulate a flow of young people into apprenticeship training by: offering pre-apprentice training; providing vocational courses of a terminal nature where no further training is necessary; and giving opportunities for upgrading and specialty training as well as re-training for new employment.

Federal Government Assistance, - By 1965. British Columbia availed itself of all 10 programs of the Federal-Provincial Technical and Vocational Training Assistance Agreement. Under No. 1, 78 capital projects were either completed, under construction, planned, or approved. The school district provides 10 p.c., the province 22.5 p.c., and the Federal Government 67.5 p.c. of the capital cost. Under No. 2, the British Columbia Institute of Technology opened and offered 17 technician-training courses. Under No. 3 in 1964-65, the work was directed primarily toward the development of examinations for tradesman's qualifications and interprovincial standards, course outlines, and instructional materials. These covered the programs in the regional vocational schools. Under No. 4, a course was offered in the fundamentals of management in industry; day and night courses were given in food trades and accommodation industries; trainees made full use of placement facilities; and 1,967 persons enrolled in 114 classes in small-business management. Under No. 5, in 1964-65, 2,956 unemploved persons look training. Under No. 6, 91 disabled adults were trained. Under No. 7, 51 students were teacher-trained as vocational and industrial education instructors. Under No. 8, 19 leachers were trained as instructors for federal departments and agencies. Under No. 9, financial aid was provided for university students and nurses in training. Under No. 10, research into manpower noods in the province was in tertakon.


# CHAPTER III <br> EDUCATION IN ALBERTA 

## A. Some Education Highlights in Alberta's History

The first education effort in what is now Alberta was undertaken by missionaries for whom the supreme end was to teach the elements of religion, but who aimed also to make the aborigines peaceful and provident citizens. Father Thibault, the first Roman Catholic missionary to enter this part of the country, founded Ste. Anne's Mission in 1842. Several mission schools were organized by the Grey Nuns of Montreal, but the first school doing regular work was established at Edmonton in 1862 by Father Lacombe and attendect by some 20 pupils mostly from the families of Hudson's Bay Company officials. Protestant missionaries similarly contributed to the pioneer work in education. Protestant mission schools began with one established in 1862 by Methodist missionaries at White Fish Lake.

Until 1884, when the government became responsible for education in the Northwest Territories, few schools were established independently of the churches. From 1884 to 1886 , despite considerable opposition on the part of those who objected to paying taxes for the education of other peoples' children, several public schools were organized. With the establishment of regular school districts, the church schools began to disappear, although a few remain to this day.

Rackground. - The Hudson's Bay Company provided the first initiative in the opening of Alberta. As early as 1691, Henry Kelsey approached the eastern limits of what was later to be the province, on behalf of the HBC. The names of explorers, such as Anthony Henday (1754), Peter Pond (1778), Alexander Mackenzie (1790), Peter Fidler (1792) and others are included in the history of the white man's penetration of the vast western territories up to the foothills of the Rocky Mountains. In 1821 the HBC joined with the North-West ${ }^{\text {' Com- }}$ pany, and it was not until half a century later that sovereignty over the territory was acquired by Canada.

The Northwest ${ }^{1}$ rebellion of 1885 was a tuming polnt for education. With the crushing of the rebellion, settlers became secure from attack; and it was realized that the provision of schools would be a compelling factor in the acceleration of settlement. One of the first inspectors of schools reported:

As there is no factor in the national greatness of a country of more importance than its Public Schools, no more powerful lever to turn the tide of immigration, no more potent agent to attract the European settler to make a home here, any expenditure that tends to enlarge and solidify our school system must be more effectual in bringing settlers from the Old World to this vast undeveloped land.

[^1]The North-West Territories Act and Ordinances. - The education clause of the North-West Territories Act of 1875 provided for separate schools as they existed in Ontario and Quebec, hut support was lacking under the conditions of sparse settiement that prevailed.

In 1879 the Lieutenant-Governor wrote Ottawa urging aid to schools to the extent of paying half the teacher's salary where there was a minimum average of 15 scholars. Many other suggestions led to "An Ordinance providing for the Organization of Schools in the North-West Territories". In this scheme separate schools constituted an essential element. No religious instruction was permitted until 3:00 p.m., after which hour any instruction permitted or desired by the trustees of a district could be given.

Beginning with 1885, a standing committee on schools was appointed at every session of the council. In addition a board of education was formed for the control and management of educational interests in the North-West Territories. This consisted of 5 members - two Roman Catholies, two Protestants, with the Lieutenant-Governor as Chairman.

The territorial government paid for schools with a grant based on average minimum attendance, qualifications of the teacher, and sometimes with variations on the recommendation of the inspector.

In 1892 the dual system then in operation was aholished and a single system of public schools (with provision for separate schoois) was established.

The Ordinance of 1892 provided for a Council of Public Instruction composed of the members of the Executive Council of the Territories, and four appointed (and paid) members, two Roman Catholic and two Protestant, who would have no vote. The Council of Public Instruction had control of regulations respecting:
(a) the management and discipline of schools;
(b) the examination, grading and licensing of teachers;
(c) the selection of books;
(d) the inspection of schools; and
(e) normal school training.

The Ordinance permitted religious instruction during only the last half hour of the school day, and attendance on the part of pupits at this instruction was not compulsory. No pupil was to be deprived of the advantages of ordinary instruction by teacher, trustee, or inspector, on yain of the official's dismissal.

## GOVERNMENT OF ALBERTA DEPARTMENT OF EDUCATION



## INSTITUTIONS OF PUBLIC EDUCATION, ALBERTA

 1965

Entry into Confederation. - In 1905 the education section of the B.N.A. Act of 1867 was altered for Alberta by Section 17 of The Alberta Act:
17. Section 93 of the B.N.A. Act, 1867 shall apply to the said province, with the substitution for paragraph (1) of the said s. 93 of the following paragraph:-
(1) nothing in any such law shall prejudicially affect any right or privilege with respect to separate schools which any class of persons have at the date of the passing of this Act, under the terms of Chapters 29 and 30 of the Ordinances of the Northwest Territories, passed in the year 1901, or with respect to religious instruction in any public or separate school as provided for in the said ordinances;
(2) in the appropriation by the Legislature or distribution by the Government of the province of any moneys for the support of schools organized and carried on in accordance with the said chapter 29 or any Act passed in amendment thereof, or in substitution therefor, there shall be no discrimination against schools of any class described in the said chapter 29 ;
(3) where the expression "by law" is employed in paragraph (3) of the said section 93 , it shall be held to mean the law as set out in the said chapters 29 and 30 , and where the expression "at the Union" is employed, in the said paragraph (3) it shall be held to mean the date at which this Act comes into force.

This altered section of the B.N.A. Act provided for the continuation of such rights and privileges, with regard to separate schools, as had existed in the Territories up to that time. This clause enabled Roman Catholics or Protestants, when in a minority, to give religious instruction in their own schools, but at the same time provided for the use of the provincial course of study, a common system of training and certifying teachers, and a common system of inspection which is a practical guarantee of a uniform standard of efficiency. When the province was established in 1905, there were 551 school districts in Alberta, most of which were rural. This number increased rapidly for some time with districts of from 16 to 20 square miles in area, each with its own school board. The schools were maintained through taxation and legislative grants. For some time the school boards collected the necessary taxes; later they usually submitted requisitions to the municipal councils.

Transition from Tertitory to Province. - For some time after the Alberta Act came into effect, attention was devoted to the organization of the Department of Education; but by adopting many of the regulations and administrative precedents established by the territorial education department, the new department was able to avoid any serious interruption in its work. New records had to be
prepared. Information concerning existing school districts and their debenture indebtedness was compiled from territorial records and official gazettes, and all teachers were invited to submit their certificates to be registered and made valid as provincial licences.

The following comparison gives school statistics for 1905 (Alberta was established September 1) and for the school year 1963-64.

|  |  | 1905 | 1963-64 |
| :---: | :---: | :---: | :---: |
| School districts | No. | 602 | 4,227 |
| Rooms in operation | - | 628 | 12,446 |
| Pupil enrolment |  | 24,254 | 339,810 |
| Teachers | . | 924 | 14,972 |
| Highest salary | \$ | 1,500 | 18,000 |
| Lowest salary | \$ | 400 | 3,000 |
| Average salary |  | 599 | 5.700 |

Progressive Education, Activities, and Enterprises. - In September, 1935 the Department of Education introduced a new program of studies for the elementary schools (Grades I to VI), the following year Grades VII to IX, and during the three succeeding years it completed its revision of the entire school program to the end of Grade XII. A second revision of the elementary program was printed and distributed in 1940. The new program followed the psychological idea of activity, or learning to do by doing. The subjects were integrated by regrouping the facts and principles of history, geography, science, and arithmetic around activities, projects, or enterprises.

Education Events in the Past Quarter Century. At the beginning of World War II Alberta had the highest effective educational coverage, that is, school enrolment as per cent of child population. ages 5 to 17. In 1942 a teachers' strike closed 62 classfooms for about 5 weeks. A cost-of-living bonus of 7.5 p.c. was awarded. Average annual salary for all teachers was $\$ 1,102$. In 1943, legislation postponed the date of school opening to October 12, so that high school pupils could be released for work on farms. Emergency teacher training programs were arranged, and war-emergency interim certificates were issued. In 1944, the four western provinces united to establish a training school for vocational teachers who would be suitable for employment on the rehabilitation program for discharged persons under the Dominion-Provincial War Emergency Training Program.

The teacher shortage was very acute in 1945. A new plan whereby responsibility for all teacher preparation was vested in the University of Al berta became an accomplished fact in time for the opening of the university summer session. In 1946, 1,500 rooms lacked qualified teachers; 649 schools were being provided with courses through correspondence.

Post-war developments included some new measures, In 1947, the first composite high school primarily for rural pupils was established at Red

Deer. A Guidance Service was established in the Department of Education. In 1948, the teachers' pension scheme was reconstituted. In 1949, articulation of high school vocational courses with the apprenticeship program was effected.

Fundamental administrative change came in 1950 when the County Act provided for the setting up of local government units, about the size of existing school divisions, whereby municipal and school matters would be handled by a single conncil.

The upward trend in school population reached an all-time high in 1952, and rose even higher in 1953. In 1954, an emergency teacher training act authorized the establishment of a special program under which students might proceed to certification by attending three consecutive summer sessions. In 1956, a probationary year of employment was established for teachers.

On May 8, 1957, the Lieutenant-Governor in Council brought into constitutional existence the Lethbridge Junior College with instruction to
commence in September, 1957. The following year the Public Junior College Act was passed, superseding the limited provisions of the School Act in this regard and provided more fully for the establishment and government of junior colleges by agreement among a number of school boards.

A school for physically handicapped children was established in 1959.

The impetus given to vocational education by the training agreement, signed early in 1961, between the federal and provincial governments resulted in great activity in construction of new facilities, in the development of new and revised courses, and in the study of problems of articulation among the developing, locally operated schools, the institutes of technology, and the apprenticeship program. A division of vocational education was established within the faculty of education at the University.

In 1964, a new University and College Assistance Act provided a per student annual grant.

## B. Higher Education

AnAct to establish and incorporate a university for the province of Alberta was assented to May 9. 1906. The university was to consist of a chancellor, vice-chancellor, senate, and convocation. It was to be strictly non-sectarian in principle, and no religious dogma or creed was to be taught. No religious lest was to be required of any student, professor, or any other person working for the university.

The University of Alberta, Edmonton. - Instruction began in September, 1908, in what later became the Faculty of Arts and Science. Teaching in other fields began as follows: Law 1912; Medicine, Engineering 1913; Agriculture 1915; Dentistry, Pharmacy 1917; Household Economics 1918; Nursing, Education 1924; Commerce 1928; Physical Education 1950; Physiotherapy 1954; Occupational Therapy 1960. Graduate work moved slowly in the early years but increased rapidly after 1950; the Faculty of Graduate Studies was established in 1957.

The Department of Extension was initiated in 1912, and the Banff School of Fine Arts in 1933.

In 1964-65 the total enrolment was 9.471, of which 931 was in Graduate Studies.

Calgary Campus. - Faculty of Education classes began in Calgary in 1946. The first year of Arts and Science was provided in 1951, and the first year of various degree courses and the second year of some were added later. In 1960 the university in Calgary moved to a new 300-acte campus.

Today students at the Calgary campus proceed to the degrees of B.A., B.Sc,, B.Mus., B.Ed., B. Comm., B.Sc. in Engineering, B.P.E., and graduate master's and Ph.D. degrees.

In 1964-65 the total enrolment was 2,622, of which 117 was in Graduate Studies.

Public Junior Colleges. - An Act passed in 1958 provided for the creation of junior colleges under the jurisdiction of various types of school hoards. By 1966 public junior colleges were in operation at Lethbridge, Medicine Hat, Red Deer, and Grande Prairie.

Junior colleges may be established and operated for the purpose of teaching: (a) subjects of university level not higher than the level commonly accepted for the first year beyond University of Alberta matriculation in a course leading to a bachelor's degree; (b) with the approval of the University, subjects other than those in the first year; and (c)other subjects of a general or vocational nature not provided in the high school curriculum of the Province. Application for a college specifies name, location, and persons nominated by the participating school boards for the first college board of trustees.

A college board consists of: two members appointed by the school board which proposed the junior college, one member from each of the participating school boards, and one member representing all the separate school boards within the affected territory.

The college board is empowered:
(1) to fix the times and places of meetings and to keep records;
(2) to purchase, rent, or erect buildings and other property, and add to, repair, and care for the property;
(3) to provide suitable furniture, equipment, and apparatus;
(4) to assume responsibility for the financial operation and give orders for payment of accounts;
(5) to prepare annual and other required reports; and
(6) to conduct the college according to the Act.

Revenues come from: grants made available by the Government of Canada and the Alberta Government: gifts of lands, moneys, or securities; tuition
fees; and payments made by the divisional and district board. An annual budget is submitted to the Minister by January 31. The board may borrow through debentures as set forth in the School Act.

Other regulations control: the withdrawal of boards from membership when they wish to form a separate college; provisions for retirement allowances; and dissolution of a junior college, including settlement of its accounts.

Courses include: one year of university training (expansion to two years under consideration); general and vocational day courses; academic, vocational, cultural, and practical evening courses; and short courses in institutes. Entrance requirements are set by the University for university-level courses, or otherwise by the board. The University must approve the instruction for university courses.

## C. The Department of Education

The school law of Alberta is embodied in fout main Acts, supplemented by other Acts dealing with the teachers' retirement fund, the teaching profession, junior colleges, and a few more education matters. The main Acts are:
(a) The Department of Education Act. - This Act constitutes the Department and defines its powers. It provides, among other matters, that the Minister may control or prescribe with respect to: the curriculum, grading and examinations, certification of teachers, textbooks, supervisory services and a variety of other matters.
(b) The School Act. - This Act deals with the establishment of local administrative authorities and their powers. It controls also a number of matters relating to the conducting of schools, vacations, hours, teachers. The Act specifies the manner in which local school authorities obtain tax revenue. This is largely accomplished through requisitions to municipal authorities, but in a few special cases there is direct taxation by the board. Compulsory attendance age and penalties for various sorts of offences involving non-attendance are also prescribed by the Act.
(c) The School Grants Act. - This Act authorizes the Lieutenant-Governor in Council to make regulations covering the expenditure of money voted by the legislature to be used for the support of schools.
(d) The School Buildings Act.-This Act provides for a board and regulations which determine the extent to which school building is eligible for assistance from the School Foundation Program.

The Department of Education, presided over by the Minister of Education, is charged with the
general oversight of educational services at the elementary and secondary school levels in the province. Some idea of its jurisdiction and interests can be obtained from a list of its chief officers and branches. To assist the Deputy Minister, who is responsible for the operation of the Department, there are these senior officials:

Chief Superintendent of Schools;
Director, Special Educational Services;
Director of School Administration, and an Assistant:
Director of Curriculum;
Director of Vocational Education;
Supervisor of Guidance;

## Registrar;

Supervisor, Industrial Arts;
Supervisor of Home Economics;
Chairman, Students Assistance Board;

## Field Administrative Officers;

Director, Correspondence School Branch;

## Manager, School Book Branch;

Supervisor, Examination Branch; Supervisor, Audio-Visual Services; Supervisor of School Buildings:
Superintendent, School for the Deaf;
Administrative Accountant and Personnel Officer:
Chairman and Secretary-Treasurer of the Board of Administrators of the Teachers' Retirement Fund Act; and a staff of
School Inspectors and Superintendents.

Division of Instruction. - The Chief Superintendent of Schools is responsible for directing the provincial public school service and maintaining desirable standards of instruction in the classrooms. To do this requires the co-ordination of a number of branches including:

1. The Supervisory and Evaluative Branch, which includes 60 provincial superintendents of schools, 10 inspectors of high schools, and 3 special supervisors;
2. the Special Services Branch, which includes special education, examinations, research office, correspondence school, school for the deaf, and students assistance board:
3. the Curriculum Branch, which includes teacher service bureau, audio-visual services, and editorial and library service; and
4. office of the Registrar, which includes teacher certification and records, and board of teacher education and certification.

The Chief Superintendent, in addition to presiding over the instructional division, assumes direct responsibility for the work of the Supervisory Branch. He is Chairman of the Board of Teacher Education and Certification, and of the High School and University Matriculation Examinations Board, as well as being a member of the Senate of the University of Alberta.

Divisional superintendents, among their duties, evaluate the effectiveness of instruction, promote co-operative and group supervision among the principals and teachers, assist with conventions and institutes, maintain liaison with other departments and generally provide leadership in the communities in education. The high school inspectors, who are responsible for the schools of a provincial zone give educational leadership to teachers, participate in an increasing number of surveys of building needs, administrative reorganization and instructional program improvement, and serve as consultants to groups of principals or teachers interested in the composite high school, the medium sized high school.

Special Services in the schools include: health services, transportation, school libraries, the education and care of exceptional children, and the use of television and programmed learning. Included in health services are physical examinations, immunization programs, tuberculosis surveys, health education and conferences, home visiting distribution of vitamins, and referrals of special cases to doctors, dentists, and guidance clinics. Transportation varies from nil to regular bus routes, depending on the size of the school district. Central libraries are common in junior and sentor high schools; at the elementary level bookmobiles and central libraries supplement classroom libraries. In the smaller systems exceptional children are placed in remedial classes and opportunity rooms with low enrolments: larger systems provide for retarded children, pre-employment classes and for other
modified programs; large city systems provide classes for emotionally disturbed, speech therapy. and cerebral palsy cases; and one large system has special adaptation classes for underachievers, home and hospital instruction, and detention home teaching. Television and programmed learning received limited use in 1963-64.

The Special Educational Services Branch regulates the activities of special schools (American School, International Correspondence School, Universal Tutoring College and others), and supervises kindergartens, summer schools, night schools, and private schools. In addition, the Branch administers The School for the Deaf, the Correspondence School, examinations, research, special education, the Students Assistance Board, and the Education of Service Men's Children Act.

The Curriculum Branch, administered by the Director of Curriculum with the aid of supervisors, promotes senior high school, junior high school and elementary school curriculum committees as well as special audio-visual and radio committees. The major boards administered include the High School Matriculation Examination Board and the High School Entrance Board.

Other activities coming under the jurisdiction of the Curriculum Branch include: conducting a Teacher Service Bureau; dealing with sub-committees on curriculum, in-service training, preparing and editing publications- and information services including publications for teachers; providing a guidance service for teachers, including publications; managing the audio-visual aids branch including distribution of films, preparation of film guides and classroom visitations and meetings; and surveying radio equipment and assisting with programs. The Examinations Branch conducts research on the effectiveness of examinations, issues diplomas, evaluates documents from other provinces. Other research projects deal with promotion practices, the matriculation study.

The Registrar certifies and licenses teachers and maintains an academic and professional record for each. He assesses the credentials of teachers coming into the province and evaluates foreign secondary school documents, administers regulations governing certification, and assists in teacherexchanges. He is secretary of the Board of Reference and the Board of Teacher Education and Certification and serves as chairman or secretary of a number of other boards and from these advises the Minister on the preparation and training of teachers.

The Board of Teacher Education and Certification advises the Minister of Education and the President of the University of Alberta on matters relating to the training and certification of teachers. It is composed of 16 members: five each from the Department and the University; and three each from the Alberta School Trustees' Association and the Alberta Teachers' Association. The chairman is the

Chief Superintendent. Some of the projects for 1964 included: revival of the Teacher Recruitment Committee; a study of internship as part of the teacher education program; feasibility of introducing a 3 -year minimum program for the preparation of senior high school teachers; and a study of the legal implications of a proposed screening procedure for applicants to the Faculty of Education.

Division of School Administration. - The Director of School Administration with his various assistants is responsible for school administration throughout the province including operation of The

School Buildings Board, The School Foundation Program, and school grants. The Division deals with: school sites, district or divisional boundaries, tuition agreements, pupil conveyance, legal interpretations, elections, preparation of ministerial orders, legislation; supervision of district budgets and other financial reports; debentures; building plans, specifications and contracts, official maps of sites; inspection of school buildings; grants and other regulations; the establishment of new school districts or dissolution of districts; assessment and taxation, borrowings, capital financing, tuition fees, and other financial matters.

## D. Municipal Organization and School Boards

Alberta began mainly as an agricultural and ranching territory. However, exploitation of coal, oil and gas, and a beginning in manufacture have resulted in sections becoming highly industrialized, with Edmonton and Calgary showing phenomenal growth recently. Nonetheless, of Alberta's population of $1,331,944$ in $1961,488,733$ (285,823 farm and 202,910 non-farm) were classed as rural. It follows that there is an insistent problem in rural education which is difficult to solve, but one which has been responding favorably to various expedients, particularly transportation to central schools in the larger units.

In 1966, the urban dwellers were found in 10 cities, 93 towns and 164 villages.

Special legislation is required for the incorporation of cities. Statutes now specify that there must be a minimum population of 6,000 , but area is not specified. A village may be incorporated as a town if the population in the village and adjoining land reaches 700 and two-thirds of the inhabitants sign a petition requesting the change. Villages may be formed by the legislature if deemed advisable, or after a petition signed by 20 or more inhabitants has been received. Organized rural districts are termed Municipal Districts, Unorganized areas are termed Improvement Districts, and in 1966 there were 50 of them.

The practice of establishing small schools where population warranted and later organizing schools suitable for increased population was typical of Western Canada. As a result, cities usually have well-integrated, self-contained systems; and towns and villages have organized schools attended by town of village children together with children from neighboring farms. In rural areas, schools were located as convenientlv as possible for a majority of the pupils, not too far from their dwellings. Shifting of population, increasing farm size, and aging of farm population often resulted in rural schools with small enrolments. With the introduction of larger units of administration, central schools were built and transportation of pupils was hegun.

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

The school district normally comprises an area of 16 to 20 square miles. It might or might not include a city, town, or village. For administrative purposes, a district built around a city or town is called a town district, and others are termed rural districts.

From the time the province began, and in fact in territorial davs, each school district was autonomous with respect to the operation of its schools. This situation still prevails with respect to a few districts, but now almost all rural and many other districts have become part of the larger (divisional and county) organizations to which they have relinouished most of their powers.

Separate School Districts. - The School Act provides for a religious minority, whether Protestant or Roman Catholic, to establish a separate school district. Separate school boards have the same rights and obligations as public school boards. The property of all those of the minority faith is assessable for the support of the separate school district, and all children of parents of such faith may attend the separate school.

Public and separate school districts may be united through the Minister dissolving both districts and forming a new public school district, after approval is obtained at public meetings.

All separate schools are subject to departmental regulations respecting hours, curriculum, textbooks and supervision as if they were public school districts. Separate districts can take advantage of the religious instruction privilege of The School Act to provide the children with desired sectarian instruction. This privilege is also available to public school districts. In 1963-64 there were 177 separate school districts in Alberta.

With five exceptions, all separate school districts were Roman Catholic.

Consolidated School Districts - Some 35 years ago, a considerable number of consolidated school districts of from 30 to 80 square miles in area were formed, usually around a town or village. Under this arrangement, the adjacent local one-room schools were closed and the pupils attended the central school, usually being transported. A consolidated school district was commonly formed of from two to five local districts. While the local districts did not entirely lose their identity, they did so for practical administrative purposes. Their local boards ceased to function; instead each district elected a trustee to the consolidated district board.

While it is many years since any such districts have been formed, a few still operate their own schools. Most, however, have been incorporated into the newer school division and county organization.

Rural High school Districts, - The rural high school district was a modified version of the consolidated school district. In this case, adjacent districts combined only for the operation of a small high school, while each continued to operate a local elementary school. It is also a great many years since the last such district was established.

School Divisions. - School divisions first made their appearance in 1937 when several rural school districts federated under one general administrative board.

A school division, though essentially a geographical area, is not described in geographical terms. Instead, it is an aggregation of designated school districts each of which maintains a nominal independent identity. Districts mav be added, withdrawn, or transferred from time to time. Almost all school divisions, at the time of their formation, contained islands on non-included areas representing town, village, or consolidated districts. Many are now geographically complete through the later absorption of independent districts.

The average division covers some 1,500 to 2,000 square miles and is from 35 to 45 miles square or of corresponding oblong dimensions. Each contains one fairly large centre of population and a number of smaller ones. Each comprises from 70 to 80 school districts, has an enrolment of 1,200 to 2,500 pupils, and employs 60 to 80 teachers. In 1966 there were 33 school divisions in operation.

The board of a school division exercises, with respect to its total area, powers similar to those enjoyed by the board of an independent district, budgeting, engaging teachers, erecting school buildings, transporting pupils. Provision is made for each subdistrict to maintain a local board which has chiefly advisory functions. It is empowered, however, to take care of certain emergency situations, to exercise the religious instruction privilege
respecting its district, and to authorize the expenditure of its "trust funds" representing cash assets on hand at the time of its inclusion in the division.

A division board may enter into agreement with any city, town, village, consolidated or separate school district for the inclusion of the district in the division. The electors of the district may demand a poll on the matter.

## Officers of a School Division. -

(a) Chairman. - In the same manner as in a district, the board annually elects a chairman, whose functions are the same as for a district board chairman, - to preside at meetings, to sign documents, and to exercise general oversight with respect to the property and affairs of the division. A vicechairman is also elected to serve in his stead when necessary.
(b) Secretary-Treasurer. - This officer cannot be a member of the board. He is a full-time servant, appointed by the board, subject to ministerial approval. He takes charge of the divisional office, (a headquarters usually owned by the division), keeps minutes, and books, deals with teachers and the public respecting routine matters and special problems, purchases and distributes supplies, and in general, cares for the day-to-day business of the division.

The secretary-treasurer is bonded through a blanket policy carried by the Department of Education.

One or more stenographers and clerks and a librarian, depending upon the size and volume of work of the division, may be appointed to assist the secretary-treasurer.
(c) Auditor. - The auditor is customarily a chartered accountant, although others approved by the Department may be engaged. The practice of making a quarterly statement is growing.
(d) Superintendent. - A superintendent employed by the Department of Education is attached to each school division. At the time school divisions were established, the inspectors of schools were augmented in number and generally continued in their territories as representatives of the Department. Their duties are varied. Primari!y they visit schools and in other ways carry on a supervisory program. In addition, however, they act as advisers to the divisional boards in all matters of administration and, in so far as they may be authorized by their boards, exercise administrative authority. Many boards have in effect tumed over to their superintendents all matters of teacher engagement and placement. While travelling throughout the division, the superintendent functions as a liaison officer between the districts and the board.

Towns and Villages in Relation to School Divisions. - Each school division upon its establishment comprises rural districts onlv. Area planning is possible only when the towns and villages become part of the general educational administration. Any town, village, consolidated or separate school district may enter the appropriate school division by agreement and with approval of the Minister who provides for conducting a vote of ratepayers if 25 p.c. or more of the electors petition for or against inclusion within 21 days. Unless repudiated by the electors the agreement becomes effective. If approved, the Minister, by order, provides for the district being includer, effective January 1, and for the election of one trustee. Where the district to be added has 250 resident pupils the Minister mav constitute it as a separate subdivision and make provision for a trustee.

The agreement is negotiated by the boards of trustees of the district and of the division and signed on their behalf. If acceptable to the Department, it is signed by the Minister.

Agreements may be altered by mutual consent if the Minister is notified. After three years either party may give notice of dissatisfaction whereupon each appoints a representative to meet with a representative of the Minister. Their decision is binding and takes effect the following January for at least three years.

County School Administration. - The County Act of 1950 and the revised Act of 1955 provided a closer relationship between municipal and school administration, particularly in the matter of finance. The first counties organized in 1951 included one or more school divisions and had boundaries, as far as possible, coterminous with the divisions. The county counci] took over the powers of the district boards and worked through a municipal committee and a school committee or functioned as a whole. In 1966 there were 26 counties in operation.

A county is a local government unit that may be established in any area. The Lieutenant-Governor in Councilfixes its boundaries, incorporates existing municipality and school divisions within the county boundaries, fixes the number of councillors to be elected (an odd number not exceeding 11), and established county electoral divisions.

After four years from formation, the county council may arrange for a plebiscite on the question of whether the electors of the county are in favour of the continuation of the county or wish to revert to the previous form of government.

The county council at its first meeting in each year must: (a) elect from among its number a reeve who will be the chief executive officer with all the rights, duties, privileges and powers of both a reeve of a municipality and a chairman of a division board of school trustees; (b) appoint a municipal committee of no fewer than three; and (c) set up a school committee consisting of three members of the
county council, a representative from each included town or village council, a representative of the rural school districts, and representatives from various other subdivisions of school jurisdiction.

Each year the municipal and school committees submit separate estimates to the county council, which considers and reviews the estimates and increases or reduces them or returns them to the committees for revision. Of the budget finally adopted by the council as a whole, the portions for each committee are administered and expended under the jurisdiction of each.

The school committee exercises all the duties and powers of a school board under the School Act.

Election of Trustees. - Annual elections in towns and cities are held at the same time and place and in the same manner as municipal elections, except that qualifications for nominees and voters are as specified in the School Act. A list of qualified electors is provided by the secretarytreasurer of the town, indicating which electors are separate school supporters.

In rural, village, and consolidated districts, nominations are open for 30 minutes and any two or more electors may nominate any literate elector. Nominated candidates may withdraw. A poll is held whenever there are more nominations than vacancies. Conduct of the election, form of the ballot paper, form of the declaration of eligibility for any elector whose right to vote is questioned, and method of voting by illiterate voters are regulated. The chairman may cast the deciding vote in case of a tie.

In divisions, election notice and nomination forms are given to the secretary of each district in a subdivision not later than December 31. Nominations must be signed by at least five electors and the nominee. Election of the first board in a division is held in all subdivisions in the manner and at the time prescribed by the Minister. Subsequent elections are held between February 15 and 21 at a time and place fixed by the board. Voters in a district where there is no school may be directed to vote in some other district.

In school divisions, when an election is required in any subdivision, a poll is established in each district. Under certain circumstances two or more districts may be combinet for polling purposes.

In independent districts, other than town districts, the election of trustees is conducted by ballot at the annual meeting, or at a special meeting called to fill a vacancy, nominations having been made earlier at the same meeting. The poll is normally open for one hour, but the Minister may authorize its extension to meet special conditions.

Whenever a complaint concerning the conduct of an election in a rural poll is made in writing, the Minister may investigate. In city, town, village,
consolidated or separate schools the validity of an election may be contested before a judge. Where the complaint is upheld a new election may be called.

All trustees must make the prescribed declaration of office before the chairman or someone eligible to administer oaths. Vacancles are filled for the unexplred time by vote of the interested electors, but vacancies may be left for one month in rural schools and for three months in divisions. Where no trustee is elected to fill a vacancy, the Minister may appoint someone.

Meetings of the Board. - The board elects its chairman from among its members within 10 days of the election. He may not be secretary or treasurer. The divislonal board holds an organization meeting on or before March 15. Notices of subsequent meetings need not be given if dates are set by all members at a regular meeting. Otherwise notice must be given. Special meetings may be called by an inspector, the superintendent or a trustee after giving two days' notice, except in a division where six days' notice is necessary, or unless all members sign a waiver.

A majority of members constitutes a quorum and a majority of those present can pass a motion. All meetings of the board are open to the public.

Powers and Duties of Boards of Trustees.Each board appoints a secretary and treasurer or secretary-treasurer and such other officers as may be required, fixes their remuneration, and procures a corporate seal and necessary record books. A teacher of the district may be appointed as secretary but not as treasurer. The Minister must approve of the selection of the secretary-treasurer of a division.

Payment of trustees must be approved by the ratepayers and may not exceed $\$ 5$ per meeting in rural, village, consolidated, or town districts. Divisional and city boards are free to set their own payments formeetings and expenses. Boards may pay the expenses of members to conferences or on business for the board. They may also join cooperatives for the purchase of school supplies and invest surplus funds in securities according to the Trustees Act. Standing or special committees of one or more trustees may be appointed to consider and report on any matter but may not borrow money, deal with contracts or pass by-laws.

Duties Relating to Instruction. - Boards of divisional or non-divisional districts are empowered:
(1) to select and provide from authorized lists, books, globes, maps, charts and other apparatus and see that no other book or apparatus is used;
(2) to provide adequate facilities;
(3) to determine conditions under which pupils not yet six may be admitted to school in September;
(4) to decide which school any pupil should attend or with approval of the Minister to enter into agreement with the board of any school in the province, neighbouring province or state to provide schooling:
(5) to provide, textbooks, exercise books, pens, pencils, either free or at a charge to be fixed by the board (but free for the children of indigent parents), a suitable library, and where expedient to provide correspondence courses and a supervisor; and to make grants to approved agencies which provide instruction for atypical children.

Duties Relating to School Management and Discipline. - Boards are also empowered:
(1) with approval of the Minister, to provide for the erection, operation, and maintenance of school buildings, and to control the use of them;
(2) to put in writing regulations for the management of the school and to see that the school is conducted in accordance with the Act;
(3) to suspend or expel any pupil found guilty of conduct injurious to the well being of the school, to settle disputes between parent or child and teacher, and to exclude mentally deficient children unless the chief inspector determines otherwise;
(4) to permit student teachers to observe instruction and carry out practice teaching in the classrooms:
(5) to provide drinking water, and protective insurance.

The board has permissive power:
(1) to require a parent or guardian to pay for or replace damaged property or suspend the pupil;
(2) to manage and discipline a dormitory;
(3) to operate pupil traffic patrols at street intersections including the provision of insurance, exempting pupils where parents express unwillingness in writing:
(4) to employ physicians, dentists and nurses and make expenditures to safeguard the health of the pupils; and in towns and cities, to provide free service for specified classes and for children of pre-school age at the request and expense of the municipality;
(5) to contribute towards school fairs, festivals, and research organizations approved by the Minister; and
(6) to contribute to superannuation schemes for teachers and other employees; to arrange for group insurance for life, sickness, and accident coverage paying up to 50 p.c. of the premium.

Division boards also: exercise general supervision and control over the schools; consult with the superintendent; permit a member of a municipal council who represents a municipality within the school division to participate in board meetings; and call meetings of the electors of the district in the division if requested in writing by ten or more electors.

The division board may also provide for representation at municipal council meetings and at provincial or regional meetings of trustees.

Boards of every school or other educational institution must provide annual returns to the Department of Education hefore the end of July indicating enrolment, finances, and other matters. The books of all school districts or divisions, for the previous twelve months, must be audited before the end of January. The auditor's statement is given to the board, read at the annual meeting, and published and distributed throughout the division. Fees for the audit are fixed according to the size of the unit.

## E. Teachers

Certification. - All teachers must by law possess teaching certificates issued by the Department. Some years ago the First Class, Second Class, Third Class scheme was abandoned and replaced by another. Many of these old certificates are still in use and are still valid.

Certificates now issued (1966) are of two kinds, General and Special. The former grants broad teaching privileges while the latter entitles the holders to teach specific subjects only.

The general certificates include: Standard Flementary, obtainable after two years of teacher training following senior matriculation (Grade XII), and permits the holder to teach all grades from I to IX; Standard Secondary, obtainable after two years of teacher training beyond senior matriculation, and permits the holder to leach Grades IV to XI, Professional, obtainable after three years study beyond senior matriculation, and permits the holder to teach Grades I to XII: and Professional plus B.Ed., after a four year program, and good in all grades. All certificates are "interim" when issued, valid for three years. They become permanent after two years' successful teaching experience.

The Minister is empowered to extend the life or teaching range of any certificate and was obliged to do so during the war and post-war shortage of staff.

Letters of Authority may be issued to those who have professional training but who for some reason are not entitled to receive an Alberta certificate.

Teacher Training. - In 1945, Alberta's two normal schools which had trained candidates for elementary school teaching were incorporated into the Faculty of Education of the University of Alberta, which had formerly as a College of Education provided only secondary school certification and graduate work. The reasons for this move were primarily to give greater prestige to the teaching profession and to provide for continuity of credits, the former normal school year not having carried university credit towards a B.A. Now all work taken carries credit towards either the B.Ed. or B.A. degree. The programs leading to the B.Ed. degree include a number of regular B.A. or B.Sc. courses in addition to professional courses.

Candidates may major in such fields as: elementary education, secondary, sciences, languages, commercial, technical. Technical work is taken in part at the Faculty of Education and in part at the Southern Alberta Institute of Technology in Calgary.

The former Calgary Normal School has been incorporated into the University at Calgary, which now offers a full B.Ed, program.

In order to provide liaison between the Department and the University there exists a Board of Teacher Education and Certification, on which the Department and University have major representation, and the Alberta Teachers' Association and the Alberta School Trustees' Association have minor representation.

The Teacher. - Only teachers qualified under the Department of Education Act may be employed. and only Canadian citizens or British subjects may be granted permanent certificates. A legal contract requires: an offer, acceptance by the teacher, confirmation hy the board, statement, and notification: and it continues from year to year with salary according to the schedule agreed to by the board. Any teacher participating in a strike under the Alberta Labour Act may not enter into contract with a second board unless the first board consents.

In order to terminate a contract at the end of the school year, unless the Minister consents otherwise, a board must give notice on or before May 31, and a teacher must give notice before June 15. A teacher's contract is automatically terminated August 31 following the year in which he reaches 65 ; but a teacher over 65 mav be employed tempniarily.

Temporary teachers are employed with a written contract designating period of employment, one copy of the contract going to the Minister. Substitute teachers need not have a written contract. Boards are forbidden to include a clause in the contract requiring janitor service by a teacher.

Boards may transfer teachers from school to school after seven days' notice and pay all or part of the expenses of moving; but they may not transfer a principal or an assistant.

The hoard must designate one teacher as principal where there are two or more teachers, and must designate one or more as vice-principal where there are eight or more teachers. The board may not terminate such positions without giving notice for dismissal. The teacher may appeal for a hearing (a) to the board and, if unsuccessful, (b) to the Minister.

The principal, with approval of the board, allocates duties to the teachers, is responsible for the ormanization and general discipline of the school, and reports on conditions when requested by the proper authorities.

Duties and Powers of Teachers. - Each teacher is expected:
(1) to teach diligently and faithfully all required subjects and follow a time-table;
(2) to conduct and manage the school according to the regulations, including the keeping of a school register and making records available to authorized persons; reporting absentees and all cases of suspension or expulsion to the attendance officer;
(3) to promate deserving pupils at the end of the year, or otherwise, subject to approval of principal and inspector;
(4) to assist teachers-in-training with observation and practice teaching;
(5) to report to parents on each pupil's attendance, conduct and progress;
(6) to take an interest in keeping the school grounds clean and tidy. Arbour Dav observance, heating, ventilation and cleanliness of the school, reporting all defects to the board;
(7) to notify the board and local health authority concerning any contagious disease and to exclude any pupil suspected of carrying infection until furnished with a written statement by a physician or local health authority stating he may attend;
(8) to assist in preparing prescribed forms for the Department and furnishing requested information, and turning over a school register or other school property to authorized persons:
(9) to attend all meetings of teachers called by the principal or board; and
(10) to conduct any patriotic exercises required.

A teacher may suspend a pupil for wilful disobedience, habitual neglect of duty, use of improper language or bad conduct, whereupon the principal or teacher prepares a written report to the board, superintendent and attendance officer.

Teachers' Salartes. - Boards are required to adopt a salary schedule which determines the salary of all regular teachers. It provides for
minimum salary, annual increments, special provisions covering temporary teachers, additional remuneration for principals, supervisors and for teachers with special qualifications and previous experience. Salary schedules commonly take into consideration the following factors: certificates held. grade level taught, length of experience, supervisory and administrative responsibility and special certificates. Teaching load is sometimes a factor.

Salary schedules are arrlved at through collective bargaining between the board and teacher representatives. If no agreement is reacher, the case may go to conciliation and arbitration through the normal channels of the Department of Labour. A schedule once negotiated is in affect for a year, and longer unless renegotiation is demanded.

Teachers are to be paid in twelve monthly instalments, and final monthly payment may be made by the end of August. One monthly instalment may be held $u p$ by the Board if the leacher has not completed the necessary forms for the term.

For each day missed, the board deducts $1 / 200$ of the teacher's annual salary, and if he teaches fewer than 100 days pays him at the rate of $1 / 200$ per day. The teacher is paid for those davs in which the school is closed by the board for epidemics, for attendance at a school fair, teachers' convention, institute or festival, for days on which school is used for polling, and for statutory holidays.

Teachers are allowed up to 20 days' leave with pay each year for medical or dental treatment, disability, but may be required to furnish a certificate from a qualified medical or dental practitioner. Soards, however, may allow teachers to accumulate sick leave. Teachers residing within the district, or outside of the district with the board's approval, may be granted leave because of inclement weather or impassable road conditions. The board, at its discretion, may require a teacher who is pregnant to take leave of absence with of without salary, the salary arrangement subject to approval of the Chief Superintendent.

A teacher may be granted leave of absence, one year at a time, to continue studies with all or part salary.

Boards of Reference, - A Board of Reference of three members is appointed by the LieutenantGovemor in Council to decide contract disputes where a teacher has been employed for a year or more unless the Minister has approved of the dismissal. Either the teacher or the board may apply to the Minister, at the same time providing a sworn statement and a $\$ 50$ deposit, which may be returned or otherwise disposed of, and notifying the other party.

The Board of Reference may call witnesses, who must testify, and otherwise conduct the inquiry and make a decision. It decides against the board of trustees if it finds that the board's decision was not
reasonable, and supports it if the teacher was dismissed because of misconduct, inefficiency, or if retention of the teacher is not in the best interests of the district, or because of financial circumstances in the district.

Teachers' and Trustees' Associations. - Every teacher is required by law to be a member of the Alberta Teachers' Association. Fees are deducted at the salary source for transmission. The Association annually holds a general meeting of councillors representing the many locals throughout the province. It is represented upon various departmental committees and boards. It sponsors, in co-operation with the Department, conventions throughout the province.

It may be noted that the trustees are also fully organized into the Alberta School Trustees' Association which is constituted by law. Although a board may withdraw by giving notice, none has done so in recent years and hence the body is completely representative of the trustees of the province. This body is also recognized officially by the Department in a variety of ways.

Teachers' Retirement Fund. - An Act to establish a Teachers' Retirement Fund was passed in 1939 and last revised in 1965. This Act is administered by a four-man Board of Administrators appointed by the Lieutenant-Governor in Council. Two of these are selected from teachers nominated by the Alberta Teachers' Association. The members of the board serve four-year terms without remuneration but are paid all necessary and actual expenses.

The Board of Administrators is empowered:
(1) to receive moneys for the Fund;
(2) to manage, control, invest, and administer Fund moneys;
(3) to determine pensionable service; and
(4) to pass, amend, or repeal by-laws relating to the Teachers' Retirement Fund Act.

The Fund is derived from: (a) contributions from teachers; (b) gifts and legacies; and (c) interest or other income.

Each teacher contributes between 4 p.c. and 7 p.c. of his salary. The arrangement is now fluid pending integration with the Canada Pension Plan.

At present, the pension is payable at age 65 and is an amount equal to 2 p.c. of average annual salary based on the five consecutive years of highest salary, multiplied by the total number of years of pensionable service or by 35 , whichever number is less. The pension is payable for the life of the teacher. Should the teacher die within 5 years of his retirement, the pension is continued to his beneficiary or estate for the remainder of the 5 -year period. Female teachers are paid the actuarial equivalent of the normal pension for male teachers after taking into account the difference in life expectancy of males and females. Provision is made for voluntary retirement prior to age 65 , at reduced pension, and for disability pensions.

The province undertakes to carry the expense of pension payments in the following proportions: the full amount for persons who first became entitled to pensions before April 1, 1948; the full amount for pensionable service accumulated before September 1939; and 50 p.c. for pensionable service since that time for persons who became entitled to pensions on or after April 1, 1948.

## F. School Operation

The Conduct of Schools. - The school year begins July 1 and ends the following June 30 and consists of two terms, the first ending December 31. The school day is from 9 a.m. to 12.00 noon and 1.30 to $4.00 \mathrm{p} . \mathrm{m}$. or from 1.00 to $3.30 \mathrm{p} . \mathrm{m}$., although the board may alter the hours somewhat with permission of the Minister. Recesses of 15 minutes in the forenoon and afternoon are provided for, except that these may be shortened or eliminated in a high school. Large departmentalized high schools often effect some modification of hours to suit timetable arrangements.

The schools open after September 1 for 200 days exclusive of the Christmas vacation from December 24 to January 2, Easter week vacation, and statutory and proclaimed holidays (including Saturdays and Sundays) and days proclaimed by the Governor General, the Lieutenant-Governor in Council or the municipal council.

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

Compulsory Attendance. - A child must attend school from age 7 to the end of the school year during which he becomes 15 , and his parent of other legal custodian is responsible for having him attend. Exceptions are children:
(1) under efficient instruction at home as certified by the inspector;
(2) unable to attend because of sickness or some other cause;
(3) under 8 who reside more than 2.5 miles from school where transportation is not provided;
(4) for whom there is insufficient accommodation in the school which they have the right to attend (home school or centralized school):
(5) who are absent on religious holidays.

A person may continue at school until age 21 as a pupil.

A child of school age may not be employed unless he has a valid exemption from attendance. Parents may apply to a justice of the peace, magistrate, inspector or principal for a certificate of exemption for a period up to six weeks if the child is needed for husbandry, for urgent necessary household duties, or for the necessary maintenance of himself or someone dependent on him.

The Chief Superintendent, or some other officer, is appointed Chief Attendance Officer and each inspector is an attendance officer for his inspectorate. Additional attendance officers are appointed by the Minister when necessary. A board is required to employ an attendance officer if the number of pupils exceed 300 and other boards may appoint an officer and inform the Minister. An attendance officer has the powers of a peace officer and may enter places of amusement or emplovment in performance of his duties. The officer may send a child suspected of truancy either home or to school and institute proceedings against the parents. Parents are normally sent one warning notice by registered mail within the school year and after five days, if necessary, may be charged with negligence and be required to furnish a bond of $\$ 100$ as surety that the child will be sent to school.

Curriculum. - The basic programs of studies from Grades I to XII are prepared by the Department of Education and prescribed for use. In many respects, however, flexibility is provided with allowance for local interpretation and choices. Further, local school systems are permitted to offer courses they have developed, subject to Departmental approval. Such experimentation is encouraged, especially at the high school level, to meet local conditions of industry.

The Alberta school comprises three sections elementary (Grades I to VI), junior high (Grades VII to IX), and high school (Grades X to XII). Although in many communities, all sections of the school operate in the same plant, the intent is that they should be organized separately.

In the elementary school, all subjects are compulsory. In junior high there are five compulsory subjects and a small range of exploratory and cultural options. In the high school only English, Social Studies, and Health and Physical Education are required for a diploma with the remainder chosen from a wide range of options, academic, commercial, aesthetic, expressional, technical, agricultural. Only the larger schools are able to offer a range approximating the full complement. Small ones are of necessity limited in scope and tend to stress the academic.

Supervision. - Supervision is given in a school division by the superintendent.

In large city systems, in addition to its own superintendent, the board employs an assistant superintendent and additional supervisors for music, home economics, industrial arts, guidance and physical education.

In addition to the staff of divisional superintendents employed by the Department, there are ten high school inspectors; and supervisors of home economics, industrial arts, and guidance who visit schools, issue bulletins, conduct institutes and in other ways encourage and direct the work of their fields. Employment of a visiting teacher by boards is growing.

Education of Non-resident Children. - No fees are charged resident pupils. Where one parent is deemed to be a public school resident and the other a separate school resident the parents may designate which school the child is to attend and inform the secretary. Such a designation remains in force for three years, or longer unless a change is made. Otherwise the child must attend the school where the father is resident, or if he is a step-father, that of the mother. Non-resident pupils are admitted to any school which can accommodate them if the inspector states that there is room in the school. Fees for non-resident pupils range up to $\$ 2$ per month for Grades I to VI, $\$ 3$ per month for pupils in Grades VII to IX, and $\$ 1$ a year per credit for senior high school pupils with a maximum of $\$ 35$, of $\$ 15$ up to ten credits of $1 / 10$ the yearly fee per month attended. Higher fees may be charged by departmentalized high schools. Pupils attending special classes outside their home district pay fees. Boards are liable for fees or transportation for pupils who must attend other than their home school. Special provisions deal with cases where a pupil receives only part instruction or where the parents reside in unorganized territory. Regulations govern methods for estimating the costs of high school instruction.

Conveyance of Pupils. - Any board may provide such conveyance of pupils as it deems necessary. A school division must provide for all pupils up to Grade XII who are required to attend school in districts other than their own and who are more than three miles from school. If a bus is provided, it must come within 1.5 miles of the nearest point of the quarter section on which the pupil resides. Otherwise, an allowance must be paid.

Boards may provide conveyances for pupils of Grades I to IX who are more than 3 miles from school, pay the parents at a rate of up to $25 \$$ a mile or $\$ 2$ a day for transporting pupils, or pay lodging up to $\$ 1.75$ a day for pupils away from home. Individual agreements with parents need not be made if the board adopts a schedule approved by the Minister.

It is provided, however, that no board is required to provide conveyance for isolated families, but instead may pay an allowance to the parents in lieu thereof. In case of dispute, the Minister is the arbiter as to the necessity for providing a van, and
of the rate of allowance. Many school divisions have approved schedules to cover all cases in their areas.

Two boards may enter into agreement for one of them to provide conveyance for pupils of the other.

Boards are not liable for negligence for pupils conveyed on a bus route. The Minister may publish regulations governing the conveyance of the pupils, the keeping of records of pupils, and miles and cost of conveyancing. The Highway Traffic Board issues regulations covering the nature and operation of school vans.

Religious Instruction. - The board of a district, including the board of a local district in a division, may direct that the last half hour of each day be devoted to religious instruction. The law does not prescribe who shall do the teaching. It may be done by the teacher, but in many instances where sectarian instruction is desired, it is given by a representative of the church. The limitation as to time is equally applicable to separate and public schools.

Schools are opened by the recitation of the Lord's Prayer, and hy the reading of a passage of scripture from an authorized list. The local school board may by resolution dispense with one or other of these exercises.

Language. - All schools must be conducted in the English language but a local board may provide that a primary course be taught in French. No other language is permitted under the law.

Kindergartens and Night Schools. - Kindergartens for children aged 4 to 6 may be established in a school and qualified teachers must be employed. A fee may be charged.

A night school may be maintained; one or more teachers appointed by order of the board or by direction of the Minister; and fees may be charged.

Private Schools. - A variety of private schools are in operation. Some are commercial ventures. Many are sectarian in nature. All schools which
purport to provide elementary and secondary school instruction are government inspected and must meet the standards of publicly operated schools. Private vocational schools must be licensed by the Department of Labour.

Private schools may be estahlished by an individual or a group upon receiving the approval of the Minister of Education. Such schools must comply with the regulations of the Department and offer the provincial curriculum.

Groups conducting private schools in 1963-64 included: Calvin Parental Christian School Society, Christian Reformed Church, Edmonton Society for Christian Education, Evangelical United Brethern, Hebrew, Inter-denominational, Lutheran, Mennonite, North American Baptist, Roman Catholic, Seventh Day Adventist, Society for Christian Education, United Church of Canada, and Non-denominational.

There were 30 private schools offering instruction in elementary and junior high grades to 2,913 pupils, and there were 13 schools offering senior high to 3.319 pupils. Total private school enrolment was 6,232 in 1963-64.

Public Schools and Classrooms. - In 1963-64 the total number of public schools stood at 1,350 , of which only 115 were one-room. (Twenty years earlier there had been about 3,000 one-room schools in Alberta.) Multiple-room schools ranged from ninety-eight 2 -room to twenty-one schools with 31 rooms or more. The total enrolment in 1964 was 339,810.

The numbers of classrooms of various types in 1963-64 were:

| Elementary (Grades I - VI) | 7,189 |
| :---: | :---: |
| Junior High (Grades VII - IX) | 2,882 |
| Senior High (Grades X - XII) | 2,166 |
| Elementary and Junior High | 182 |
| Junior High and Senior High | 24 |
| Elementary, Junior and Senior | 3 |
| Total | 12,446 |

Junior High (Grades VII - IX) ...................... 2,882
Senior High (Grades X - XII) ........................ 2,166
Elementary and Junior High ........................ 182
Junior High and Senior High ....................... 24
Elementary, Junior and Senior .................... 3
Total
12,446

## G. School Finance

The School Foundation Program. - For each municipality - city, town, village, municipal district, special area, local improvement district-there is established in each year by a provincial board an equalized assessment designed to be a fair reflection of the tax-paying power of the municipality, and to be equitable from one to another. This figure is not the same, necessarily, as the total assessment of the municipality as it appears on the local tax roll, though there is a tendency for the actual to approximate the equalized assessment. Whete necessary the municipal equalized assessments are appor-
tioned among the two or more school authorities contained wholly or in part within the municipality, and an equalized assessment for the school authority is obtained.

Each municipality pays into the School Foundation Fund annually a sum determined by applying a common mill rate to its equalized assessment. The mill rate in 1965 was 26. In addition, the provincial government pays into the Fund from its school grants appropriation a sum which has been roughly equal to that produced from the municipal levy.

Each school authority received from the common Fund revenue determined by the School Foundation Fund Regulations. As of 1965 there was a grant per teacher, varying with qualifications, a grant per pupil, varying with grade level, a grant for transportation, for administrative costs, for vocational education services, and for debenture servicing. The result is that all school authorities receive a basic assistance towards school operation regardless of contribution to the Fund of their particular municipalities. One consequence is that industrial assessment supports schools throughout the province regardless of location.

The amount received from the Fund has been adequate each year to finance education in a number of school jurisdictions. For most, however, it is not quite adequate. Each may, under the law, requisition its municipality or municipalities directly for its supplementary needs, and the municipality must make the additional levy necessary upon its taxpayers and pay over the sum requisitioned to the school authority.

In addition to revenues from the School Foundation Funds, relatively small amounts are paid to school authorities for special services and circumstances under School Grants Act Regulations.

Budget and Control. - Except in a county, the school authority (the school board) is autonomous in respect of its budget. It must prepare an annual estimate of its revenues and expenditures and submit a copy to the Department of Education. If a supplementary requisition is involved, the board may not submit this to its municipalities until the advice (though not necessarily the approval) of the Department is obtained. A municipal authority mav, after certain preliminaries, appeal any requisition to the Local Authorities Board.

The boards of separate school districts have identical powers and limitations. Each is provided by its municipalities with a statement of its equalized assessment which is related to the properties assessed to its own supporters. Provision is made for an apportionment of company assessments which are not, for whatever reason, divided strictly in terms of actual ownership.

Where a school authority lies partly within two or more municipalities, the total supplementary requisition is divided among them in accordance with the equalized assessments of the several parts.

In the 26 counties, organized by 1966 to provide amalgamated units of government, the usual functions of the board of a school division are performed by a committee of the county council. Former school and other local public assets and liabilities are transferred to the county. The school committee of the county prepares the school estimates, and the county council combines them with total county estimates.

School districts in national parks where there are no municipalities have been empowered to collect their own taxes.

Borrowing. - A school district or school division may borrow money for current purposes with the approval of the Minister of Education, or without his approval if within certain budgetary limitations.

For capital purposes, a school board may borrow on debentures by passing a by-law, which must be approved by the Local Authorities Board. A vote is not reouired unless demanded by a petition of the proprietary electors, the number varying with the type of school authority. If the by-law is defeated at the requested poll, the Minister may certify as to the urgency of the need for accommodation to be financed by the by-law, and the Local Authorities Board may still authorize borrowing of the sum, or a lesser sum, on debentures. This power is very rarely used. Debenture terms must not exceed 30 years in city districts or 25 years in other districts. Debentures normally call for payment of an annual portion of principal and interest accrued to that date. In cities, borrowing of over $\$ 20,000$ may be financed by serial debentures, so that annual payments including principal and interest are as nearly equal as possible.

Capital Assistance. - The former School Building Assistance Act under which cash grants and loans were available has been superseded by The School Buildings Act. Under this Act a School Buildings Board, in accordance with regulations issued by the Lieutenant-Governor in Council, determines the extent to which a proposed buildings project is eligible for support by the School Foundation Program Fund. This need is usually determined in terms of square feet of space to be supported. In 1965 the Regulations provided that assistance should be at the rate of $\$ 14$ per square foot. Certain exceptions and variations exist, chiefly in respect of alterations and renovations.

After the extent of support has been declared, debentures are sold, usually through the government agency called the Municipal Financing Corporation; and to the extent of approval the debentures are serviced by the Fund as payments come due. In so far as the cost may exceed the prescribed amount per square foot, or in so far as there may be cost attributable to space in excess of that approved, the school authority must bear the cost itself. A total debenture issue may then be partly eligible and partly ineligible for School Foundation Fund support.

Fees. - Revenue from fees forms a relatively small part of school board revenue. Parents pay fees only when the child attends a school other than his own, which he might attend. If the local school does not provide the instruction required, the home school board will pay the fees to the other board. Children from unorganized lands have the greater part of their fees paid by the provincial government. Indian children attending public schools have their fees paid by the Federal Government.

## U. Technical and Vocational Education

The Department of Education provides programs in technical and vocational education at the trade, secondary, and post-secondary levels. Technical and trade training are available at the two institutes of technology located in Calgary and Edmonton: some trade training is also given at the Lethbridge Junior College and at the Vocational Training Centres in Edmonton and Calgary; vocational courses for farmers are offered at the three agricultural and Vocational Colleges located in Olds, Vermilion and Fairview; secondary school vocational courses are provided at a number of composite and vocational high schools; and an apprenticeship program is administered by the provincial Department of Labour and Department of Education, in cooperation.

Technical Courses. - Post-secondary courses for technicians are offered at the Southern Alberta Institute of Technology in Calgary, which dates back to 1916, and at the Northern Alberta Institute of Technology in Edmonton, which was opened officially in Mav, 1963. These institutos nffer a wide range of technical courses, most of which are of two-years duration, and which prepare the graduates for employment in various technical positions within the field of engineering. Fees are generally about $\$ 75$ a year, and some scholarships and awards are available. Advisory committees are organized for most of the courses and act as a liaison between infustry and the institute, to advise with respect to curricula and course content.

Secondary Vocational Courses. - Some forty or more secondary schools located throughout the province offerpre-employment and general vocational courses, as well as courses in such fields as automechanics, draughting, electricity, machine shop, commercial subjects, beauty culture, food
service, graphic arts, and others. Vocational students in these schools take basic academic cubjects in conjunction with their chosen vocational course.

Trade Courses. - Trade and industrial courses are provided, under federal-provincial agreements, at the provincial institutes of technology, at the Vocational Training schools in Edmonton and Calgary, and at Lethbridge Junior College. Courses include automotive and diesel mechanics, refrigeration and appliance servicing, welding and tractor repairs. Specialized courses for farmers are offered at the three colleges of agriculture; and for officers of the municipal fire fighting departments at a Fire Officers' Training School. Apprenticeship courses are available in bricklaying, carpentry, electrical construction, electronics, machine shop practice, motor vehicle repair, plumbing, steamfitting, sheet metal working, and welding.

Evening courses are provided in the trade and industrial fields mostly as improvement courses in a fairly wide variety of fields.

The Institute of Technology at Calgary includes a vocational correspondence study division which offers courses in power plant engineering, mathematics and mining.

Training of Vocational Teachers. - A Department of Industrial and Vocational Education at the University of Alberta in Edmonton for vocational teacher training operates with financial support as provided under Schedule 7 of the federal-provincial agreement. Upon successful completion of a prescribed 4-year course, a degree of Bachelor of Education in Vocational Education is awarded. A Vocational Guidance Counsellors' one-year degree program was inaugurated in 1964.

# CHAPTER IV <br> <br> EDUCATION IN SASKATCHEWAN 

 <br> <br> EDUCATION IN SASKATCHEWAN}

## A. Some Education Highlights in Saskatchewan's History

Pioneers settled in that part of the Northwest ${ }^{1}$ Territories which is now Saskatchewan during the last half of the nineteenth century. Until 1884 such schooling as was available was provided by missionaries or church helpers. In 1884 the state accepted responsibility for providing education for its children but invited co-operation of the churches.

Background. - The land that eventually became the province of Saskatchewan was included in the charter grant of the Hudson's Bay Company in 1670. Twenty-one years later, in 1691. the first white man to set foot in Saskatchewan was Henry Kelsey. La Verendrye and his sons in 1733-34 were the first to enter the prairies via the Great Lakes and the Grand Portage. In 1754-55, Anthony Henday explored the North Saskatchewan river. In 1774 the HBC established Cumberland House on the Saskatchewan river. During 1775-76 Thomas Frobisher followed the Churchill river as far as Ile à la Crosse. In 1777 Peter Bond discovered Methy Portage. During 1792-93 Peter Fidler explored the South Saskatchewan river. In 1821 the HBC united with the North-West ${ }^{1}$ Company to end trading rivalry. Fifty years later, in 1870, sovereignty over the land was transferred to the three-year-old Dominion of Canada.

In 1875 the Territories were organized under federal administration. In 1882 the District of Saskatchewan was created. Regina became headquarters for the North-West Mounted Police.

A key year in the development of Saskatchewan was 1885 when the Riel Rebellion was crushed, a transcontinental line of the Canadian Pacific Railway was completed, and immigrants began to move into southern Saskatchewan. In 1888 the Northwest Territories were granted the right to a Legislative Assembly. In 1899 more than 7,000 Doukhobors from the Crimea settled in what is now Saskatchewan.

Education by Territorial Ordinance. - The Ordinance of 1884 established a publicly-controlled school system in the Northwest Territories and provided for a board of education comprising Catholic and Protestant sections. This ordinance, which was patterned after the practice in Quebec, allowed each section to prescribe lextbooks, programs of studies, and qualifications of teachers for schools of its denomination.

In 1891 and 1892 the system was reorganized, with a Council of Public Instruction replacing the Board of Education. The Council consisting of the executive council and four other members without votes - two Protestant and two Catholic-administered the system through a superintendent. By this time there were 249 schools enrolling 6,170

[^2]pupils. In 1901 the advisory members were removed from the administrative council to constitute an education council with advisory powers concerning textbooks, courses of study, licensing of teachers, and inspection.

Compulsory education laws covering attendance of pupils and the opening of new schools had been enacted before 1889. Children between the ages of seven and twelve were required to attend at least twelve weeks a year. Schools were to be kept open throughout the year if 15 children of school age resided within one and a half miles, or for half of the year where the number of children was from 10 to 15 .

Many of the non-English-speaking immigrants settled in national blocks or colonies in Saskatchewan. Some of these groups were strongly desirous of maintaining their own language, and were either disinterested in education or opposed to their children learning English. Others showed eagerness and appreciation of the public schools. In 1892 legislation concerning language usage was amended in the Legislative Assembly to read "all schools shall be taught in the English Language but it shall be permissible for the board of any district to cause a primary course to be taught in the French language". In 1901 the trustees of a district were permitted, subject to the prescribed regulations, to employ competent persons to give instruction in a language other than English provided that the cost should be borne by an extra assessment on those wishing it. Instruction was to be given between 3 and 4 o'clock on assigned days and might cover reading, composition and grammar. Textbooks were prescribed for such subjects. The primary course in French did not come under this provision.

Obtaining qualified teachers at the time was a troublesome problem because the number of schools was increasing rapidly and there were many vacancies through teachers resigning. The first professional instruction was given in Moosomin in 1889, but little was accomplished until the first Normal School was established in Regina, 1893. For some years many qualified teachers were brought in from Ontario and the Maritimes to operate the schools. These teachers, schooled in the ways of the eastern provinces, greatly influenced the trend of education in Saskatchewan.

The possibility of providing local teachers was limited drastically by the number and availability of high schools. Many of the first schools, around 1888, united high school and elementary school work.

Provision for Education at Confederation. The B.N.A. Act was altered for Saskatchewan by section 17 of the Saskatchewan Act:

## GOVERNMENT OF SASKATCHEWAN

## DEPARTMENT OF EDUCATION



## INSTITUTIONS OF PUBLIC EDUCATION, SASKATCHEWAN




$$
\begin{array}{|c|}
\hline \text { DIVISION II } \\
\text { SECONDARY } \\
\text { AND VOCATIONAL } \\
\text { TEACHERS-2,473 } \\
\text { PUPILS-50,355 } \\
\hline \text { DIVISION III } \\
\text { INTERMEOIATE } \\
\text { TEACMERS-2,284 } \\
\text { PUPILS-57,808 } \\
\hline \text { OIVISIONII } \\
\text { ELEMENTARY } \\
\text { TEACHERS-2,533 } \\
\text { PUPILS-63,877 } \\
\hline \text { DIVISIONI } \\
\text { ELEMENTARY } \\
\text { TEACHERS-2,736 } \\
\text { PUPILS-67,322 } \\
\hline
\end{array}
$$

17. Section 93 of the B.N.A. Act, 1867, shall apply to the said province, with the substitution for paragraph (1) of the said Section 93, of the following paragraph:-
(1) Nothing in any such law shall prejudicially affect any right or privilege with respect to separate schools which any class of persons have at the date of the passing of this Act. under the terms of chapters 29 and 30 of the Ordinances of the Northwest Territories, passed in the year 1901, or with respect to religious instruction in any public or separate school as provided for in the said ordinances.
(2) In the appropriation by the Legislature or distribution by the Government of the province of any moneys for the support of schools organized and carried on in accordance with the said chapter 29, or any Act passed in amendment thereof or in substltution therefor, there shall be no discrimination againstschools of any class described in the said chapter 29.
(3) Where the expression "by law" is employed in paragraph (3) of the said section 93 , it shall be held to mean the law as set out in the said chapters 29 and 30; and where the expression "at the Union" is employed in the said paragraph (3), it shall be held to mean the date at which this Act comes into force.

In the bill forming the Province of Saskatchewan, this clause altering Section 93 of the B.N.A. Act provided for the continuation of such rights and privileges, with regard to separate schools, as had existed in the Territories up to that time. This clause enabled Roman Catholics or Protestants, when in a minority, to establish their own separate schools, but at the same time to use the provincial course of study, a common system of training and certifying teachers, and a common system of inspection which is a practical guarantee of a uniform standard of efficiency.

When the province was established in 1905, there were 206 school districts, most of which were rural. There were 716 schools, and 25,191 pupils attended.

Transition in Organization. - The School Ordinances in force in the Northwest Territories were continued without change when the Saskatchewan Department of Education was organized. There seemed to be no pressing necessity of interfering with a school system that had successfully kept up school standards, the professional qualifications of teachers, and granted every assistance i/ districts struggling with the difficulties incident to a new country.

The new Department of Education resembled the other departments of the provincial government. It was a distinct and separate branch of the public service and was presided over by the Commissioner of Education, who was a member of the Executive Cruncil (Cabinet).

The Department had jurisdiction over all schools and institutes, and the education of deaf, mute, and blind persons. There was also an Educational Council, consisting of five persons appointed by the Lieutenant-Governor in Council. The Council approved regulations such as concerned inspection of schools and courses of study.

After one year of operation, the Department reported 1,190 school districts, 31,275 pupils, 1,298 teachers (of whom 1,017 were employed at any one time during the year, 1905-06), and an average annual salary for male teachers, $\$ 670.56$, and for female teachers, $\$ 592.80$.

The Organization of Secondary Schools. - On April 3, 1907, the Saskatchewan Legislature passed the Secondary Education Act which provided for the establishment of four-year high schools and collegiate institutes which were to be managed by high school or collegiate boards and supported by money from a supplementary revenue fund obtained from a tax of 14 an acre on all lands. Requirements of equipment, attendance and numbers of qualified teachers were higher for collegiates than for high schools although the larger high schools might be larger than some collegiates.

Collegiate institutes and high schools may be organized under the Secondary Education Act. Collegiates follow the same course of study, use the same textbooks and sit for the same departmental examinations as high schools. The collegiates are required to meet specified standards, which, however, could be met by some high schools (for equipment, enrolment and teaching staff).

A high school is a school with one or more rooms or departments maintained exclusively for pupils above grade eight; and a continuation school is one having a room or department maintained exclusively for grade seven or grade eight or both and one or more high school grades.

At the beginning few towns organized secondary schools under the Secondary Education Act but more and more districts provided part or all of the regular high school instruction as a continuation of the elementary division.

Larger School Units. - After Saskatchewan was formed as a province in 1905, the populated southern half was partitioned into a web of local school districts, each approximately 20 square miles in area. Provision was made for the establishment of consolidated districts of from 25 to 50 square miles from 1913 on.

In part because of the depressed thirties when school conditions reached an all-time low, and in part because of the example of Alberta and other provinces and states recommending larger administrative areas, a committee of the Saskatchewan Teachers' Federation proposed that larger administrative units be formed of from 60 to 75 districts comprising approximately four municipalities.

In 1944 the Legislature passed the Larger School Units Act which implemented most of the Committee's recommendations. It provided that resident ratepayers of proposed units might petition that a vote be taken before establishment was started; otherwise the unit could be set up by proclamation. After 5 years the ratepayers might vote to dissolve the unit. Teachers were to be appointed by the unit board; however, the district board was privileged to nominate a number of candidates from among whom the unit board would select a teacher. Each unit was divided into 5 or 6 subunits, the boards of which each elected a trustee to the unit board. Each unit was under the supervision of a superintendent appointed by the Minister. Village schools were included in the school units.

Separate Schools. - The minority of ratepayers in any district, whether Protestant or Roman Catholic, may petition for the establishment of a separate school and be liable only for taxes for such. They may elect a new board, operate under the School Act, receive grants from the province and be: inspected by the Department. If organized in or around a town, the board consists of 5 trustees.

Events in the Past Quarter Century. - In 1940 the "enterprise" method of teaching was introduced; and the curriculum was an activity program stressing education for citizenship. Audio-visual aids entered the classrooms.

In 1941 equalization grants assisted rural and village districts where the assessed valuation was below $\$ 100,000$ per room. The basic grant in elementary schools was $\$ 1.50$ per day for each room in operation: the basic grant in secondary and vocational education was $\$ 3.50$ per day per teacher. Dominion-Provincial Youth Training and War Emergency Training courses were held in various centres for rural young men.

Teacher training was facilitated in 1942-43 when the normal school year was divided into four quarters of 12 weeks each, with a complete course consisting of three quarters or 36 weeks of training. First quarter graduates were released to teach undet special conditions. Minimum wage for teachers was set at $\$ 1,200$ per annum. In 1945 a 4 -year training course was established in the College of Education.

In 1944 an Act was passed to provide for the establishment of larger school units, and 14 were expected to be formed by December 31. By November 29 of the following year 29 had been established, taking in 2,331 small school districts. In 1946 there were 45 larger school units. In the ten-year period 1941-51, over 1,000 rural districts closed their schools. The larger school units made possible better education services, such as: building and repair programs: improvement in school libraries; "helping toachers" for new teacher guidance; increased use of the Saskutchewan Film Board and audio-visual equipment; heath serviees; and high
school services. In 1947 transportation of students to larger unit high schools was started. In 1954 there were 56 larger units.

The Dominion-Provincial Vocational Schools Assistance Agreement came into force April 1, 1945.

In 1945, for the first time, free textbooks were supplied in Grades I to VIII.

In 1948 the first refresher course for larger school unit secretary-treasurers was held at Saskatoon. It covered accounting, school unit records, public relations, and administration.

Substantial increases in school grants dated from January 1, 1947. Two years later the school building program reached unprecedented proportions.

In 1954 teacher education continued to be the responsibility of both the Department of Education and the College of Education at the University. The Department administered branches of Teachers Colleges at Saskatoon and Moose Jaw. A new program of certification provided for only three general certificates, representing one, two, and four years of teacher education: Interim Standard, Standard, and Professional, respectively. In 1955 there was a 32 p.c. increase of male students in teacher education. In 1956 a committee was appointed to study the structure and organization of teacher education with a view to exploring the possibility of bringing all teacher education in Saskatchewan under one authority. An interim report was submilled to the Minister in 1957. The following year a minimum of two years of training beyond senior matriculation was required for a first permanent teaching certificate. In 1961 the Teachers College at Moose Jaw was moved to Regina. In 1963 all teacher training was transferred to the University of Saskatchewan.

In 1959 all resident school fees were abolished to the end of Grade XII.

In 1961 education research included experimentation with the Cuisenaire method in primary and intermediate arithmetic.

In 1962 regular school telecasting joined school radio broadcasting.

In 1963 the Department of Education was reorganized to separate the administration of: (1) activities that related to locally administered school systems for Grades I-XII; (2) departmental services provided directly to certain categories of students, Grades 1 to XII; (3) adult education, fitness, and recreation; and (4) educational research, for which a new branch was set up.

In 1964 compulsory allendance was raised to age 16 or Grade VIII, whichever oecurs first. A revised curriculum plan based on the theory of continuous growth replaced the traditional grade system.

## B. Higher Education

Universities and Colleges. - The first two institutions of higher leaming in Saskatchewan were established at Prince Albert: (1) Emmanuel College, founded by Bishop John McLean in 1879 and (2) an Academy founded by Reverend James Nesbitt. By a Dominion Act of 1883 a university was incorporated, but conditions for operation and growth were unfavourable.

In 1903 a university ordinance was passed providing for the establishment of a new university and incorporating a chancellor, vice-chancellor. senate, and convocation. Provision was made for electing a senate, calling a convocation of all university graduates and making the institution coeducational and non-sectarian. It was not until 1907. however, that a new provincial University of Saskatchewan was incorporated by an act which placed the university beyond the control of political parties. Within two years a 1,333 acre site was selected in Saskatoon.

Under the University Act of 1907 the Senate was given legislative and administrative powers, with provision for an executive body of five members, the University Council. In 1909 this Council was enlarged to include all deans and professors.

The first classes in Arts and Science began on September 28th, 1909, when 70 students were registered. Other colleges and schools were established as follows: agriculture, 1912; engineering, 1912; law. 1913; pharmacy. 1914; commerce, 1917; medicine, 1926; education, 1927; home economics, 1928; nursing, 1938; graduate studies, 1946; and physical education, 1958. On July 1, 1964, all teacher training came under the orbit of the College of Education.

The University of Saskatchewan has had a branch at Regina since 1934 when Regina College was taken over to function as a junior college.

Three types of affiliates are recognized: (1) educationalorganizations, (2) professional bodies, and (3) theological colleges. In addition, there are a number of junior colleges operated by religious organizations.

The University of Saskatchewan, Regina Campus. - After a half century as "Regina College" the institution was renamed the University of Saskatchewan, Regina Campus. The first regular second-year classes were offered in the 1961-62 term. A larger campus was planned in 1961 with a view to program expansion to full degree work. The first building on the new campus was occupied in 1965.

## C. The Deprartment of Education

The Legislature has enacted a series of statutes setting forth the powers and duties of the educational authorities of the province to provide direction in the operation of the schools. Some of these are:

The School Act
The Larger School Units Act
The Secondary Education Act
The School Attendance Act
The School Grants Act
The Vocational Education Act
The School Assessment Act
The University Act
The Teachers' Superannuation Act
The Teachers' Federation Act
The Teachers' Salary Negotiation Act
The Teacher Tenure Act
The Teachers' Life Insurance Act
The School Secretary-Treasurers' Act
The Department of Education Act
This legal framework of the school system is supplemented by Regulations, provided for in school law and given effect by Orders-in-Council. Regulations are intended to cover details of administration which cannot be readily detailed in legislation, as a measure of flexibility is considered desirable. For example, it is not expedient to prescribe by statute exact details for the granting of teachers' certificates. By embodying such details in Regulations, the way is left open for easy adjustment to suit new conditions; and the fact that Regulations are subject
to review by the Legislature is a guarantee that final authority will rest with the electorate of the province.

The Minister of Education. - At the head of the Department of Education is the Minister, a member of the political party in control of the government of the province. As a member of the Cabinet and of the Legislature, he is directly responsible to them for the management of the school system. In order to give effective leadership he keeps in close touch with public opinion.

The Minister, with the approval of the Lieu-tenant-Governor in Council, is empowered to make regulations: for the classification, organization. government, division into grades, examinations, supervision and inspection of all publicly-supported schools; for the construction, furnishing, and care of school buildings, and the arrangement of school premises; for goveming the appointment, qualifications, and duties of school officials, and for authorizing texts and reference books. Other matters include: textbook rental; fees for teachers' certificates, departmental examinations, and certificates of standing; preparation of statistical forms on which teachers and others report on education; appointment of one or more persons to consider complaints or disputes arising from the decision of a board or school official; suspension of certificates; application of grants due to a district in repayment of any indebtedness of that district to the Department
or to the Provincial Treasurer; requesting the Minister of Municipal Affairs to levy taxes on local improvement districts for education; and to appoint superintendents of schools, assign their territory and prescribe their duties and powers.

The Educational Council. - The Educational Council is an advisory body whose functions are to represent the people, to keep the education offerings abreast of the pupils' needs, and to evaluate the success of the school program. Appointed by the Lieutenant-Govemor in Councll, which fixes its remuneration, the Council consists of five members. two of whom must be Roman Catholic. Meetings of the Council are called by the Minister at least once a year to consider general regulations respecting teachers, courses of study, teachers' institutes, and to suggest texts and reference books for adoption. The Council may also consider any questions concerning the education system in Saskatchewan and report on them to the Minister.

The Deputy Minister, - The permanent head of the Department is the Deputy Minister. Under the Minister he carries out the general policy laid down by the legislature and cabinet, administering it through the functional divisions of the Department, part of the civil service of the province. Two officials involved in the Deputy Minister's work directly are an Administrative Officer and a Director of Research. The Director of Research heads the Educational Research Branch established in 1963. He maintains statistics and carries on research for all branches of the Department. He is also Director of Teacher Training.

The Assistant Deputy Minister co-ordinates the activities of the branches of the Department which are most closely connected with the school system. Thus he has overall responsibility for matters concerning curricula, examinations and records, superintendence of schools, and school administration.

The Chief Superintendent of Schools heads the supervisory branch of the Department and is responsible for the supervision of classroom instruction and management of schools. In 1966 there were 60 provincially employed superintendents, 59 of whom worked with the school unit boards of the province. There were also six superintendents of high schools who supervised high school instruction, with the assistance of the local superintendents, in each of the six zones into which the province has been divided.

The superintendents are the liaison officers between the Department of Education, the school boards, and the teachers. Their duties are: to see that the school law is being followed; to make recommendations to school boards about the administration of schools; to report to the Department of Education and to the school boards about the quality of teaching observed and about the condition of the schools; to assist the teachers in making their instruction effective; to direct the organization
of teachers' conventions and institutes; and in general to provide educational leadership in the superintendency.

The Director of School Administration supervises the management and administrative functions of school boards, particularly those involving property and finance, and is responsible for drafting and interpreting the legislation controlling the school system. The director is assisted by two supervisors of school administration, a supervisor of school grants and statistics, and a chief attendance officer. This branch of the Department advises on the planning and approves plans of school facilities, and it directs the work of the Teachers' Superannuation Commission.

The Director of Curricula superintends an ongoing revision of the elementary and secondary program, and in addition directs the supervisors of libraries, music, audio-visual education, school broadcasts, and drama. He encourages lay and professional interest in the development of the aims of the school and in participation in curriculum construction. He is chairman of the Saskatchewan Film Board.

The Registrar and Director of Tests and Standards is the corresponding secretary of the Department, manages the examination system, and maintains the professional records.

The Teacher Education Board. - By an agreement implemented in 1964, teacher education in Saskatchewan has been integrated and placed under the administration of the University, and under the control of the Teacher Education Board. The Board consists of 15 members, six of whom are appointed by the Depariment of Education, and five by the University. The remaining four are the president and secretary of the Saskatchewan Trustees' Association and the president and secretary of the Saskatchewan Teachers' Federation. The Department's Director of Teacher Training is the chairman of the Teacher Education Board.

The Director of Vocational Training is responsible for the technical and vocational programs conducted in the technical institutes, technical collegiate institutes, and composite high schools. He also administers the agreement by which the Department of Education and the Federal Department of Labour operate technical training programs and facilities for unemployed workers, rural women, the handicapped, and apprentices.

The Director of Provincial Services superintends functions which deal with education outside the school system, as in conducting the Correspondence School, the Book Bureau, and Northem Education. The Correspondence School is manned by a staff of fifty teachers and clerks, and it provides instruction to elementary and high school pupils who for various reasons cannot receive instruction otherwise.

The Director of Special Education and Guidance advises and consults with school boards and other organizations which provide education for handicapped or gifted children. His office provides leadership for guidance and counselling services throughout the school system. Saskatchewan does not operate a school for the blind but sends its children to the schools of other provinces. It has a School for the Deaf which enrolled 152 pupils in 1963-64. Of
these, 110 were from Saskatchewan, 41 from Manitoba, and 1 from the Northwest Territories.

The Administrative Officer has the internal management position of the Department. His duties include direction of the clerical staff, payroll management, and general administration. The efficiency of the Department depends in no small part on the stenographic and clerical assistants.

## D. Local Government Organization and School Organization

Saskatchewan, the fifth largest province, covers some 251.700 square miles. It is about 750 miles long and varies in breadth from 400 miles in the south to 250 miles in the north. Much of the northern half of the province is heavily wooded, but in the southern half more than 23 million acres are sown to field crops annually. In addition to agriculture and lumbering, there is considerable mining, trapping, fishing, and manufacturing. However, Saskatchewan is primarily an agricultural province.

Local Government Organization. - Saskatchewan was first surveyed into townships six miles square each containing 36 sections. Settlement, however, followed the usual pattern with farm areas - towns and cities growing where good land was found or the railway promised ready transportation.

For incorporation as a city, the minimum population is 5,000 persons with no limit as to size or subdivided area. There are three cities with population above, and eight with population below 30,000, Each city elects a council consisting of a mayor and an even number of councillors, from 6 to 20 as directed by the ratepayers. Along with money for other services, the city raises the necessary taxes for its schools. Its debentures are limited to 20 p.c. of the taxable assessment, except for secondary schools, street railways, light and power plants if a higher rate is sanctioned by the Local Government Board.

For incorporation as a town, the minimum population is 500. A town council consists of an elected mayor and six councillors, Its powers are similar to those of a city council, but on a smaller scale. It has no power to float temporary loans for schools, and its debentures ate limited to $15 \mathrm{p}, \mathrm{c}$. of the assessment, exclusive of those for secondary schools or those repayable by local improvement taxes. There were 122 towns in Saskatchewan in 1966.

For incorporation as a village, the minimum population is 100 . The village council consists of three members. It levies and collects taxes for schools and other specified services, and has the power to levy temporary loans for school purposes. Debenture debts are limited to 10 p.c. of the taxable assessment; and the tax rate should not exceed 20 mills. There were 365 villages in Saskatchewan in 1966.

Rural municipalities which usually have an area of 324 square miles are not restricted as to their population. Small residential areas within them formed from farm lands are subdivided for use as business sites and residence lots. The needs of such hamlets come under the jurisdiction of the rural municipality, and schools were located within them. However, any 10 ratepayers might petition the Minister to organize a hamlet so that 45 to 75 p.c. of the taxes could be spent by the board and further taxation be levied, and many have become integral parts of larger units. There were 296 rural municipalities in 1966.

Local Improvement Districts similar in size to rural municipalities may be set up. They have local self-government but the Department of Municipal Affairs administers assessment and taxation through field men for educational services and assists in the organization of school districts. The Minister of Municipal Affairs acts as a trustee.

Local School Administration. - Local school authorities manage and supervise the schools and other education facilities in their districts or units under authority of the school acts and regulations of the Department. School boards are elected by the ratepayers of their district or unit and are responsible to them for the education of their children.

The five main types of school administration are:
(1) local independent school boards for each small school district, roughly sixteen to twenty square miles in area, usually administered by a board of three elected trustees;
(2) the consolidated school district comprising an area of 36 square miles or over;
(3) the larger school unit combining 80 to 100 small rural districts, villages and small towns in a specified area with local district boards retained and central boards of five to eight members for many centralized areas;
(4) urban centres including towns and cities with elected boards; and
(5) the Northern Areas which are under an administrator who works with the education committee.

Included among the foregoing are rural areas located outside urban units; village, town, or city districts which include such a municipality but may extend beyond its borders. Separate school districts fall into the same categories depending on size and location. High school boards are established under the Secondary Education Act to administer high school districts in towns and cities.

Reorganization of the small school district system has been undertaken in the past two decades and has resulted in the rural areas being organized into larger units for the most part and centralization of the schools. Economic changes and technological advances have affected the whole pattern of social and economic living and changed the implications of distance. A radical reorganization of educational facilities was felt to be imperative.

Formation of Public School Districts. - The first units of school administration organized in Saskatchewan were the school districts; and those elected and empowered by the ratepayers to administer each unit were known as the "trustee board" or "school board". This organization provided for some degree of local control in education. When district units were reorganized as larger units, district boards were retained and given sufficient duties to ensure their continued interest in education.

Larger School Units, - Considerably greater effort is presently being given to a reorganization of any residual districts into larger units, first introduced in 1944. and to votes to make units permanent, or for towns or villages to enter the units. In 1963-64, three new units were established. This brought to 57 the number of units permanently organized. By the end of the school year 53 town districts, 76 consolidated districts and 4 separate school districts were associated with the village and rural schools first constituting the units, of the 60 superintendencies in the province 59 were organized as larger units by 1964.

Since 1944 the Minister with approval of the Lieutenant-Govemor in Council has been empowered, by order published in the Saskatchewan Gazette, to establish school units consisting of rural and village public school districts, and public school districts in towns of under 2,000 , employing 80 teachers. Before establishing the unit, a vote of resident ratepayers may be recommended by the Minister or taken in response to a petition of 20 p.c. of the ratepayers. An order establishing the unit follows a favorable vote or acceptance without a vote. It assigns a name and number and divides the unit into five or more subunits. The Minister may from time to time change the name or number of the unit, and may alter the boundaries by request of the board of trustees of a rural or village public school district and add the district to an established unit. He may transfer a school district from unit to unit, or subunit to subunit, exclude a district from a unit, or create a subunit in a unit and provide for the election of a member to represent it.

Where it is proposed to transfer an area greater than 10 square miles the Minister may refer a majority request to a judge of the Court of Queen's Bench. who will arrange for a hearing of all boards and ratepayers concerned and decide whether or not to transfer the area.

Within six months of 5 years after a unit has been established, 15 p.c. or more of the ratepayers may request that it be dissolved, whereupon a vote is taken.

Central Boards. - In a unit central boards may be constituted by any group of two or more contiguous districts, subject to approval of the Minister, for central administration, control and supervision. Usually the board of the district operating the school and members of other boards are from the central board.

Unit Boards. - Unit boards are composed of from five to eight members as determined by the Minister. Members are elected according to regulations which prescribe the form of the nomination paper. This provides for: the nomination of each candidate by five ratepayers and the acceptance of the candidate, the form of the ballot, and the poll book. The first election is held on any day named by the Minister after giving the necessary notice. Subsequent nominations are open from $9 \mathrm{a} . \mathrm{m}$. to 5 p.m. On the third Tuesday each October and an election is held in all subunits, where more than one candidate is nominated, on the third Wednesday in November at the time and place fixed by the unit board. Ratepayers in a district in which no school is in operation may be directed to vote in another district. The secretaries of districts where polls are held are deputy returning officers and may appoint a poll clerk other than a candidate. Voters lists for each subunit are prepared but there is provision for persons whose names have been omitted to take an oath and vote. Voting is by secret ballot during three or more hours as specified. Ballots are counted as soon as the poll is closed and a statement and a packet of the ballots are forwarded to the returning officer from all subunits who, after checking all returns, declares the elected candidates. In case of a tie the name of the winner is drawn by chance.

Members hold office for three years, except that after January 1, 1963, a member elected at the first election for a subunit numbered 2, 5 or 8 holds office for two years and for a subunit numbered 3 , 6 or 9 holds office for one year. At his discretion the Minister may direct that a member be elected to fill a vacancy or unfilled position, or may appoint a member for the unexpired term.

Members may be indemnified at the rate of $\$ 15$ per meeting and 114 a mile for travel for no more than 30 meetings a year. They may receive similar compensation for necessary authorized work for a limited number of davs as specified.

Disqualifications of Members of Unit Board, Board members are disqualified for: conviction of an indictable offence; becoming insane or being absent for three consecutive meetings; receiving money for work done or for materials supplied for the school (violation shall result in disqualification and liability to a fine up to $\$ 25$ ). However, members may be janitors, local attendance officers, assessors or collectors; they may sell land to the school, earn up to $\$ 10$ for labour, and receive a reasonable travelling allowance, as guardian, for conveying pupils to school. Wilful neglect of duty, attested by ratepayers and substantiated before a court, prevents members from being re-elected for a minimum of three years.

## Annual Meeting of Ratepayers and Meetings of

Unit Board. - An annual meeting of the ratepayers of each subunit is held on a date specified by the board between October 15 and the first Tuesday in December and the board may direct annual meetings of two or more subunits be held at the same time and place, within or without the subunits. At the meeting an elected chairman and secretary hear and consider statements of the unit board, treasurer, and auditor, prepared according to regulations.

The first organization meeting of the unit board is called by the Minister; and by the board in subsequent years by January 20. A chairman and vicechairman are appointed and all members take the Declaration of Office. Six or more additional meetings are held during the year as decided by the Board. A majority forms a quorum.

Duties and Powers of a Unit Board. - In addition to performing the duties of small school boards, the unit boards regularly: administer, manage and generally supervise the education affairs of all school districts and inform each district accordingly; provide adequate school accommodation at the cost of the unit; select and appoint qualified teachers and pay them monthly and confer and co-operate with the superintendent concerning education problems. The board determines which school any pupil from within or outside the district should attend, makes reasonable payments for transportation and provides for high school instruction within or outside the unit. It may suspend any pupil for up to four weeks or expel him upon confirmation of a resolution of the board by the superintendent.

The board maintains and equips an office, and engages a secretary-treasurer who provides a satisfactory bond. It holds an annual convention of the trustees of the district. Its funds are kept in a chartered bank or credit union and an auditor is appointed annually.

A unit board may also undertake:
(1) to make expenditures for health including fees for physicians, dentists and nurses;
(2) to employ specially qualified teachers for agriculture, manual arts, household economics, physical training, music, arts, dramatics:
(3) to select and provide reference books. globes, maps, charts and to furnish free or
at a price fixed by the board, textbooks, exercise books, pens, pencils and noon lunches, to rent textbooks to high school pupils;
(4) to exclude mentally deficient pupils;
(5) to prepare and adopt a salary schedule;
(6) to appoint and pay expenses of one or two members attending school trustee or other educational conventions;
(7) to pay for membership in a trustees' association according to the schedule approved by the Minister;
(8) to pay the secretary-treasurer of each district an honorarium up to $\$ 10$ per year and for the secretary of a central board district up to $\$ 50$;
(9) to acquire by gift, devise or bequest, real or personal property:
(10) to invest any surplus in Federal Government or Saskatchewan Government bonds or debentures; and
(11) to grant leave of absence to non-teacher employees, as it considers desirable.
Duties and Powers of District Boards. - When units are established certain responsibilities of supervision and recommendation are allocated to the district boards while the remainder is taken over by the unit board. Unit boards are responsible for providing the schools and equipment, teachers. capital and operating costs. Matters of closing, moving or renovating schools, and new construction are usually decided upon after discussion with local boards. More specifically the local boards hold regular open meetings, appoint a chairman and honorary secretary-treasurer and their duties are:
(1) to care for and manage the property of the school district;
(2) to effect any emergency repairs and to advise the superintendent as to maintenance, repairs and extension of school property;
(3) to require the unit board to provide necessary apparatus or equipment at the expense of the district;
(4) to provide for a supply of drinking water and fuel;
(5) to advise the board concerning betterment or extension of education facilities of the district;
(6) where desired, to nominate teachers for vacancies in the district and co-operate with the teachers; and
(7) to hold board meetings, annual meetings and elect delegates as required.
The local board submits annual estimates to unit boards of estimated expenditures beyond that provided by the unit board not later than February 1. A delegate may be sent to any approved provincial convention of school trustees. The board retains rights formerly held concerning language and religious instruction.

## F. Teachers

Before the Second World War, classes for third class and second class teachers had been discontinued in the normal schools. At that time 7,000 of the 8,600 teachers in Saskatchewan schools held a first class certificate or better, and many of those with lower certificates were filling special positions or had been certificated many years previously. After 1941 a shortage of teachers developed and many student-teachers holding temporary certificates were employed. During the war years the normal school year was divided into quarters, three of which constituted the work of one year. and student-teachers were permitted to accept schools on a temporary basis after completing one or more quarters. Summer schools were provided to enable teachers to complete their normal school year, and to encourage teachers to extend their training. In the fall of 1963 all teacher training came within the orbit of the College of Education at the University of Saskatchewan.

Trainees attending the College of Education receive an interim standard " $A$ " certificate at the end of one year of training and a Bachelor of Education degree and professional certificate at the end of four years of training. Those who wish more advanced work in Education may take a Master of Education degree at the University. Considerable attention has been given to the selection of suitable candidates for teaching, providing new courses, and inaugurating a more extensive teacher-training program.

As a part of in-service training, superintendents and teachers meet in institutes and other local groups to discuss mutual problems and explore possibilities for professional growth and increasing competence.

Teachers associations may be formed by teachers to hold conventions and institutes for the discussion of educational matters.

Employed teachers automatically become members of the Teachers' Federation and come under the Superannuation Act.

Only teachers certificated by the Department, or whose qualifications are approved by the Department, may be engaged by school boards. An offer of employment and acceptance by the teacher within four days constitutes a contract. Acceptances after four days must be confirmed by the board. The contract remains in force from year to year unless terminated by one or other party. The form of contract, for temporary teachers, is prescribed and must be signed by the teacher and chairman, and duly witnessed. A teacher may not be engaged or dismissed except under a resolution of the board at a regular or special meeting. The teacher's salary is stated as an annual sum and the daily rate is $1 / 200$ of the annual salary. He is paid for the full year ( 200 days) unless engaged for a shorter period. He is allowed 20 days' sick leave for each 12 months' continuous engagement, and may accumulate leave from year to year at the discretion of the board.

When there is no salary schedule the board states the annual salary and pays each regular teacher one twelfth of his annual salary at the end of each month, unless by mutual agreement the salary is paid in 10 instalments. A substitute teacher is paid monthly or at shorter intervals. One month's salary may be withheld until the necessary departmental reports and retums are made. If a teacher serves every school day for an academic year he receives full salary; if he teaches more than 200 days he is paid for the extra days. For days short of the academic year $1 / 200$ per day is deducted. Days on which the school is closed by the board or medical health officer are teaching days, as are those proclaimed as holidays, but not Saturday, Sunday or statutory holidays. If a contract is terminated the teacher is paid for days taught.

A statutory minimum salary tor qualified teachers of $\$ 1,320$ per year is set, but the average salary in 1963-64 for all teachers was $\$ 4,846$.

A board may terminate its agreement with the teacher at the end of June by giving written notice on or before May 25. If the board teminates its agreement effective at any other time the teacher is given 30 days' notice with cause. The teacher may appeal to the Minister for an investigation within 15 days and deposit $\$ 15$, whereupon a board of reference is appointed consisting of a chairman selected by the attorney general, one member nominated by the teacher and the third by the board of trustees, none of whom may be trustees. The board gives its decision within 30 days, after hearing evidence from both parties concemed. The chairman may take evidence under oath, require witnesses to be present and documents to be produced. The board of reference may confirm the termination or order the reinstatement of the teacher. Its decision is final. Expenses for the appeal are fixed by the board of reference and may be charged to the teacher or board.

A teacher may terminate his agreement with the board:
(1) by giving notice in writing not later than May 31:
(2) by obtaining the written consent of the board;
(3) and at other times by giving 30 days' notice in writing whereupon the board may appeal within 30 days.
Duties of the Teacher. - All teachers are required:
(1) to teach all subjects required by the Department;
(2) to maintain proper order and discipline and conduct the school according to regulations:
(3) to display a time-table:
(4) to keep the school register after the prescribed form;
(5) to make such promotions as is deemed advisable;
(6) to report monthly to parents on pupils' attendance, conduct and progress;
(7) to encourage the observance of Arbour Day;
(8) to supervise and report on deficiences in cleanliness, tidiness, proper heating and ventilation and the condition of outhouses;
(9) to exercise diligence over all school property, reporting on repairs needed;
(10) to exclude pupils suspected of harbouring communicable disease germs and report the same:
(11) to attendall meetings called by the principal or superintendent;
(12) to assist the board in making all necessary reports and furnish all information required; and
(13) to admit teachers in training to observe and for practice teaching in the classroom.

Immunicy of Teacher from Liability. - A teacher is not liable for damage caused by pupils to property or for personal injury to pupils during school hours, or during school-sponsored activities outside of schoal hours.

Duties of the Principal. - The principal, with the concurrence of the board, prescribes the duties of his assistants and is responsible for the organization and discipline of the whole school.

The Teachers' Superannuation Act, Amended to 1965. - All Saskatchewan teachers, inclusive of those employed by the Teachers' Federation, those on sabbatical leave, ot others as specified, come under this Act. It is administered by The Teachers' Superannuation Commission comprised of 5 members, two of whom must be teachers. The LieutenantGovernor in Council appoints a chairman, fills vacancies, and fixes rate of remuneration. Three commissioners form a quorum.

Each teacher contributes 6 p.c. compulsory or a greater amount of his salary on a voluntary basis. School boards deduct this amount monthly before paying the teachers, and the Minister withholds a like amount from the school grant and pays it into the fund to the teachers' credit.

Pensionable service includes: teaching service in Saskatchewan; teaching service in British Commonwealth prior to 1930 provided that the teacher has 15 years' service in Saskatchewan; war service; illness-one year for each ten years of service; university service (maximum, one year). Under the terms of an agreement with the provinces of Ontario, Alberta, and British Columbia, a teacher (under certain conditions) may move between Saskatchewan and these provinces without loss of accrued pension benefits.

In order to qualify for a superannuation allowance. the applicant must have taught 8 years of the last 15 (immediately preceding date of application)
in Saskatchewan. Retirement allowance is paid at age 55 if the teacher has given 35 years of service; age 56 and 34 years; age 57 and 33 years; age 58 and 32 years; age 59 and 31 years; age 60 and 30 years; age 61 and 28 years; age 62 and 26 years; age 63 and 24 years; age 64 and 22 years; age 65 or over and 20 years.

Calculation of allowance is based upon: (a) 2 p.c. of the average salary of the teacher during the eight years of highest salary while teaching in Saskatchewan multiplied by the total years of service up to a maximum of 35 ; (b) actuarial reduction for retirement under 60 years of age (excluding disability); (c) the maximum allowance of $\$ 4,560$ p.a. as of April 1, 1963 increased by $\$ 30$ per month until the amount of $\$ 6,000$ is reached; and (d) service in excess of 35 years prior to age 65 may be used in the calculation of an allowance where a teacher has contributed to the fund for more than 35 years, provided that the allowance does not exceed the maximum. Voluntary contributions may be refunded together with interest or may be used to provide a monthly annuity for a guaranteed period from one to fifteen years.

Allowance plans include: (a) single life: (b) single life guaranteed for 10,15 , or 20 years; (c) joint life and last survivor; (d) any combination of $a, b$, and $c$; (e) any combination of $a, b$, and $c$ with adjustment to age 70 up to a maximum of $\$ 900$; (f) single life payable for the life of the superannuate with one half of the allowance payable to the wife or dependent husband in the event of death. A plan may be changed within 60 days after the allowance has been granted.

A disability allowance may be granted to one who has become totally incapacitated for teaching. The teacher must have laught 15 years in Saskatchewan including 3 years of the 5 immediately preceding the application for an allowance. The allowance is calculated in the same manner as a regular allowance except that no reduction is made for retirement before age 60. (Guaranteed plans and adjustment to age 70 are excluded.)

Dependants may receive an allowance if the teacher at time of death is eligible for an allowance on the grounds of age and service, or if he has to his credit 10 or more years service (which may include service outside Saskatchewan). The dependants' allowance is one half of the allowance calculated using the average salary and service of the teacher and 10 p.c. of the allowance payable to each child under the age of 18 years until that age.

Refunds may be made under the following conditions: (a) the person must have taught for at least 20 days; (b) no interest is payable under 5 years of service, 2 p.c. interest compounded annually for 5 to 10 years of service, 3 p.c. over 10 years, and 4 p.c. compounded semi-annually on voluntary contributions; (c) refund not paid until expiry of 4 months after withdrawal from teaching; and (d) interest paid for only one year after ceased teaching.

Sabbatical Leave. - Teachers may be given leave of absence for a period up to 14 consecutive months at any one time after being regularly employed by a board for at least seven consecutive years and receive at least half-pay during such
leave. During their leave, they may pursue a course of studies, undertake a travel tour approved by the board, undertake other education activity or, on the advice of a medical practitioner, temporarily discontinue teaching and rest.

## G. Conduct of Schools

School Year. - Every school is kept open throughout the year except on Saturdays, Sundays, Good Friday, Easter Monday, Victoria Day, Dominion Day, Labour Day. Thanksgiving Day, Remembrance Day, days proclaimed as holidays by the Govemor General, Lieutenant-Governor or civic head of a municipality, Christmas, Easter and summer vacations, or in special circumstances as determined by the Minister. Normally schools are kept open for 200 days, or such number as determined by the Minister, in all districts where there are 10 or more resident pupils unless provision has been approved by two-thirds of the parents to convey the pupils to another district.

The academic year is divided into two terms ending December 31 and June 30. The school day is between $9 \mathrm{a} . \mathrm{m}$. and 12 noon and $1.30 \mathrm{p} . \mathrm{m}$. and 4 p.m. Standard time, not including Saturdays, Sundays or holidays, although school boards may alter or shorten the hours with permission of the Minister. Moming and afternoon recesses of 15 minutes are mandatory.

Vacations are provided in all schools, the summer vacation lasting not less than six weeks from July 1 and the Christmas vacation coming between December 23rd or earlier and the 2nd of January or later as the board may decide. Easter week may be granted by the board.

School Age. - Saskatchewan education provides for eight elementary and four high school grades, each requiring one school year to complete. Everyone between ages 6 and 21 has the right to attend school. Pupils of five years of age may be admitted by permission of the board. Instruction in the elementary grades is free to resident ratepayers, but fees may be charged to non-resident ratepayers for the high school grades, except that fees may not be charged both to another board and to the pupils concerned.

School Grades and Divisions. - All schools are divided into eight elementary grades and four high school grades subject to the organization of a school into three sections: (1) the elementary, consisting of divisions I and II providing a six-year basic program; (2) the intermediate, being division III consisting of Grades VII, VIII, and $1 X$; and (3) the high school, consisting of Grades X, XI, and XII.

Kindergarten Classes. - Kindergarten classes for children between ages four and six may be established in towns. A fee not exceeding $\$ 1$ a month may be charged.

Night Classes. - Night classes may be maintained at the expense of the district and fees charged not to exceed $\$ 2$ a month, after a qualified teacher is engaged.

Language, - All instruction is in English although a board may set aside one hour daily for instruction in French for pupils who wish it.

Religious Instruction. - The board may direct that the school be opened by repeating the Lord's Prayer or reading a passage of scripture from the Bible or both. Religious instruction may be given during the last half hour of the day if desired, or permitted, by the board. Any child may leave, or remain in the classroom without taking part during that period.

No emblem of any religious faith, denomination, order, sect, society or association may be displayed in or on any public school premises during school hours nor may any person teach while wearing the garb of any religious faith, denomination, order, sect, society or association.

Compulsory Attendance, - Guardians of children aged 7 to 15 , inclusive, are expected to send them to school unless:
(1) the child is being efficiently instructed at home or elsewhere;
(2) the child is unable to attend school because of sickness:
(3) a magistrate of board of trustees deems it necessary for the child to maintain itself or others;
(4) there is no school within $21 / 2$ miles, and he is under 12 , or if older, there is no school within $3^{1 / 2}$ miles, and no conveyance provided;
(5) the school lacks sufficient accommodation; or
(6) the child has passed the Departmental Grade VIII examination or its equivalent.
Blind and deaf children who are able to benefit from attending special schools must attend such schools for suchtimes as determined by the Minister.

Employment during school hours of children under 16, who should be at school, is an offence liable to a fine not exceeding $\$ 50$ for each infringement.

Attendance Officers. - Every board employs one of its number or some other person to be local attendance officer; failing this, the chairman of the
board is deemed to be the local attendance officer. It is provided further that the Minister may appoint such officer as he sees fit, and see that he is reimbursed. Names of all attendance officers must be reported to the Department. The Public Service Commission may appoint a chief attendance officer and provincial attendance officers with jurisdiction throughout the province. In school units, the unit secretary is usually the local attendance officer for the whole unit.

The local attendance officer of every rural or village district reports to the board the name, age and sex of every child of school age residing in the district within 15 days of the opening of school. The teacher reports all absences of four days or over, habitual latenesses and irregular attendance and provides copies of this report for the Department, board and superintendent. The board reports all cases of suspension or expulsion of pupils.

School Site. - In rural areas the site must face on the road allowance at or near the centre of the district. If the site selected is not suitable the Minister must approve an alternate one after the ratepayers have been notified. Elsewhere the site must be approved by the Minister or the municipal council. A majority of the ratepayers may appeal against a site chosen and have it referred to a district court judge. The judge approves a site, and may order the board to acquire it.

Board members are liable to a fine for illegally acquiring a site for a school. Sites in a town are
selected near the centre, and must be approved as above. Additional sites must be approved by the Local Government Board.

Conveyance of School Children. - The board of any rural district may enter into agreement with any other board and make provision for transporting their pupils to and from school. A petition to this effect must be signed by two thirds of the parent (or guardian) ratepayers on a prescrihed form. In a district having an area of 36 square miles or more, the board must provide conveyance for all pupils residing more than $1 \frac{1}{2}$ miles from school. In school units, the boards may provide conveyance to any of the schonls.

Penalties. - Boards and board members are liable for wilfully neglecting their duties; contracting liabilities not provided for by the School Act; appropriating district moneys or using them for other purposes than directed. Poard memhers are guilty of an offence if they sign a false report knowingly, wrongfully retain any property, or neglect their duty.

Penalties are also provided for teachers, returning officers or others who make false returns; for an agent or salesman entering school premises without permission; for anyone disturbing a school meeting; for children carrying explosives and firearms to school; for failure to give notice of meeting: for use of unauthorized textbooks and any other act which circumvents or contravenes the School Act.

## H. School Finance

The publicly controlled schools are supported mainly from two sources: local taxes on property and grants from the province. In 1963-64 about 54 p.c. of current operating revenue came from local taxes, 45 p.c. from provincial grants, and less than 1 p.c. from fees. The grants in 1963-64 amounted to more than $\$ 37,600,000$ which is about 6 limes the amount from grants in 1949-50 and over 10 times the amount in 1944-45.

The total cost (grants and taxes) in 1963 was about $\$ 84,000,000$ to operate the schools of the Saskatchewan system (not including the support of the University, private schools, teachers colleges, technical institutes, and the operation of the Department of Education).

Current Operation and Capital Expenditure. - A local education authority, such as a school unit board, provides for current operation by drawing up an estimate of the funds which it will require for school purposes during the ensuing year. From the total the board subtracts the legislative grants expected. The remainder is raised by taxation within the area administered by the school board. The board does not itself levy and collect the taxes imposed. Unit and urban boards establish the rate to be levied, independent rural districts requisition
from the municipal councils the amount required, and the municipal councils act as taxing and collecting agencies for the school boards.

For capital expenditure (such as that for a building or extension) the board may borrow money on the security of the district, subject to the approval of the Local Government Board, School unit boards are not required to refer the matter of an approved debenture loan to the ratepayers, but all other school district boards must pass a bylaw on the terms prescribed by the Local Government Board, and the matter is then submitted to a poll of the ratepayers.

Provincial Government Assistance to Education. - For most schools of the province, grants paid come under these classifications:
(1) General Formula Grant. - This is a basic grant, applicable to all administrative areas in which 15 or more classrooms are operated, and combining former grants: per diem, average daily attendance, equalization, and conveyance. It is an operational grant; capital grants are administered apart from the general formula. In the calculation of the grant, a cost of operation is determined for each administrative board by the application of a standard
cost for each teacher employed, more for high school than for elementary teachers. To this is added the cost of transportation of pupils, in effect by converting transportation costs to rural teachers who would have been employed if buses were not used. The grant is a percentage of assigned costs, determined from the "assessment per leacher" for the area. The percentage applicable to the assigned costs may vary from 35 p.c. to 82 p.c., depending on the assessment per teacher. The calculation of the assessment includes weighting the urban assessment by 25 p.c. and adding to the total assessment of the area a "derived assessment." This is an amount which, when multiplied by the uniform mill rate of the area, would produce a sum equal to the non-resident fee revenue received by the school authority during the previous year's operation.
(2) Capital Building and Repair Grant. - The formula is:

$$
\frac{a-b}{c} \times \$ 40,000
$$

where a is approved expenditure, capital and repair, b is sum produced by levy of one mill on total taxable assessment, and $c$ is assessment per classroom. There are limitations of approved expenditure. The maximum approved program in any one year is $\$ 150,000$ unless the program is in excess of $\$ 300,000$.
(3) Transportation Equipment Grant. - This grant is 25 p.c. of the cost of the equipment (after trade-in or sale price of used vehicles has been deducted).
(4) Vocational Area Grant. - Grants for shop and home economics areas apply to the first composite school built by a board and are determined on the basis of floor area of the vocational facilities multiplied by $80 \mathrm{p.c}$. of an assigned cost of $\$ 11$ per square foot.
(5) Grades XI and XII Non-resident Grant. - The grant is $\$ 30$ per school year for each non-resident pupil in XI or XII.
(6) Adult Fducation Grant. - For each approved adult education class the grant is $\$ 5$ per evening session of two hours or half the instructor's salary, whichever is the lesser amount.
(7) Vocational Equipment Grant. - The grant for vocational equipment for the first composite school erected is at the rate of $80 \mathrm{p.c}$. of actual cost, with a limit of $\$ 15,000$.
(8) Textbook Rentals. - The grant is $\$ 4$ per year for each high school pupil enrolled in the plan.
(9) Science Equipment Grant. - Special equipment required for new courses of instruction in physics, chemistry, and biology qualify for grant assistance at $75 \mathrm{p} . \mathrm{c}$. of the cost.
(10) Library Accession Granl-Expenditures in excess of $\$ 3$ per pupil for approved library purchases qualify for grant assistance at a rate determined by the assessment per teacher of the unit or district.

Sinking Fund, - If a city decides to repay the principal after so many years, with regular interest payments, it must raise sufficient money annually through taxes to retire the debt and deposit this as a sinking fund which cannot be used for other purposes. The sinking fund is to be invested in approved debentures or securities.

Fees. - Boards of school districts or units may not charge fees for children whose parents or guardians are residents, other than lodger or boarder, of a district. Children in foster homes are residents. Fees for non-residents are determined by taking the cost of operating a school for the previous year, subtracting grantreceipts and dividing the remainder by the enrolment as of December 31. If both elementary and secondary pupils are enrolled, the fee for elementary pupils is four-fifths of that amount and for secondary pupils six-fifths of that amount.

A board may pay fees for its pupils attending a school in another district if: pupils from a oneteacher school enroll in high school grades in another district, except for Grades IX and X if the board has offered to teach the work of these grades; pupils enroll in a high school grade not offered in their home school which is staffed by two or more teachers; the school is closed and arrangements have been made for the pupils to attend another school (arrangements involving greater payments other than those outlined above may be entered by the boards concerned if approved by the Minister); and arrangements may be made for the payment of fees for any pupil who may reside nearer to another school of for other reasons acceptable to the board.

Fees are to be paid before September 1 or as mutually agreed.

## 1. Technical and Vocational Education

Vocational education in Saskatchewan operates under the jurisdiction of the Technical and Vocational Education Branch of the Department of Education, with considerable financial assistance from the Federal Government in accordance with the terms of the Technical and Vocational Training Assistance Act (S.C. 1960-61, c.6). Federal-Provincial Agreements have been signed and ten different training programs have been established with the common objective of training the country's labour force at all levels, other than university.

Vocational high school courses are offered in about 100 schools throughout Saskatchewan, with itinerant programs in shopwork, home economics and vocational agriculture operating in 12 school units. Most of these schools offer only commercial courses or general vocational courses along with academic subjects, but a few offer a fairly wide range of courses. These schools are operated by municipal school boards with the advice of vocational education committees. The curriculum is supervised by the Department. Teachers must have
journeyman qualifications or the equivalent and at least two summer sessions of teacher training.

Most of the training offered to persons who have left the high school system but who wish to enroll in courses for technicians or tradesmen is provided in the two Saskatchewan Technical Institutes located at Moose Jaw and Saskatoon. These institutes offer for high school graduates two-year full-time programs in business fields such as accountancy, business administration, merchandising and secretarial science, and technologies such as civil engineering, electronics, industrial draughting, food management and resources management. Trades training is provided in these institutes by means of full-time courses of six to nine months duration in such fields as automobile repair, building construction, food service, machine shop practice, radio and TV servicing, welding. These courses in general require Grade X standing for admission and the
student must be at least 17 years of age. Registered apprentices and unemployed workers are eligible for these courses provided they meet the other requirements. For unemployed workers whose general education falls slightly short of the Grade X level, upgrading courses are provided to enable them to reach the standard required for enrolment in a trade course. These upgrading courses are conducted in a number of centres as well as in the two technical institutes.

Special mechanical courses for farmers are provided with the co-operation of the Department of Agriculture. Itinerant teachers conduct courses throughout the province in carpentry, plumbing and welding. Short courses in home-making for rural women are offered in a number of centres. These include courses in foods, sewing, home management, home furnishing and crafts; they are provided through the Women's Service Extension Department of the University of Saskatchewan.

## CHAPTER V

## EDUCATION IN MANITOBĀ

## A. Some Education Highlights in Manitoba's History

The first schools in Manitoba appeared along the Red River near its junction with the Assiniboine, about half a century before Manitoba joined the original four eastern provinces in Confederation. Two separate and distinct efforts, both of them parish systems, served two groups, French-speaking Catholic and English-speaking Protestant, distinct not only in religion and language but also in cultural background, moral code, and community customs.

The first school in Manitoba was French Catholic. Bishop Plessis of Quebec had sent Rev. Joseph Provencher to establish a mission at Red River. Father Provencher along with Father Dumoulin and a student, Guillaume Etienne Edge, arrived at the colony in July of 1818. By autumn they had erected a log building to serve as house, chapel, and school; and this formed the nucleus out of which developed Salnt Boniface College.

The first English Protestant school was opened in 1820 (or 1822) in what is now North Winnipeg. near the west bank of the Red River. Rev. John West, first Anglican minister to the Selkirk Settlers, directed the opening of this log residence and school and placed a schoolmaster named Harbridge in charge. As parishes were organized northward, education expanded, too, for there was a primary school wherever there was a clergyman from the earliest times up to Manitoba's transfer to the Dominton of Canada. John West's school became the Red River Academy when it took on secondary school functions, and in 1849 the name was changed to Saint John's College as the scope was extended to the training of men for the ministry.

For fifty years educational organization followed the same pattern. New schools were opened on the initiative of the Roman Catholic or Protestant clergy as settlements of whites and Métis appeared. The flrst Protestant girls' school was opened in 1828; the first school for Catholic girls began in 1829 under the direction of Angellque Nolin, a young half-breed girl. In 1849, the clergy of each of these denominations controlled six schools in a district of 5.391 inhabitants. All of them were supported entirely by private subscription, of missionary grants from England or Eastern Canada. By 1870, when Manitoba was formed as a province,
there were 17 Catholic, 14 Church of England and 2 Presbyterian schools with a total enrolment of 817 children.

When the question of administration of schools was raised in connection with the entry of Manitoba into Confederation, it was inevitable that the two groups that had supported their schools separately should wish to continue to keep their cultures separate. At the first session of the First Parliament of Manitoba, consent was given May 3, 1871, to a bill that respected these sentiments.

The British North America Act and Manitoba Education. - When Manitoba was admitted to the union, Section 93 of the B.N.A. Act of 1867 was altered by Section 22 of The Manitoba Act to suit Manitoba, and the revision was confirmed by the B.N.A. Act, 1871. This fundamental legislation read as follows:
22. In and for the Province, the said Legislature may exclusively make Laws in relation to Education, subject and according to the following provisions:
(1) Nothing in any such Law shall prejudicially affect any right or privilege with respect to Denominational Schools which any class of persons have by Law or practice in the Province at the Union:
(2) An appeal shall lie to the GovernorGeneral in Council from any Act or decision of the Legislature of the Province, or of any Provincial Authority, affecting any right or privilege of the Protestant of Roman Catholic minority of the Queen's subjects in relation to Education:
(3) In case any such Provinclal Law, as from time to time seems to the Governor-General in Council requisite for the due execution of the provisions of this section, is not made, or in case any decision of the Governor-General in Council on any appeal under this section is not duly executed by the proper Provincial Authority in that behalf, then, and in every such case, and as far only as the circumstances of each case require, the Parliament of Canada may make remedial Laws for the due execution of the provisions of this section, and of any decision of the Governor-General in Council under this section.

## GOVERNMENT OF MANITOBA DEPARTMENT OF EDUCATION



INSTITUTIONS OF PUBLIC EDUCATION IN MANITOBA 1965


Thus, Clause 22 of The Manitoba Act of 1870 fuaranteed minority rights, provided for appeal to The Governor-General in Council, and enabled the Parliament of Canada to pass remedial legislation. Proceeding on this base, the first legislature of Manitoba at its first session in 1871 passed The Hunitoba School Act providing for the formation of a Board of Education consisting of two sections, Protestant and Catholic equally represented, with a total of eight clergymen and four laymen. The period of unaided church-school education gave way to this provincial system, under which school districts were formed, local trustee boards were elected, legislative grants from the Board of Education were set aside for the schools, and local taxation for the support of schools became compalsory a few years later.

Abolition of the Separate School System. Unequal growth in favor of the Protestant schools put the arrangements under The Manitnba School Act in dispute. By 1890 the number of Roman Catholic schools reached 91, the number of Protestant schools 628, and the total enrolment 23,000 . Three years earlier, the school trustees of Winnipeg. sensitive to the growing Protestant majority, unanimously concurred in a resolution favoring a single system of state schools. In 1890, the provincial legislature passed an Act doing away with separate schools and instituting a single system. On the first of May the schools which had up to that date been in operation under The Manitoba School Act came quietly under the provisions of The Public Schools Act. Outside the province the transition was not so quiet. After the Catholics registered their protests, and their appeal to the Privy Council lost, "The Manitoba School Question" brought national repercussions.

The new Act provided for an Administrative hody. consisting of the five provincial cabinet ininisters, to deal with education affairs. There was also to be an advisory board of seven or nine educationists, of whom the majority would be appointed by the government, two by the teachers of the province, and one by the university. The advisory board was to trame regulations concerning school premises, textbooks, teachers' qualifications, examinations, and roligious exercises within the limitations imposed by the Act. The introduction of religions exercises was made optional tor local bords of school trusieas.

In 1908 a suparate portfolion of education whes Geated, and a Minister of Education was appointed to supersede the cabinet as a whole in dealing with education matters.

The Changing Emphasis in the Schools. - The ear! wioneer situation, the dual school system and its dbolition, the great immigrations of non Englishspeaking peoples, advances in educational theory and practice, war, depression, and war again-each played a part in influencing school policy. The schools were affected in the matters of curriculum and auxiliary services as the system expanded in size and purpose.

The changing needs of the community more than anything else determined changes in curriculum. At first the basic skills were for a boy who would leave school after the 4 th grade to go to work. The growth of the community soon brought out a need for enrichment in the form of new subject matter. The arrival of European immigrants demanded not only curricular changes, but changes in teaching methods as well. Advances in educational theory and practice throughout the continent brought into the school system new auxiliary services and a changed attitude towards the child in school. Formal inculcation of subject matter gave way to a new emphasis directed towards the social adjustment of the child.

Four Periods of Development. - The period from 1871 to 1890 extends from the establishment of the district to the abolition of the separate school system. From 1890 to 1910 was a period of consolidation and conservatism, with the tranquility finally upset by the arrival of non English-speaking pupils. The system changed in size and purpose from 1910 to 1936 in the absorption of the immigrants and under the effects of war and economic depressions. From 1936 to the present may be termed the "scientific" development period, during which progress was made in the application of modern educational psychology in the schools.

Events in the Past Quarter Century. - The teacher shortage became acute soon after World War II started. By 1943 more than 40 p.c. of one-room rural schools were staffed by student teachers. By 1947 many teachers returned from war work, but a shortage remained. In 1950, the shortage was mainly in elementary grades.

In 1946 a reorganization of the Department of Education instituted the posts of Deputy Minister, Chief Inspector, and Administrative Officer. The next major reorganization occurred in 1960 when six directorships were set up: administration, instruction, curriculum, special services, teacher training, and vocational education.

The move towards larger units of administration began in 1947 when the first school area in Manitoba was established at Dauphin-Ochre River. Eleven vears later no new areas had been formed, and another type of larger unit was considered in an Act establishing a School Divisions Boundary Commission. The school division arrangement placed secondary education under divisional boards but left elementary education under local boards.

Teacher training in 1944 required only English as a prerequisite in the Grade XII normal school entrance. The first residential teacher training school for elementary teachers (a one-year course) was started in 1946 at Tuxedo, a suburb of Winnipeg. Secondary teachers were trained at the university faculty of education. In 1955 an arrangement was made with Brandon College for the operation of a subsidized teacher training course at the normal school level. Brandon college had already been
giving a faculty course parallel to that given at the University of Manitoba. The Tuxedo normal school changed to Manitoba Teachers' College with the start of the 1957-58 school term. In 1964 its function was taken over by the University of Manitoba.

Special teacher training courses started in May, 1957 at the University of Manitoba. The course consisted of three sessions, first twelve weeks, second six weeks during July - August of the following year, and a final six weeks after another year. This course, spread over three years had the same standing as the regular diploma year. A new group was started every May since 1957.

The Collective Agreement Board created by legislation in 1956 provided procedures under which
teachers and school boards could conduct collective bargaining under The Public Schools Act.

The Manitoba Royal Commissior on Education began work in 1957 and submitted its final report in 1959 with 450 recommendations. Its main accomplishment was the organization of school divisions for secondary schooling in Manitoba.

The new Federal-Provincial Vocational Training and Assistance Act came into effect in 1961. In November of that year the sod was turned for the construction of the Manitoba Institute of Technology. The building was completed in 1963 and plans were laid for vocational centres at Brandon and The Pas. Both of these institutions were to be in full operation in the fall term, 1966. The institute at The Pas is a residential school.

## B. Higher Education

Post high schooi academic instruction in Manitoba is given by the University of Manitoba and its affiliated colleges, three of which, St. Paul's, St. John's, and St. Andrew's, are situated on the same site as the University. United College is in downtown Winnipeg; St. Boniface College is in the adjolning city of St. Bontface; and Brandon College is about 135 miles to the west of Winnipeg.

The University of Manitoba was established in 1877, conceived on the model of the University of London as an examining and degree-conferring body only, the instruction being offered in affiliated colleges which were previously without the power to confer degrees. In 1889 the University was premitted to teach selected subjects, and in 1892 it was allowed to teach any subjects approved by its Council composed of representatives from the affiliated colleges, the provincial Board of Education, and graduates living in Manitoba. In 1900 an amendment to the University Act gave official assent to the giving of instruction.

Until 1964 minimum entrance was junior matriculation, Manitoba Grade XI or Lt s equivalent. First degrees were obtainable after four years of successful study. In 1964 "first" year was discontinued, and Grade XII standing became minimum entrance.

As of September, 1964, first degrees obtainable three years from senior matriculation (Grade XII) were B.A., B.SC., B. Commerce, and B.F.A. (Fine Arts); degrees earned four years from senior matriculation include B. Comm. (Honours), B.Sc. (Engineering), B.H.E.C. (Honours), B.Sc. (Honours), B.Paed., B.S.A., B.Sc. (Pharmacy), B.M., B.Mus.; degrees earned five years from senior matriculation include B.Arch., LL.B. (1 year in Arts and Science plus 4 years in Law), D.M.D. (1 year in Arts and Science, 4 years in Dentistry); and the M.D. may be earned six years after senior matriculation (2 years in Arts and Science, 4 years in Medicine). Ph.D. programs are offered in various fields.

In 1964-65 full-time enroiment was 6,000 and part-time was 1.185.

St. Boniface College was founded in 1818 , started in 1823, and four years later admitted students to residence. In 1851 it was housed in a new building and enrolled 50 students, the junior classes under the Christian Brothers, and the seniors under the Oblate Fathers. By 1877 when it was affiliated with the new University of Manitoba, 150 students were enrolled and nine professors employed. In 1885 it was taken over by the Jesults. Today it provides a full 4 -year course leading to the degree of B.A. in Latin Philosophy and continues to give its instruction in French.

St. John's College was an outgrowth of John West's log schoolhouse of the Red River Settlement, then the Academy, and in 1849 a College and Collegiate School. Officially founded in 1866, St. John's was one of the three original affiliating colleges of the new University of Manitoba in 1877. Today it offers a Licentiate and a Bachelor's degree in Theology, the full B.A. degree, and the first two years of the science course. It is developing an extensive program in honours and graduate studies.

United College is the descendant of two earlier institutions, Manitoba College, established by the Presbyterian Church in 1871, and Wesley College, established by the Methodist Church in 1877. In 1931 Manitoba College sold its property to St. Paul's and moved in with Wesley to function jointly with it as "The United Colleges." In 1938 they were officially joined in the founding of United College. The new college continued the affiliation with the University of Manitoba.

Brandon College, now non-denominational, was established in 1899 by the Baptist Convention of Manitoba and the Northwest Territories. It started as a liberal arts college offering some work in theology and including high school and commercial
iopartments. From 1900 to 1911 Brandon College wis affiliated with the University of Manitoba and after 1911 for 27 years with McMaster. In 1938 it became non-denominational and returned to Manitoba. Brandon College offers course work leading to the B.A. and B.Sc. degrees. It has a school of music and a faculty of education.

St. Paul's College was founded in 1926 and beame affiliated with the University of Manitoba in 1931. The principles of education guiding its instructors are those of the Ratio Studiorum, a compendium of recorded experience of the most prominent Issuit educators of the past 400 vears; combined
with these is the added training of its instructors in state universities in North America and abroad. It offers work towards the B.A., M.A., and B.Sc. degrees. Courses are also offered for students preparing for various professional careers.

St. Andrew's College, at the University of Manitoba site, was officially opened in July, 1964, and is a Ukrainian-Orthodox college. At present the college has the power to grant degrees in theology and divinity and plans call for it to become fully affiliated with the University of Manitoba and to offer a degree course in Arts. The college consists of a residence, dining facilities and an officeclassroom building.

## C. The Department of Education

The Department of Elucation is one of several deparments of the Government of Manitoba. The Minister, a member of the provincial Cabinet, presides over and has direction of the Department and a: all public education in the province. He has the alssistance of an advisory board, and he has adminisTrative and professional assistance of the Department bersonnel.

Advisory Board. - On May 1, 1962, The Education Department Act was amended to reconstitute the druisory Board as follows:

## (a) the Deputy Minister of Education;

(i) the President of the University of Manitoba;
( (a) the Director of Curricula of the Department:
(1) the Director of Instruction of the Department;
(e) the Chairman of the Curriculum Committee of The Manitoba Teachers' Society;
(f) from 21 to 26 persons appointed by the Lieutenant-Governor in Council. (These include: one inspector, one superintendent, Hree members of the Teachers' Society, two nembers of the Manitoba Trustees' Association, two members of the Urban Trustees' Association, two members of the university Senate, and the rest are persons not in the foregoing categories.)

The Advisory Board considers and gives advice on such matters as teacher training, religious and patriotic exercises, and curricula and text books.

Senior Personnel of the Department. - In 1966, chief officers under the Minister included: a deputy minister and his special assistant, three assistant deputies, and six directors.

The Deputy Minister who is the top-ranking civil servant in the Department, carries out the Entreral education policy according to The Public Schools Act. He advises the Minister and supervises and directs all Department officials, school inspectors, and all persons involved in the administration of all provincial and municipal public schools in Manitoha.

The three Assistant Deputy Ministers divide the Department divisions among themselves. One superintends administration and vocational education, another instruction and teacher training. and the third curricula and special services.

The Director of Administration deals with: general school administration and finance, and school grants; changes in personnel having directly to do with the Department; changes in legislation and in regulations; building projects; direct boundary changes; attendance; census statistics; and student loans. He has on his staff; an assistant director, the provincial official trustee, a supervisor of transportation, the Department accountant, a students loans officer, and a supervisor of buildings.

The Director of Instruction deals with: inspection, correspondence, school broadcasts, and visual education. He has on his staff: an assistant director, all the inspectors, the principal of the correspondence branch, a supervisor of radio education, a supervisor of guidance, and the official trustee of the Frontier School Division.

The Director of Curricula deals with: curriculum development, research, text and library books. He maintains liaison with the other western provinces in the matter of curriculum development. He has on his staff: an assistant director, a supervisor of research, the registrar, the manager of the text book bureau, and the librarian.

The Director of Special Services deals with: special schools, special classes, alcohol education, home economics, and physical education. He also superintends the Manitoba School for the Deaf and and the Manitoba Home for Boys.

The Director of Teacher Training deals with: teacher training and certification, teachers' summer schools, teacher placement, and all other matters concerning teacher training, qualifications, and supply.

The director's work is carried on with the cooperation of deans of education at the University of Manitoba and at Brandon, since all teacher traiming moved to those centres in 1965.

The Director of Vocational Educution deals with the programs arising from the Federal-Provincial Technical and Vocational Training Agreements, enrolment in evening classes, apprenticeship training, registered trade schools, external aid, the vocational training centres at Brandon and The Pas, the Manitoba Institute of Technology, some training of handicapped children, and various other activities connected with vocational education. There is an assistant director, and the staff includes: supervisors of shop courses, commercial, special programs, vocational teacher training; the superintendent of the vocational schools and centres.

All these senior officers assist the Minister of Education in exercising his powers and performing. his duties. One of these is the preparation of the Annual Report which must be laid before the legislature not later than 15 days after it is in session. The Minister is responsible for regulations which:
(1) describe qualifications and duties for the chief inspector and other inspectors of elementary and secondary schools:
(2) establish schools and set standards for entrance and graduation from these;
(3) appoint examiners and prescribe their duties in connection with the high school examination papers;
(4) govern qualifications required of teachers for elementary, secondary and other public schools.
(5) authorize or provide for the estahlishment and operation of technical, agricultural, summer, and residential schools, prescribing the groups, kinds, classes or types of persons to be admitted as pupils, and fees and charges, if any;
(6) govern correspondence courses including conditions of admission, forms of application, registration and report, transfer of correspondence pupils to regular courses, correspondence courses for adults, fees and scholarships:
(7) prescribe the form of school registers and department reports;
(8) prescribe the length of vacation and the number of teaching days per year;
(9) prescribe dimensions, equipment, style, plan furnishing, decorating, heating and ventilation of school houses and premises;
(10) prescribe textbooks, films, radio programs, courses of study;
(11) provide scholarships from the Consolidated Fund;
(12) set fees for instruction and examinations for certificates, diplomas, transcript of marks;
(13) permit a superintendent, principal or head teacher to suspend any pupil for conduct injurious to the welfare of the school;
(14) review all cases wherein a teacher's certificate has been suspended for any cause other than incompetence;
(15) issue teacher certificates with grades and classes as prescribed, or limited certificates valid for specified times in specified schools;
(16) arrange for and regulate medical and dental inspection in schools;
(17) arrange for the printing and publication of textbooks and for the free distribution of any of these;
(18) purchase books for library purposes, school supplies, furniture and equipment and sell these to school boards, teachers or pupils;
(19) generally govern entrance into any agreement concerning education.

Inspectors. - in 1966 there were six inspectors doing service in the City of Winnipeg and 47 Inspectors covering the rest of the province. All are members of the Department staff, under the director of instruction.

The inspectors act as liaison officers between the Department and the school districts. Each inspector usually resides in his inspectorate. It is his duty to see that schools are managed according to The Public Schools Act, and he may take over management if they are not so managed. The inspector is called in when arbitration is necessary, and he may be appointed as official trustee.

In 1965-66 an innovation was introduced when four or five inspectors went as a group to one high school in a "team inspection" effort.

Special Department Activities.-A Text Book $B$ ureau is operated by the Department for the purpose of providing library and reference books to teachers and pupils at the most advantageous cost. Since 1959 it has provided all authorized textbooks free of charge to all pupils. The financial operation of the Bureau is audited by the Comptroller-General of the province each year, and a financial report is included in the annual public accounts of the province.

Loans for students attending the University of Manitoba and its affiliated colleges, the Manitoba Institute of Technology, Schools of Nursing, and universities and other institutions outside Manitoba were processed under the Canada Student Loans Plan. The Department has a special loans officer to administer the work. During the loan year. July 1 , 1964 to June $30,1965,2,270$ students received certificates of eligibility having a total value of \$1,383,495.

Instruction by correspondence is available on application and without fees to all residents of Manitoba: who are pupils of Grades I to IX and
reside at least 3.5 miles from their nearest school where no transportation is provided; who present medical certificates indicating inability to attend school; who have been recommended by the Supervisor of School Attendance; or who are wards of the Director of Public Welfare, a Children's Aid Society or Child Welfare Organization. Others may enroll through paying prescribed fees which are somewhat higher for non-resident than resident students. Fees for resident students enrolling for Grade IX correspondence courses are payable by local school boards.

Instruction by correspondence for Grades X to XII is available, on payment of the prescribed fees, to pupils from districts where the work is not offered, students physically unable to attend school, and to adults.

The Sehool Broadcasts Branch offers a wide range of television and radio broadcasts that complement each other. In 1965 broadcasts that would assist in-service training of teachers were prepared. Fields concerned were mainly mathematics, English. and languages.

The Frontier School Division No. 48 is administered by the Department of Education through an official trustee. This provides education services in the northern part of the province for 16 school districts and lands included in 27 communities, most of which previously had "special" schools. The official trustee is responsible for all education in these communities. A residential high school has been established at Cranberry Portage near Flin Flon, and all high school students are brought there from areas for which the official trustee is responsible.

## D. Local Govemment and School Organization

The 1961 Census reported the population of Manitoba to be 921,686 of whom 332,879 were classed as rural and, of these, 171,472 lived on farms.

In 1966 there were 9 cities, 7 of which were under 30,000 population. Metropolitan Winnipeg had over 500,000 people. There were 36 towns and 41 villages. There were 110 rural municipalities with areas varying from 4 to 21 townships of 36 square miles each.

Unincorporated village districts containing at least 150 residents may be set up within a municipality and given certain rights and privileges. Certain specified localities which may not qualify as rural municipalities may be incorporated as municipal districts upon request of at least half of the inhabitants.

School Districts. - The basic unit of school administration is a district for public school purposes set up by a corporation of trustees and given a name and number by the Minister of Education. The simplest type of school district is that formed by the council of a rural municipality either on its own initiative or on the petition of a board of trustees.

The small school district is almost a thing of the past. The trend toward consolidation and dissolution has been going on steadily since World War II and continued at an increased tempo in the mid-1960's. In 1964-65, for example, 65 districts were dissolved.

When adjacent school districts unite for public school purposes, the resulting entity is a "consolidated" school district.

When a school district has boundaries that coincide with that of a rural municipality and local government authority, it is a "municipal" school district.

Only the elementary level of education is offered in any of the three types of school district.

School Divisions. - For purposes of secondary schooling, larger units of administration have been formed since 1958. In 37 of these "divisions" secondary is the only level under the jurisdiction of the trustees, and in 10 divisions both secondary and elementary schooling is administered by the same board. The Frontier School Division is administered by an official trustee who is a civil servant. This division takes in most of the communities north of Township 22 which do not lie within the boundaries of any incorporated school division. Elementary and secondary are offered, with secondary now only at Cranberry Portage.

Boundaries of divisions were recommended by the School Divisions Boundaries Commission, and the divisions were formed following the approval of the resident electors within the boundaries of the proposed divisions.

School Area. - A larger unit of administration that pre-dated the divisions is the school area. This might include all or part of one of more municipalities, and the board in charge would have comprehensive powers of school administration. In 1947 the first and only such area, the Dauphin-Ochre School Area, was formed.

Board of Reference. - Small districts may be transferred from one division to another, ward boundaries may be changed, the number of board members may be increased or decreased, assets and liabilities of districts and divisions may be adjusted and transferred, and various other such matters may be resolved through the agency of a Board of Reference. The Lieutenant-Governor in Council may establish one or more such boards with jurisdiction over part or all of the province, fixing the number of members, length of term of office, and remuneration, if any.

School Boards. - Each rural school district elects three trustees, with provision for increasing the number to seven. Rural consolidated districts elect five school trustees. Towns or cities divided into wards elect two trustees in each ward. Villages and towns not divided into wards elect from three to seven trustees. The city of Brandon has 10 trustees elected at large for 5 -year terms.

In divisions, trustees are elected as for cities, towns, and villages. They remain in office for two years from January 1 after their election. At the first meeting, the trustees elect a chairman and vice-chairman from among themselves. A trustee may not serve as chairman for more than four successive years.

To be elected as a school trustee an individual must be a resident elector, a British subject, 21 years of age, able to read and write English and to understand The Public Schools Act.

A trustee takes office after being elected and taking the oath of office. He remains in office until his successor is ready to take over. Trustees elected to fill vacancies hold office for the unexpired time.

Indemnities of Trustees. - The board of a school division, school district, or school area may, by bylaw, provide for each trustee, vice-chairman, and chairman an annual indemnity not exceeding the amounts in the following schedule:


Official Trustees. - Official trustees are appointed when affairs of the district have been mismanaged or neglected, or when enough local citizens do not make themselves available as hoard members. The official trustee replaces the school board. He may select or change a school site, appoint a secretary, and, in effect, do all the things which would normally be done by a school board. A board may be restored by the government or on the petition of more than half of the ratepayers.

Bonding and Duties of Secretary-Treasurers. All secretary-treasurers and employees of public schools are bonded by a blanket arrangement, paid for by the province. Rural and village school districts are covered at $\$ 5,000$ basic and $\$ 50,000$ blanket excess. All other districts are at $\$ 10,000$ basic and $\$ 100,000$ blanket excess.

Secretary-treasurers keep minutes of meetings, conduct correspondence, take custody of documents, provide the Minister with reports and statements, call meetings, produce records and minutes when required to do so by a competent authority, execute lawful orders from the board, take school census, receive and disburse money, and attend to all necessary financial matters.

Auditors. - All financial records of public school boards must be audited by independent auditors. In case of city, town, and village districts or divisions, the auditor must be a chartered accountant. For rural districts, the auditor may be a chartered accountant, certified public accountant, municipal secretary-ireasurer, school division secretarytreasurer, or auditor appointed by the comptrollergeneral of the province.

Annual Meeting of Ratepayers. - The school fiscal year ends on December 31. The secretary must produce all books and vouchers for the auditors by January 10. Notice of the annual meeting is posted seven or more days previous to a date which is between the 3 rd and 21 st of January as decided by the trustee board. Five electors constitute a quorum; otherwise the meeting is postponed for one week. Neither a member of the board nor the secretary can act as chairman. Motions may be decided by a show of hands or by ballot. However, a ballot is required for the election of a trustee. Nominations for trustees must remain open for one hour. One fifth or more of the electors may demand a poll to settle any issue. Provision is made covering procedure for holding such a poll. The chairman votes only in case of a tie. The secretary forwards one copy of the report of the meeting to the inspector and places another in the minute book.

Special meetings dealing with specified topics may be called by giving due notice.

Rural school districts in a suburban area may by resolution decide to hold the election of trustees at the same time as municipal officers are elected. Appointment of auditors, auditing of books and accounts of the secretary-treasurer, the annual report of the trustees, and returns to the Department, follow provisions of the Act covering lown schools. Where an official trustee is in charge he calls the annual meeting of electors. Inspectors or any two electors may call such meeting should the trustees neglect to do so.

Powers and Duties of School Boards. - Boards are empowered:
(1) to provide kindergarten and nursery schools for children aged 4 and 5:
(2) to establish night schools for pupils age 15 and over:
(3) with permission, to appoint a superintendent and necessary assistants:
(4) to administer a system of medical inspection covering the health, cleanliness and physical condition of the pupils and school;
(5) to establish and provide for any course of study approved by the Minister;
(6) to provide necessary apparatus and equipment including lunch rooms, sports, and textbooks for the pupils;
(7) to provide for a school outside the limits of the school district, subject to the Minister's approval;
(8) to collect fees from non-resident pupils of not more than $\$ 6.50$ a month for Grades I to VIII, $\$ 12.50$ for Grades IX to XII, and $\$ 12$ a month for any pupil residing on federal land; or to pay fees for pupils attending another school district;
(9) to assist in providing insurance for teachers and other employees, and to provide pension for employees after 20 years;
(10) to provide complimentary banquets to prominent educationists;
(11) to provide scholarships for deserving secondary pupils;
(12) to operate pupil traffic patrols and cadet corps:
(13) to discipline pupils who carry firearms and to expel or suspend pupils for conduct injurious to the welfare of the school;
(14) to appoint delegates to school trustee conventions, paying necessary registration fees and travelling expenses.

Powers of a division board are similar to those of a city or town. It is responsible for the secondary grades and the management and operation of all buildings previously used exclusively as such. It may employ a superintendent if it employs 50 or more teachers. It may provide transportation for pupils.

The local boards in a division are responsible for elementary (Grades I to VII) education only. Each local board furnishes the division board with: an audited statement; an estimate of approved expenses each year; the semi-annual and census returns; and such transportation accounts as prescribed by the Minister.

An area board enjoys all the powers conferred upon the board of a city, town, or village and is empowered to administer and manage the affairs of each school district in the area. Component district boards retain custody and management of all school property (movable and fixed) and may effect emergency repairs at the expense of the area. They hold board meetings to consider education matters, and call annual or other meetings as required by law. They nominate a qualified available person as teacher, suggest several possible teachers, of re~ commend the dismissal or transfer of any teacher on specific grounds in writing. The board of the area may give consideration to the recommendations and the district board may appeal in writing against their decision to the Minister, who may then appoint an appeal board to settle the matter.

## E. Teachers

In Manitoba "teacher" means a person who holds a valid and subsisting teacher's certificate or a limited teaching permit issued under the Education Department Act, or who is authorized by the Minister to teach in a school. Certificates are issued by the Department of Education to candidates who have successfully completed a course of teacher
training at the faculty of education of either the University of Manitoba or of Brandon College.

Classification of Certificates. - In 1960 a salary code was adopted as a basis for provincial grants to schools. Each certificate was designated in terms of academic (A) and professional (P) training, according to the following table.

## Table of Professional and Academic Qualification

$P_{1}$ - one completed year of professional training, or the equivalent, acceptable to an offical designated by the Minister
$P_{3}$ - two or more completed years of professional training, of the equivalent, acceptable to an official designated by the Minister
$A_{0}$ - standing in excess of complete Grade XI but less than complete Grade XII or First Year University
$A_{1}$ - complete Grade XII standing or one completed year of academic training at the University of Manitoba or other qualifications acceptable to the University of Manitoba as equivalent to First Year Standing
$A_{2}$ - two completed years of academic training at the University of Manitoba or qualifications acceptable to the University of Manitoba as equivalent to Second Year standing
$A_{3}$ - three completed years of academic training at the University of Manitoba or qualifications acceptable to the University of Manitoba as equivalent to Third Year standing
$A_{4}$ - a degree in Arts or Science from the University of Manitoba or the equivalent degree from another universityand acceptable to the University of Manitoba
$A_{s}$ - Honours Degree in Arts or Science from the University of Manitoba or the equivalent degree from anotheruniversity and acceptable to the University of Manitoba
$A_{0}$ - a pass degree in Arts or Science from the University of Manitoba or the equivalent degree from another university and acceptable to the University of Manitoba, together with a Master's Degree or Doctor's Degree or an equivalent degree from another university and acceptable to the University of Manitoba
Classification of Certificates
Permit ..... $A_{0}$
Third Class
Interim Second Class ..... $P_{1} A_{0}$
Conditional First Class ..... $P_{1} A_{3}$
Conditional Collegiate Certificate (deficiency in professlonal training) ..... As
Permanent Second Class
Permanent First Class I-IX ..... $P_{1} A_{1}$
Interim and Permanent First Class Grade "B"
Interim and Permanent First Class Grade "A" ..... $P_{1} A_{2}$
Interim and Permanent Industrial Arts (no degree) ..... $P, A_{2}$
Interim and Permanent Vocational (Commercial, Industrial and Agricultural) ..... $P_{1} A_{3}$
Students taking special Three Yeas Summer School while teaching on letter of authority:
(a) Teaching in elementary grades ..... A
(b) Teaching in secondary grades ..... $P_{1} A_{3}$
Permit teachers holding degrees but without professional training:
(a) Teaching in elementary grades ..... A
(b) Teaching in secondary grades ..... $\mathrm{A}_{3}$
Bachelor of Science (Home Economics):
(a) Teaching in secondary grades without professional training ..... $A_{3}$
(b) After one Summer School or professional training ..... $P_{1} A_{3}$
Home Economics - Interim and Permanent Special ..... $P_{1} A_{4}$
Interim and Permanent Collegiate ..... $P_{1} A_{4}$
Third Year University completed and holding frorn the University of Manitoba:
(a) B. Paed. (General) degree ..... $P_{1} A_{3}$
(b) B. Paed. (Honours) degree ..... $P_{1} A_{4}$
(c) B. Paed. degree (issued in the academic year 1959-60 and subsequent years) ..... $P_{1} A_{4}$
Bachelor's degree including both academic and professional training ..... $P_{1} A_{3}$
Bachelor of Science (Agriculture. Architecture or Engineering) and one year professional training ..... $P_{1} A_{3}$
Two Bachelors' degrees (academic) and one year professional training ..... $P_{1} A_{5}$
Special Certificate $P_{1}$ plus academic rating
Permanent Superior Collegiate (Honours degree and one year professional training) ..... $P_{1} A_{s}$
Master's degree (B.A., M.A., and one year professional training) ..... $P_{1} A_{6}$
Academic degree with B.Ed. (e.g. B.A., B.Ed.) ..... $P_{2} A_{4}$
Academic degree with M.Ed. (e.g. B.A., M.Ed.) ..... $P_{2} A_{5}$
Master's degree with B.Ed. (e.g. M.A., B.Ed.) ..... $P_{2} A_{6}$
Master's degree with M.Ed. (e.g. M.A., M.Ed.) ..... $P_{3} A_{6}$
Ph.D. (e.g. B.A., M.A., Ph.D. and professional training) ..... $P_{2} A_{6}$
Doctor of Education ..... $P_{2} A_{6}$

Only four classes of general certificate have been issued since January 1, 1963: First Class, Collegiate, Principal's, and Special.

Teachers' Contracts and Tenure Rules. - All toachers enter into contract with the boards of trustees by written agreement approved by, and on a form drawn up by, the Department. The agreement may be terminated by: (a) mutual consent of the teacher and the district; (b) one month notice, with reasons if requested, to terminate the contract on December 31 or June 30 ; (c) one month notice of iermination at any date in case of emergency affecting the welfare of the district (or, the board may pay one month's salary in lieu of notice); and (d) one month's notice by the teacher in case of variation of salary.

Where a teacher has been employed by a school hoard for more than two years, further tenure rights are provided in The Public Schools Act. A teacher :ho is dissatisfied with being dismissedmay require that the matter be submitted to an arbitration board. Rigid time limits are set out for sequential events: request by the teacher for reason for dismissal (7 days from receipt of notice); board's reply (within 7 days); request for arbitration ( 7 days); appointment of members to arbitration board ( 10 days): hearing and decision (within 30 days).

Collective Agreement Board. - With the growth in membership in The Manitoba Teachers' Society, it became convenient for a local group of teachers to bargain collectively for uniform salary scales and for better working conditions. Legislation in 1956 brought into existence a Collective Agreement Board which provided procedures under which teachers and school boards might conduct collective bargaining under The Public Schools Act. In 1965 the Board consisted of the Deputy Minister as chairman, and representatives from The Manitoba Teachers' Society, the Manitoba Association of School Trustees, and the Urban School Trustees' Association.

Teachers' Duties. - It is a teacher's duty:
(1) to teach diligently and faithfully all the courses required to be taught in the school according to the school Act;
(2) to keep the school register and record admission, promotion, removal; to keep a record of free textbooks furnished by the Department, and all library books.
(3) to maintain proper order and discipline; to take possession of any dangerous weapon brought to school by the pupils;
(4) to fly the flag during school hours, weather permitting, or otherwise display it on the wall:
(5) to report to the school board and the inspector when taking charge or resigning;
(6) to give the trustees access to the school register, deliver school property on demand of a majority of trustees, furnish the Depart-
ment and school inspector with any information required and prepare required reports; and
(7) to notify the medical officers or trustees when the presence of contagious diseases, vermin, or skin diseases are suspected; to prevent the attendance of all pupils suspected until furnished with a written statement from a competent source indicating that no danger exists.

A teacher of a one-room school and the principal of any other, subject to provisions of The Public School Act, is in charge of the organization, management and discipline of the school. He should have a time-table prepared and displayed in each classroom, approve of homework assigned, and co-operate with the attendance officer. Subject to approval of the inspector (superintendent) he grades and promotes pupils in Grades I to VIII. The principal may temporarily suspend a pupil for cause and report such to the board which reviews the casc.

During official visits inspectors are in complete charge of the conduct of a school.

Teachers are entitled to 20 days of sick leave each year. After three years of continuous employment, unused sick leave is cumulative up to 60 days. A board of trustees of any district may extend the accumulated period to more than 60 days.

The Teachers' Pension Act of 1963. - The Act superseded previous retirement legislation of 1940 , 1948, and 1954 and applies to: all certificated Manitoba teachers in regular service in 1963 and thereafter; those entitled to receive a pension or allowance under a former Act; any teacher who became or becomes a provincial civil servant in the field of education; and to every person who contributed to a fund established under a former Act.

All teachers employed under written contract as prescribed in The Public Schools Act are members of the Teachers' Retirement Allowances Fund.

A compulsory contribution of 6 p.c. of salary is payable into the Fund, and optional payments may be made up to 9 p.c.

Teachers retiring under the new formula may count all service in Manitoba up to a maximum of 35 years; under the old formula, the maximum is 40 years.

Teachers become eligible for retirement at age 65 with 15 or more years of service out of the last 20 years. They may be allowed to teach to age 70 in order to qualify. A teacher may retire at age 60 on a reduced pension if the teacher has 30 years of service. Pensions may also be deferred.

Under the old formula the calculation is $\$ 46.08$ for each year of service to a maximum of 40 years plus an annuity provided by the teacher's contributions with accrued interest. Under the new formula
the pension is $1 / 50$ of the average salary of the final 15 years of service multiplied by years of service to a maximum of 35 years.

Other provisions of the Act govern employment after tetirensent, disahility allowance, withdrawal
from teaching, re-instatement, death in service, and vested rights.

Integration with the Canada Pension Plan dated from January 1, 1966.

## F. Miscellaneous Regulations

Attendance and Enrolment. - All public schools are free to children of ages 6 to 21 who attend the ntarest school. Beginners who will be 6 years of age before the end of the term may be enrolled in at! 1 rural schools, except consolidated schools, in the fall or after Easter, unless the trustees with the approval of the inspector allow them to enter in the fall only. Enrolment times for beginners in all other schools are fixed by the trustees. In 1966, the compulsory attendance age was 16 .

Religious Teaching. - Religious teaching may he introduced by a resolution of the trustees, or by a resolution signed by at least 10 parents in a rural school, or 25 parents in other schools. It may be conducted during the last half hour in the afternoon on specified days, or on all teaching days by any clergyman who officiates in the district. By by-law religious exercises may be held first thing in the norning.

In predominantly non-Catholic districts, wierever the average attendance of Roman Catholic whildren is 40 or more in towns or cities, or 25 or more in other districts, the parents may petition the noard to hire at least one certified Roman Catholic twacher. Similarly, in predominantly Catholic districts, non-Catholic parents may petition the board to employ a non-Catholic teacher.

Pupils are segregated for the religious period anly. They may be dismissed, and remain only with the approval of their parents. Otherwise public schools are non-sectarian and noreligious exercises sther than in the time allowed are permitted.

School Hours, Holidays and Vacations. - School lisurs are fixed by Departmental regulations. Holibays include Saturdays, Sundays, days named by the Minister, Governor-General in Council, and Lieu-tenant-Governor in Council. When statutory holidays fall on a Sunday the following day is taken. The Ministermaymake Saturday a teaching day by regulation.

Schools regularly operated throughout the year take the following vacations: the full week beginning with Easter Monday; from July 1 to the fourth Monday in August or any day following, but not later than the Tuesday following Labor Day, and from December 24 to January 2, inclusive. Each school is in operation for 200 days during each culendar year.

School Closed During Special Circumstances. Schools may be closed for a number of reasons inluding the following: the illness of the teacher;
by order of a medical health officer; teachers' conventions; or municipal, provincial, or federal elections where the school is being used as a polling booth.

Textbooks. - Only texts authorized by the Department may be used in school. No grants are payable to schools using unauthorized textbooks, and teachers may be fined for introducing them.

Accidents. - Unless negligence is shown, the school district is exempt from liability for accident or death of any pupil. Liability for defective apparatus can result only if it can be shown that one or more of the trustees or agents were aware of the defects.

Boards may organize school patrols to control traffic and are exempt from responsibillty if accidents result thereby.

Indian Children. - Indian children have the right to attend public schools in the province.

Transportation of Pupils. - The board of any district may provide transportation to and from school, but it is not required to do so unless it is the board of a consolidated school district. a closed school district, or a school district which is enlarged to a size of 25 square miles or more.

All school-owned buses must meet rigid specifications set out by the Department of Education. There are standard markings and procedures throughout the province. In 1966 there were about 2,000 school bus routes in operation at a total cost of about $\$ 5,000,000$ of which 60 p.c. was paid by the Department.

Transportation facilities have been a factor in the establishment of larger units of school administration. Improved highways and better vehicles have led to the consolidation of districts to provide larger, multi-roomed elementary schools.

The Minister may require that all vans be insured as prescribed and may act as agent, deducting the premium from grants payable to the district.

Non-resident Pupils, - Boards admit without fees pupils whose parents reside nearer to the school than to their home school, and pupils in Grades X to XII who reside nearer that school than any other, if there is accommodation and adequate staff.

Whenever it is decmod inadrisahle for the tritswes : keep a school open, they must notify the Minister, request his permission to close the school aill if such permission is obtained, they must then maintain upkeep of the thildins and provide trans-
portation or boarding accommodation for the pupils of the school district, as well as bay such tuition fees as are necessary for the instruction of these pupils in an adjoining school district.

## G. School Finance

Stippart for putlis speasntary and socenday schools in Manitoba comes almost entirely from two sources: municipal taxes and provincial grants.

All boards of trustees must prepare the annual budget before March 1st. In the preparation of the budget, the board must first determine the requirements for the year, and then deduct therefrom revenue to be received by way of provincial grants, aiscellaneous items, and such surplus amounts trum previous years which it intends to use during tho current year. The remainder of the requirement is then raised by way of a special tax.

Taxes. - School taxes are collected by the Gcal taxing authority and are remitted to the school hoards. The local taxing authority may be the municipal council, the resident administrator in a local government district, or a person designated by the provincial Minister of Municipal Affairs in the atse of unorganized territory. Taxes are collected on real, personal, and business property.

In union school districts, school areas, or shool divisions that overlap boundaries of municipalities, in local government districts or in unorganized territory, allocation of the tax levy among rarious taxing authorities is in proportion to each authority's portion of the total assessment. Distribution of the levy among these, when necessary, is made by the secretary of the school division concerned. The municipal council pays to each district, Wrough the secretary-treasurer of the division, the sumis to which it is entitled.

There are three types of levies: (1) a general levy, which in actuality forms part of the combined operational grant calculated by the province; (2) a divisional levy, which is the special tax requirement for the division as determined by its annual budget; and (3) a school district levy, which is the special tax requirement as determined by the annual budget of the school district concerned.

The general levy is paid by the municipal corporations to the school division secretarytreasurer in two instalments. The first is paid by Soptember 30 of each year, and the second instalshent is paid by March 31 of the year following. The special taxes which may be required by the school divisions and school districts are also paid in two instalments, the first being of collections made up to November 15 , which must be paid by November 30. and the second instalment consisting of the remainder of the special tax unpaid to he paid by January 31 of tho year following.

General Levs.-The ie:3 for sach hivistort is determined by the Minister. The rate depends unon two factors - the balanced assessment and the number of authorized teachers. On or before March 1 in each year the Minister determines the halanced assessment per teacher in each division by dividing the balanced assessment of the division for the year by the nuniber of authorized teachers in the division as at December 31 of the preceding year. The rate of the general levy is calculated from:
(a) a levy of 5 mills on each dollar of the balanced assessment;
(b) a levy of 6 mills on each dollar that the balanced assessment in respect of each of the authorized number of teachers is of $\$ 200,000$ (up to the first $\$ 200.000$ of the balanced assessment per teacher); and
(c) 2 mills on each dollar that the excess (over $\$ 200,000$ ) of the balanced assessment per teacher is of $\$ 100,000$.

Each year, on or before Feb. 1, each local board and the division board prepares its estimate of expenses for the year. Each local board forwards its estimate to the division board which then estimates the grant each district will receive, as well as estinating its own grants. The division board prepares a statement to show the amount each local district in the division and itself will still require after takirig into account the grants, and the amounts if any, which are to be equalized over the division. The board then apportions these amounts among the municipalities and parts of municipalities in proportion to the balanced assessments of each and notifies each municipality by March 1 annually. For a union district, the division board apportions the amount still required by the district according to the balanced assessment of the district in each municipality.

Eligibility for Grants. - In order to qualify for provincial government support, a school district or division must:
(1) operate its schools at least 200 days in that year;
(2) report to the Minister on the qualifications, experience, and salary of each teacher;
(3) make a return for the school year ending in that year, including the teachers' annual and semi-annual reports and the census of school-age childiren;
(4) disclose all sources of revenue other than taxes and annual provincial grants; and
(5) make any other returns required by the Minister.

No grant is payable to a division or district with respect to a person employed as a teacher who does not have a valid subsisting teacher's certificate or limited teaching permit issued by the Department.

Combined Operational Grants. - These are the operational grants as determined by the current grant formula and which are payable jointly by the
province and the municipal corporations. The combined operational grants consist of: (1) salaries grant; (2) maintenance grants; (3) administration grant; (4) supplies grant; and (5) transportation grant.

Grants Toward Salaries. - A school board receives an annual grant for each authorized teacher according to a scherlule based on years of professional and academic preparation and on "steps" ( 2 - year periods) of experience. The following is an abridgement of the schedule.

Approved Amounts for Grants Respecting Teachers

| Steps completed | $A_{0}$ | $\mathrm{P}_{1} \mathrm{~A}_{1}$ | $\mathrm{P}_{1} \mathrm{~A}_{4}$ | $\mathrm{P}_{2} \mathrm{~A}_{6}$ |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
| For elementary grades: |  |  |  |  |
| 0 ...................... | 2,000 | 2,800 | 3,400 | 4,500 |
| 5 ................................................................................... | 2,000 | 3,300 | 4,200 | 5,300 |
| 10 .................................................................................. | 2,000 | 3, 300 | 5,200 | 6,300 |
| 15 ..................................................................................... | 2,000 | 3, 300 | 6, 200 | 7,300 |
|  | 2,000 | 3,300 | 6,200 | 8,300 |
| 22 | 2,000 | 3,300 | 6,200 | 8,700 |
|  |  |  |  |  |
| 0 ......................... | - | - | 4,000 | 5,500 |
| 5 ....................................................................................... | - | - | 4,800 | 6,300 |
| 10 ...................................................................................... | - | - | 5,800 | 7,300 |
| 15 | - | - | 6,800 | 8,300 |
| 20 | - | - | 7,200 | 9,300 |
| 22 | - | - | 7,200 | 9,700 |

The grant payable is equal to the lesser of (a) the salary actually paid to the teacher or (b) the approved amount as calculated under the schedule.

Grants Toward Maintenance. - In addition to salary and capital grants, divisions and districts receive the lesser of: (a) $\$ 562.50$ for each authorized teacher for secondary grades for the division; or (b) 75 p.c. of the actual cost to the division in that year of the following items of approved expenses for maintenance; caretaking, cleaning, and toilet supplies: minor general repairs including redecorating; fuel, light, and water; rental if paid by a division board to a local or vice-versa; fire and liahility insurance premiums; labour in connection with caretaking, repairs, and the use of fuel, light. and water; pension payments for maintenance personnel: and any item of approved expenses for maintenance recognized by the Minister.

Grants Toward Administration. - In addition to all other grants divisions and districts receive 50 p.c. of the actual cost (not exceeding the greater of (a) $\$ 5,000$ or (b) $\$ 60$ per authorized teacher) of: salary and expenses of the secretary-treasurer and other officials; remuneration and expenses of trustees; legal and auditing fees; advertising; convention fees to a legal limit; telephone and telegraph; interest on loans for current purposes; employer's share of unemployment insurance premiums and other benefits for non-teaching personnel; pension payments for administrative personnel: general mis-
cellaneous office expenses; premiums for fidelity bonds; and any other item recognized as administrative hy the Minister.

Grants Toward Supplies. - In addition to all other grants, a division board gets the lesser of (a) $\$ 32.50$ for each teacher authorized for secondary schools for the division, or (b) 50 p.c. of the actual cost of approved library and reference books purchased that year by the division. In addition, the district gets the lesser of (c) $\$ 80$ per teacher of (d) 50 p.c. of the actual cost of: teaching supplies and materials; science equipment and supplies; correspondence lessons; art and craft supplies; audio-wisual aids; music, library, and reference books not already subject to grant; recreational, playground, and sports equipment and supplies; and any other items recognized as supplies by the Minister.

The main difference in the case of a district is that the amount in (a) above reads: $\$ 20$ for each authorized teacher in the district.

Other Grants. - In addition to the combined operational grants, the province contributes vocational grants, capital grants, and other smaller miscellaneous grants. The capital grants are paid in respect of the purchasing, furnishing; equipping, enlarging, remodelling, repairing, renovating, or replacing of accommodation. The percentages of the capital support vary with the nature of the school. its size, and source of funds being used.

## H. Technical and Vocational Education

In cooperation with the federal Department of Labour, after the passing of the Federal-Provincial Technical and Vocational Training Assistance Act in 1960, Manitoba built the Manitoba Institute of Technology in Brooklands (a suburb of Winnipeg) and Vocational Centres in Brandon and The Pas within six years. A Junior Vocational School will give vocational training at the high school level in Winnipeg, and other vocational facilities have been planned for many parts of the province.

The Manitoba Institute of Technology. - The M.I.T. opened in 1963 with 7.5 acres of floor space situated on 120 acres of land in the village of Brooklands in Greater Winnipeg. Instruction is given on a year-round basis in a variety of vocational areas.

The Technology Division offers one- and twoyear post-nigh school courses in 12 engineering, business, and medical technologies.

The Industrial Division offers pre-employment training for trades, business, and other occupational areas, as well as annual in-school training for apprentices. Courses are given in more than 30 trades and occupations, including 13 trades designated under the provincial apprenticeship legislation.

The Adult Evening School Program offers a wide variety of trade improvement, upgrading, industrial, technology, and business education courses.

The Manitoba Vocational Centres. - The Winnipeg centre offers a program of basic training for skill development on a full-time day class basis. The training includes communications (English). industrial mathematics, and trade science. Level I is for persons having less than Grade VII; level II is for those between VII and X.

A vocational teachertraining program is offered in another Winnipeg centre. Originally this training was conducted at the M.I.T. Qualified journeymen and experienced secretarial personnel may commence
their teacher training program at quarterly intervals during the school year. The staff includes a supervisor and four instructors who are responsible for the development and application of an expanded vocational teacher training program in Manitoba.

The centre at Brandon offers a number of trade and occupational courses, business education, basic training for skill development, and a one-year welfare service course. The new centre opened in 1966 with additional pre-vocational courses. In addition a two-year post-high school course in electrical technology was offered.

The centre at The Pas was scheduled to open late in 1966. It was designed primarily to serve the population of northern Manitoba. It has residential accommodation for students. The program includes pre-employment courses, basic training for skill development, business education, service and occupational training courses, and an extensive adult night school activity. A post-high school twoyear course in mining technology is available.

High School Vocational Programs. - These programs provide for vocational training at the secondary level in which a mininum of $50 \mathrm{p} . \mathrm{c}$. of the school time is devoted to industrial or business training in preparation for an occupation. The balance of the program is composed of core subject matter in general education. The program is offered in Grades X, XI, and XII.

The Winnipeg Technical-Vocational High School was built specially for vocational programs. Four collegiate institutes in the suburbs of Winnipeg, one in Dauphin, and one in Brandon offer vocational courses.

Enrolments in 1964-65. - The grand total of persons enrolled in vocational training programs in Manitoba in 1964-65 was 19,813. This was made up of: high school vocational course pupils 5.127 ; provincial vocational centres 4,650 ; technical 550 ; in-plant training 1,506 ; and evening classes 7,980.

## CHAPTER VI

## EDUCATION IN ONTARIO

## A. Some Education Highlights in Ontario's History

For about ten years before Upper Canada was legally created by the Constitutional Act of 1791 , immigrants from the British Isles and refugees from the American Colonies (United Empire Loyalists) were settling in the area north of the St. Lawrence River, Lake Ontario, and Lake Erie; and these settlers, scattered in isolated groups, petitioned the British Government to provide education for their children. In the meanwhile, pupils were gathered into private homes, churches, or public halls for bits of instruction. In 1791, with the coming of the first Lieutenant-Governor, John Graves Simcoe, education had its first government-sponsored beginnings.

Simcoe's Short Tenure. - Religion and education were Simcoe's watchwords, but he thought in terms of a grammar school and a university rather than of primary and elementary schools that the colonists hoped for. Simcoe wrote to the Imperial Government suggesting that unoccupied Crown lands be set aside in support of education, and he invited John Strachan from Scotland to head a university project. Unfortunately, Simcoe had to retire because of ill health in 1796.

The Imperial Government granted 500,000 acres of Crown land (550,274 acres actually appropriated) for education in 1797, and the Upper Canada Executive Council established grammar schools at Kingston and Newark (Niagara) and planned a university at York (Toronto), which had been chosen the capital in 1793. No action was taken on the organization of an elementary school system, and parents scanned the advertisements in local newspapers for small schools in private homes to which to send their children.

The Reverend Doctor John Strachan. - Strachan came to Canada in 1799 expecting to be head of a university; but when he found simcoe gone, and no university in sight, he accepted a position as tutor with a Kingston family. From there he went on to become an Anglican clergyman, master of the grammar school at Cornwall, master of York, Archdeacon of York, Bishop of Toronto, head of the General Board of Education (1823-33), and President of King's College in York from its inception until 1849. Then, because the College was secularized, Strachan resigned and two years later set up a rival institution, Trinity College, under the auspices of the Church of England. A member of the Legislative Council and also the Executive Council, Strachan enjoyed an influential position for a long time, a veritable pillar of the "Family Compact". As far as education was concerned, he was the commanding figure in the province for nearly fifty years. His influence may be seen in the various school acts passed by the legislature.

The District Public School Act of 1807. - From 1800 to 1806 the legislature was indifferent to education, but in 1807 it passed an Act, sometimes referred to as the "Grammar School Act", which permitted the establishment of a public school in each of the eight districts of the province. This Act laid the foundation for secondary school education in the province through providing grants, setting up boards of trustees, and making regulations concerning teachers.

The eight original districts and proposed locations of their schools were as follows:

WESTERN, with school in the Town of Sandwich
LONDON, with school in the Township of Townshend
NIAGARA, with school in the Town of Niagara
HOME, with school in the Town of York
NEWCASTLE, with school in the Township of Hamilton
MIDLAND, with school in the Town of Kingston
JOHNSTOWN, with school in the Township of Augusta
EASTERN, with school in the Town of Cornwall The districts extended along the southern border of the province from the Detroit River on the west almost to the Ottawa River on the east. Thus each district embraced an area which is now occupied by several counties.

The Common Schools Act of 1816. - After the dislocation caused by the War of 1812 , the colonists again asked for public, elementary schools, and this led to the Act of 1816 .

Schools established under this Act were usually built by a local subscription list and supported by rate bills on the parents. Schoolhouses were of 10 g construction with primitive accommodation and equipment. Instruction was usually confined to reading, writing, and arithmetic, with perhaps some attention to history and geography.


#### Abstract

Amendments. - The Act of 1816 was amended in 1820 and in 1824 to enlarge its scope. The 1824 amendment provided for a provincial Board of Education to replace the numerous district boards, and this central authority had powers to prescribe textbooks and courses of study for common and grammar schools. and to establish qualifications for leachers. Dr. Strachan was the first chairman. This central authority was transferred in 1850 to a Council of Public Instruction, and in 1876 was vested in a Minister of Education responsible to the legislature.


## GOVERNMENT OF ONTARIO <br> DEPARTMENT OF EDUCATION




The condition of schools in the 1830 's was deplorable. It was an age of perpetual lack of funds, "stepping-stone" teachers, and indifference or hostility towards schools on the part of country people who needed their children for work around the farm. To add to the difficulties, an influx of immigrants became a great problem for school authorities.

Rebellion in 1837 was followed by a masterful report by Lord Durham, who condemned the low pay of teachers and recommended a normal school and the use of British rather than American textbooks.

When The Union Act of 1840 come into effect in 1841 an attempt was made to establish a new education system. A permanent school fund arising from the sale of public land was set up, and the annual grant for education was increased to $\$ 250,000$. The office of Chief Superintendent of Education was created, but within a short time it was found necessary to appoint a Chief Superintendent for each of the old parts of the new Province of Canada. In order to meet the divergent views, provision was made in Section XI of the General School Act of 1841 for a religious minority to establish and support its own schools. This was the origin of the "separate" school concept that was confirmed later in Section 93 of the B.N.A. Act of 1867.

The School Act of 1843. - A second School Act was passed in 1843 to apply only to what previously had been Upper Canada. It attempted to turn the administration of education over to local authorities. The Provincial Treasurer was to be Chief Superintendent, whose duties included the apportionment of the school fund. There were also to be district or county superintendents, whose duties overlapped those of township, town, or city superintendents. The local officials dealt with the apportionment of the grant from the central authority, the examination and certification of teachers, the inspection of schools, and the mapping of school section boundaries. In each school section three trustees were to be elected with powers to maintain custody of the school, employ a teacher, collect rate bills, set courses, and select textbooks. Provision for allowing separate schools for a religious minority was continued; and a conscience clause appeared for the first time in connection with religious instruction:

No child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion that shall be objected to by his of her guardian.

The Reverend Doctor Egerton Ryerson. - When Dr. Strachan became master of one of the first district grammar schools, Reverend George Ryerson and his brother Egerton became master and usher of another. Egerton Ryerson emerged as a champion of common schools. As the first Assistant Superintendent in 1844 and six years later under the title of Chief Superintendent, Ryerson continued until 1875 to fashion and construct the foundation of the Ontario school system as it is known today. He visited

Europe and the United States and made a report which was chiefly responsible for the changes in the school system introduced by the Act of 1846. This Act marked the beginning of a return toward a greater centralization of authority. The Chief Superintendent (Ryerson himself after 1850) and the General Board of Education were made responsible for government grants, courses, textbooks, and the establishment of a normal school. District or county superintendents retained their powers of inspection and the certification of teachers. The trustees continued to be responsible for local financing through the collection of rate bills, although in 1850 a local choice between fees and taxes was permitted. Ryerson's bid for free education in 1847 was premature: it led to the closing of Toronto's schools for a whole year.

The School Act of 1850 has been referred to as "The Charter of the Ontario Public School System". It encouraged free education by making school fees permissive but not compulsory. It made the city council responsible to the board of school trustees who were henceforth to be elected by the people. The fundamentals of free and universal education were secured.

Confederation and Section 93 of the B.N.A. Act of 186\%. - The British North America Act passed in 1867 separated "The Province of Canada" into its two former parts but gave each part of a new name: Upper Canada became Ontario, and Lower Canada became Quebec. These two provinces were joined with New Brunswick and Nova Scotia into one confederation that guaranteed each province's autonomy in education. Provision was made for education support for existing religious minorities, appeals were allowed, and the Parliament of Canada was enabled to make remedial laws. (The pertinent section is given in Chapter I.)

Events since Confederation. - In 1870 all rate bills and fees were abolished. All public schools became free, and attendance was made compulsory. The common schools became elementary schools, and the grammar schools became high schools or collegiate institutes. Local superintendents became county inspectors. The central authority prepared examination papers for the admission of pupils to high schools and determined the qualifications of teachers.

In 1876 the office of Chief Superintendent was abolished and a Minister of Fiducation, a member of the Executive Council of the province, assumed the administration of educational affairs through a Department.

In 1896 the school system of Ontario was described in a book by George W. Ross, Minister of Education. He summarized its chief characteristics as follows:

1. It is an organized whole, beginning with the kindergarten and ending with the university.
2. It provides free education to all persons under twenty-one years of age.
3. It graduates the courses of study from the kindergarten to the university, so as to avoid waste of time on the part of the pupils and waste of teaching power on the part of the teachers.
4. It provides a trained teacher for every school, aided by public money.
5. It furnishes a uniform standard of examination for every teacher, according to his rank.
6. It protects children against the selfishness or neglect of parents and guardians, by making attendance at school compulsory.
7. It secures trustees against the incapacities of teachers by a rigorous system of examination and inspection.
8. It protects education from the caprice of public opinion by the appointment of inspectors during pleasure, and by the election of trustees for a lengthened term of service.
9. It secures economy and uniformity in textbooks by placing their publication in the hands of a central provincial authority.
10. It permits the establishment of separate schools for Roman Catholics subjects to the same standards of efficiency as the public schools.

Events Since the Turn of the Century. - After 1900 the school population grew steadily due to an increasing population and a greater emphasis being placed on regular school attendance. The elementary school program was broadened by addition of new courses of study which were suggestive rather than prescriptive, and which gave greater freedom to both teachers and pupils. Teaching improved, school books were better, and the pupils were less regimented. At the secondary school level the curriculum was modified to fit the needs of the time.

Vocational education, which began under The Industrial Education Act of 1911, was continued and expanded. It was cooordinated with apprenticeship training in 1921 and 1928, and the courses were made general and practical.

Summer courses were offered for teachers in both academic and professional subjects. Many teachers improved their university standing during the summers.

In 1950 the Royal Commission on Education produced a comprehensive survey of schooling in Ontario and offered a blueprint for change. The following is a description of Ontario education in 1950:

In this organization, elementary schools are known as either public or separate, and secondary schools include collegiate institutes, high schools, continuation schools, and vocational schools. In terms of years, the organization is
commonly described as an 8-5 plan. The elementary schools normally offer a program given in eight grades, exclusive of the kindergarten; the secondary schools give courses from grades nine to thirteen. In the former the age of pupils is generally from six to fourteen, and in the latter, from fourteen to nineteen years. Some elementary schools of fer courses in grades nine and ten sometimes referred to as fifth classes: and a good number of them have a kindergarten. Some secondary schools give courses only to the end of grade twelve. Among these are the majority of the continuation schools, several vocational schools, and high schools employing only two teachers.

A number of children who live in sparsely settled parts of Northern Ontario are beyond the reach of the regular school system. To meet their needs, correspondence courses, including special courses for children whose mother tongue is French, have been arranged by the Department of Education. These courses are available also to children who cannot attend school on account of illness or physical disability, to children of missionaries and others who are temporarily outside of Canada, to chil dren in sa natoria and preventoria where there is no resident teacher, and to prisoners in penitentiaries and reform schools in Ontario.

Special education is provided for handicapped children in auxiliary classes, in the provincial school for the blind, and in the provincial school for the deaf.

A comparison of the situations in 1850 and 1950 indicates considerable progress.

|  | 1850 | 1950 |
| :---: | :---: | :---: |
| Township school areas | 0 | 536 |
| School sections | 3.407 | 3,4 |
| Per cent attending school | 59\% | 95\% |
| School support | 188,478 | \$42.000,000 |
| New schools | 271 | 228 |
| Cost of new schools | 4,189 | \$31.000,000 |
| Teachers with trainin | 8\% | 98\% |
| Number of teachers | 3,476 | 5,00 |
| Ratio of elementary |  |  |
|  | (1854) | (1951) |
| Population | 950,551 | 4,597,542 |
| In 1952 funds for bursaries and scholarships were provided by the province $(\$ 220,000)$ and by the |  |  |
| Federal Government ( $\$ 100.000$ ) under the Youth |  |  |
| Training Agreement. Another project involved 22,456 |  |  |
| New Canadians who were given instruction in basic |  |  |
| English and citizenship at evening classes. The term |  |  |
| "Normal School" gave way to "Teachers' College" |  |  |

In 1955, in order to meet the increasing demand for secondary school teachers, an emergency summer course programme was established. The plan called for the completion of a summer course of ten weeks' duration at the Ontario College of Education, a subsequent year of successful teaching, and a second summer course of five weeks' duration. The first of these courses began on June 20, 1955, with an enrolment of 418. All of these students held university degrees.

The demand of industry for graduates from the Technical Institutes at Port Arthur (forestry, mining), Haileybury (mining), Hamilton (textiles), Toronto (trades, engineering technology) exceeded the supply in 1955.

In 1957 a Professional Development Branch was established within the Department of Education to assist teachers in the elementary schools, and an assistant superintendent was appointed to help inexperienced teachers in secondary schools.

In 1959 the Minister of Education reported an all-time high in elementary and secondary enrolment of $1,319,225$. By June, 1959 a total of 459 centra! schools had brought about the closing of 1,035 oneroom schools. Objective-style tests of scholastic aptitude and achievement were introduced in all courses in Grade XII.

The new Provincial-Federal Technical and Vocational Training Agreement ushered in a new era for vocational education in the spring of 1961. Many school boards increased the accommodation
for vocational programs of commercial and technical courses in their secondary schools. By December, 1962, 217 building projects capable of providing 109,063 pupil places were being processed. The Department of Education established a Technological and Trades Training Branch in 1963.

In September, 1963, French was being taught as a second language to English-speaking pupils in schools operated by 160 public and separate school boards. There were 104,206 pupils in the elementary schools receiving this instruction in regular classroom grades and 3,047 pupils in special classes. The limiting factor was the number of qualified teachers. A summer course in methods was conducted in 1963 and attracted 134 teachers.

It was decided in August, 1963 that a Youth Branch be established in the Department of Education that would coordinate existing services for tackling those special problems in educational development that have arisen as a result of automation, increased leisure time, urbanization, premature withdrawal from school, and changes in social and family patterns.

New teachers' colleges were opened at New Toronto, Port Arthur, Windsor, and Sudbury in 1959, 1960, 1961 and 1963 respectively. A new School for the Deaf was opened at Milton in 1963.

In 1964 the legislature reduced the number of rural school boards from 1,850 to 423 in counties, and from 233 to 166 in districts.

## B. Higher Education

The rapid expansion of universities in Ontario since 1959 led to an Act, in 1964, creating the Department of University Affairs in the provincial government. The ministry of the new department has been assumed as a separate portfolio by the Minister of Education.

The University of Toronto. - Established in 1827 by Royal Charter, King's College at York, (now Toronto), was the first university of Upper Canada, although instruction was not offered until 1843. King's College became the University of Toronto in 1849. University College was established in 1853 as the teaching centre of the university. The university federated with Victoria University in 1890, with the University of Trinity College in 1904; and with St. Michael's College (now the University of St. Michael's College) in 1910. Four new colleges have recently been established as constituent colleges of the University - New College and Innis College on the St. George campus, Scarborough College on its own campus in West Hill, and Erindale College on the west side of Metropolitan Toronto.

The University of Toronto is co-educational and, except through the federated universities, nondenominational. It is located in the heart of Toronto.

Special research and study facilities are available for graduate studies. These include the Banting Institute, Charles H. Best Institute, Connaught Medical Research Laboratories, Institute of BioMedical Electronics, Institute for Aerospace Studies, Institute of Computer Science, Institute for Earth Sciences, Great Lakes Institute, David Dunlap Observatory, Royal Ontario Museum, Institute of Child Study, Centre of Culture and Technology, Centre of Criminology, Centre of Urban Studies, Centre for Russian and East European Studies, Centre for Industrial Relations, Centre for Mediaeval Studies, and Pontifical Institute of Mediaeval Studies.

The enrolment in 1965-66 was 16,900.

Queen's University at Kingston. - Founded in 1841 by virtue of a Royal Charter from Queen Victoria, Queen's College was modelled on the University of Edinburgh. It owes its origin to the desire of the Synod of the Presbyterian Church in Canada in connection with the Church of Scotland for a ministry trained within the country.

In 1854 the Medical Faculty of Queen's was established. Other faculties followed.

As its constituency expanded, its constitution was gradually broadened and in 1912 it became nondenominational, a privately endowed and controlled institution under its present name.

Queen's has emphasized economics and political science and allied fields of industrial relations. municipal administration, business, law, in addition to undergraduate and graduate work in arts and science. Its affiliates include Queen's Theological College.

In 1965-66, full-time enrolment, academic year. was 4,940 .

University of Ottawa. - Founded in 1848 as the College of Bytown by the Missionary Oblates of Mary Immaculate (O.M.1.), the college was incorporated in 1849, changed name in 1861 to College of Ottawa and in 1866 to University of Ottawa. In 1889 it was decreed a pontifical university by Pope Leeo XIII. A bilingual Catholic institution, Ottawa offers parallel courses in the English and French languages. The University of Ottawa became nondenominational in 1965, the theology section becoming separate as St . Paul's University.

Degrees are offered in: humanities, philosophy, theology, civll law, and social sciences, as well as In the fields of science, medicine, engineering, education, psychology, and anthropology.

In 1965-66, the enrolment was 3,943.

St. Patrick's College. - Was established in 1932 as a constituent Catholic English-language college, associated with the University of Ottawa. (Although referred to as a "constituent" college of the University, St. Patrick's College is autonomous in administration and financial matters.) It is coeducalional.

The new status of St. Patrick's College as the result of the new charter of the University of Ottawa is (August 1966) in the process of negotiation.

Courses leading to degrees in Arts, Commerce and the Social Sciences are offered. The organization of a professional graduate school, the School of Soclal Welfare of the University of Ottawa, was entrusted to St. Patrick's College in 1948.

In 1985-66, full-time enrolment, academic year, was 835 .

The University of Western Ontario. - Incorporated in 1878 as the Western University of London, the institution was originally under the Church of England. Instruction had actually commenced 15 years earlicr, in 1863 , in Huron College. Today, as the University of Western Ontario, it is non-denominational and is under provincial and municipal control. It has five faculties: Arts and Science, Graduate Studies, Engineering Science, Law, and Medicine;
and it has two schools: Nursing and Business Administration. It offers a full range of degrees including the doctorate. In 1965-66 the enrolment was 7.040 .

McMaster I'niversity. - Founded in Toronto in 1887 and named after Senator Willian McMaster, the University was incorporated in 1887 and moved to Hamilton in 1930. In 1948 it consisted of three colleges: a Divinity School (mainly post-graduate theology), a University College (arts), and Hamilton College (science). In 1957 the Baptist Convention withdrew control, and arts and science were combined while the Divinity School became an affiliated college. The University offers a full range of clegrees including the doctorate. In 1965-66 the enrolment was 3,775.

Brock University. - Incorporated in 1962, Brock University was granted a charter by the Ontario legislature in 1964. In September, 1964 a general B.A. program was started at the Glenridge campus. New buildings on the DeCew campus (a 525 -acre site on the Niagara Escarpment) were to be ready for the $1966-67$ session.

## Enrolment in 1965-66 was 360.

Carleton University. - Established as Carleton College in the summer of 1942. Carleton received university powers in 1952. In 1957 the name was changed to Carleton University. It is non-sectarian and co-educational.

## Enrolment in 1965-66 was 3,025.

University of Guelph. - In 1962, Ontario Agricultural College, Ontario Veterinary College, and Macdonald Institute joined together as the Federated Colleges. In 1964 the University of Guelph was created with the three existing colleges. Wellington College, established for arts and science, opened in 1965 with a first year enrolment of 420 . These four non-denominational and co-educational colleges are situated on College Heights, just outside the city limits of Guelph, with campus, college farm, and experinental plots comprising some 800 acres. The university operates on a trimester(year-round) basis.

Enrolment in 1965-66 was 2,450.
Lakehead University. - The Lakehead Technical Institute, established by the Government of Ontario in 1946, was replaced in 1957 by the Lakehead College of Arts, Science and Technology. Now operated under an independent board of governors, it recelved its degree-granting powers in 1962. It is co-educational and non-denominational. Lakehead University is situated on a 300 -acre site overlooking Lake Superior. The buildings include a university centre with a theatre-assembly hall, and a library with a capacity of 170,000 volumes.

In 1965-66 the enrolment was 832 .

Laurentian Lniversity of Sudbury. - Founded in 1960 to serve the province and the particular requirements of Northern Ontario, Laurentian University of Sudbury is non-denominational, bilingual and co-educational. Federated with Laurentian University are three church universities: The Universities of Sudbury, Huntington and Thorneloe. These church-related colleges, along with University College, comprise the Faculty of Arts and Science of Laurentian University. In September, 1964 Laurentian moved from its rented quarters in Sudbury's business district to a new $\$ 9,000,000$ campus on a 500 -acre site near Ramsey Lake.

Enrolment in 1965-66 was 912.

## Royal Military College of Canada at Kingston. -

 The Military College of Canada was founded in 1874, and the first class assembled in 1876. In 1878 Queen Victoria granted the College the right to use the prefix "Royal", and in that year the main administrative building was opened. In 1948 , the Canadian Services College, Royal Roads, and in 1952, Le Collège Militaire Royal de Saint-Jean became constituent colleges of the Royal Military College, the three being known as The Canadian Services Colleges. Degree-granting powers were conferred in 1959. All cadets are in residence.In 1965-66, enrolment was 519.
Trent University. - Established in 1963 with full degree-granting powers, Trent accepted its first students in 1964. In 1966 Champlain College opened as the third college in the university and as the first of several colleges to be located on the permanent site.

In 1965-66, enrolment was 290.
University of Waterloo. - Originally incorporated in 1956 as Waterloo College Associate Faculties (affiliated through Waterloo College with the University of Western Ontario), in 1959 it became the University of Waterloo. The university offers the only courses under the co-operative education plan in Canada (alternating four months semesters at the university and in industry). Degrees offered under the co-operative plan are in engineering, applied physics, and the actuarial and computer science option in honours mathematics. The university is non-denominational. Federated with it are St. Jerome's College, and three affiliated Colleges, Renison, St. Paul's, and Conrad Grebel. The university is located in the northwest section of Waterloo on 1,080 acres and includes 15 major buildings.

## Enrolment in 1965-66 was 4,350.

Waterloo Lutheran University. - Water 100 Lutheran University had its origins in 1910 with the establishment, in Waterloo, of the Evangelical Lutheran Seminary of Canada. The seminary opened its doors in 1911 and received a provincial charter in 1913. Facilities for pretheological education were added the following yeat, in Waterloo College School. In 1924 Waterloo College of Arts began
offering a four-year degree course, and a year later was affiliated, as Waterloo College, with the University of Western Ontario. In 1960 the institution became an independent university, under its present name of Waterloo Lutheran University. There are two distinct units controlled by the universityWaterloo Lutheran Seminary and Waterloo University College. The latter is co-educational and open to all students regardless of religious faith.

Enrolment in 1965-66 for the University College alone was 2,156.

University of Windsor. - Founded July 1, 1963, University of Windsor is one of the youngest, and yet as an outgrowth of Assumption University founded over 100 years ago, one of the oldest institutions of higher learning in Ontario. A nondenominational co-education institution, University of Windsor combines the federated Assumption University and three affiliated colleges, Holy Redeemer College, Canterbury College, and Iona College. The university is located on a 100 -acre campus on the south bank of the Detroit River in the shadow of the Ambassador Bridge, and has a complex of 13 buildings. Eight more have been proposed.

Enrolment in 1965-66 was 2,386.
York University. - Founded in 1959, York accepted its first students in 1960. In September, 1965 the main campus at Keele Street and Steeles Avenue (Metropolitan Toronto) was opened, and courses are now offered both at that campus and the Glendon campus at Bayview and Lawrence Avenues. A program of graduate studies is being developed, and in 1966-67 graduate courses are being offered in biology, chemistry, philosophy, physics, and psychology. Ordinary B.A. courses are offered throughout the year in the evening to part-time students.

Enrolment in 1965-66 was 1,490.
The Ontario Institute for Studies in Education. The Institute is a College, chartered by the Ontario Government in June, 1965. It incorporates within its structure the former Department of Educational Research and Graduate Studies of the Ontario College of Education and the Ontario Curriculum Institute. Control is vested in a Board of Governors, which includes representatives of: the teacher training institutions, the universities, the Department of Education, the Ontario Teachers' Federation, the Ontario School Trustees' Council, organizations of educational administrators, private citizens, and representatives of the staff of the Institute.

The Institute is organized for research, development, and graduate instruction in education. The major divisions are: Educational Administration; Applied Psychology; Curriculum Research and Instructional Techniques; Field Services; Educational Foundations; Information and Data Systems; Measurement and Evaluation; Educational Planning; and Adult Education.

In addition to the formal programs of graduate study leading to M.Ed., M.A., and Ph.D. degrees, the Institute offers seminars, feffesher cousses, and conferences on a widc variety of specialist themes.

Professional Colleges. - In addition to, and sometimes a part of, the institutions offering academic higher education, professional higher education is available in Ontario as follows:

| Name | Location | $\begin{gathered} \text { Enrolment } \\ \text { 1965-66 } \end{gathered}$ |
| :---: | :---: | :---: |
| Osgoode Hall (Law). | Toronto | 526 |
| Ontario College of Art | Toronto | 927 |
| Hamilton Teachers' College | Hamilton | 626 |
| Lakehead Teachers' College | Port Arthur | 141 |
| Lakeshore Teachers' College | New Toronto | 758 |
| London Teachers' College. | London | 546 |
| North Bay Teachers' College | North Bay | 288 |
| Ottawa Teachers' College | Ottawa | 666 |
| Peterborough Teachers' College... | Peterborough | 292 |
| St. Cathaines Teachers' College. | St. Catharines | 219 |
| Stratford Teachers' College. | Stratford | 354 |
| Sudbury Teachers' College | Sud bury | 156 |
| Toronto Teachers' College | Toronto | 1.330 |
| U. of Ottawa Teachers' College | Ottawa | 230 |
| Winds or Teachers' College | Windsor | 307 |
| Ontario College of Education | Toronto | 744 |
| Althouse College of Educatlon | London | 182 |
| Ryerson Polytechnical Institute | Toronto | 3,700 |
| Eastern Ontario Institute of Technology | Ottawa | 900 |
| Hamilton Institute of Technology | Hamilton | 600 |
| Northern Ontario Institute of Technology | Kirkland Lake | 400 |
| Provinclal Instltute of Mining | Halley bury | 150 |
| Western Ontario Institute of Technology | Winds or | 540 |

In addition to the foregoing, there are courses at Ontario universities leading to degrees in nursing.

Nursing education is also available in 58 hospital schools of nursing and at seven related institutions,

## C. The Department of Education

The Ontario Department of Education is responsible for the administration and enforcement of the statutes and regulations respecting all types of schools which are supported in whole or in part by public funds. Its scope of activities has been widened from time to time in order to meet the cultural, vocational, and recreational needs of community life in the province. In 1964-65 the Department was reorganized.

Duties and Powers of the Minister. - The Department of Education Act prescribes the main duties and powers of the Minister of Education, but auxiliary duties and powers are given in several other Acts:

The Public Schools Act
The Schools Administration Act
The Secondary Schools and Boards of Education Act

The Separate Schools Act

The Ontario School Trustees' Council Act
The Teachers' Superannuation Act
The Teaching Profession Act
The Trade Schools Regulation Act
The Minister is responsible for the administration of these acts and the associated regulations and of any acts and regulations assigned to him by the Lieutenant-Governor in Council. He must file an annual report.

Subject to the approval of the LieutenantGovernor in Council, the Minister makes regulations in a variety of situations:

1. Schools: to establish, organize and administer all local and provincial schools: kindergartens, elementary, secondary (classified as high schools, collegiate institutes, composite schools, or vocational schools), technical and polytechnical institutes, and teacher-training colleges;
2. Studies: to define the course of studies in Grade 13 , recommend the program for kindergatten and the courses for Grades 1 to 12. define courses in teachers' colleges and in technical and polytechnical schools, recommend library and reference books, approve text books, authorize entrance requirements to courses, authorize examinations, diplomas and certificates:
3. Attendance: to calculate legislative grants on the basis of actual aggregate attendance of pupils, and to add to this aggregate any days lost by pupils who left school to enlist in Her Majesty's Forces or to become involved in production of food or essential war materials: who were absent on their holy days; who were absent because of failure of transportation arrangements caused by inclement weather; who were absent because of fire, flood, breakdown of school heating plant, or similar emergency; and who were absent when their regular classroom work was discontinued because of the holding of examinations that they were not required to write;
4. Teachers: to establish the powers, duties, and qualifications for teachers-in-training, teachers, and other personnel for all schools; to authorize the form of contract for teachers and the terms and conditions governing their service; to grant and be able to cancel any temporary or permanent certificate; to pay, at his discretion, for the cost of teachers-intraining: to accept, at his discretion, equivalent qualifications for a teacher, head of a department, director, supervisor, a supervisory officer or inspector or for a candidate for a certificate or for admission to a school, such evidence of experience, academic scholarship or professional training as he may deem equivalent; to permit unqualified persons to teach temporarily when necessary: to provide temporary or interim certificates for qualified persons who have taken steps to become Canadian citizens or British subjects; to require teachers and other school board employees to submit to medical examinations; to arrange for the exchange of teachers with other provinces or other parts of the British Commonwealth; to arrange for use of schools for observation and practice teaching by teachers-in-training; to distribute scholarships for teachers; to terminate a teacher's contract when necessary for the welfare of a school:
5. Examinations: to provide for setting, conducting, marking, and reporting results of examinations; to establish examination boards, delineate duties, set salaries and expenses for these and for presiding examiners and officers;
6. Complaints: to appoint, at his discretion, a Commission to inquire into and report upon any school matter; to submit a case on any
question arising from the school acts to a Judge of the Supreme Court or to a Court of Appeal for opinion and decision: to determine all disputes and complaints not covered by law:
7. Special Education: to establish classes and schools for children physically handicapped, mentally deficient or disturbed, and for the blind and deaf, providing transportation where expedient; to prescribe the terms and conditions upon which pupils may be admitted to, remain in, and be discharged from such schools; to appoint a Committee to determine questions concerning eligibility, fees, transportation costs, mannef of pupil dress, to authorize a superintendent to specify minimum amount of clothing parents or guardians shall provide, and to require the deposit of a sum of money for defraying the personal incidental expenses of each pupil: to authorize the superintendent to dismiss pupils for misconduct, failure to make satisfactory progress, certified ill health; to provide training for teachers in courses leading to a certificate as a teacher of the deaf of of the blind; to set up accelerated and enriched programs in regular schools for exceptionally bright children; to set up auxiliary classes for other special purposes:
8. Crown and Other Lands Exempt from School Tax: to govern the establishment and to provide for the maintenance of public, high, and vocational schools on Crown lands in right of Canada or Ontario; and to look after attendence, transportation, tuition, and the collection of fees for pupils on such lands:
9. Money: to make regulations about apportioning and distributing money from the legislature, to prescribe the conditions of paying grants, and to prescribe the definitions of terms having to do with costs; to govern the establishment, awarding, and payment of bursaries and scholarships; to regulate the Provincial Student-Aid Loan Fund; to pay out appropriations for teachers' colleges, summer and winter courses; to defray expenses of technical and polytechnical institutes; occasionally to guarantee school debentures: and, in general, to apportion and distribute all sums raised for educational purposes;
10. Community Programs: to make regulations concerning community programs (adult education, recreation, camping, physical education), authorizing municipal councils to appoint recreation committees, directors, assistants and secretaries, prescribing the composition of such committes, and fixing and authorizing the payment of special grants in this connection:
11. Agreements with Other Ministers: to make agreements with the Federal Minister of Labour respecting technical and vocational training; to make agreements with the Minister of National Health and Welfare respecting
physical fitness; to make agreements with the Crown respecting the administration of the Indian Act:
12. Miscelloneous: to make regulations with respect to cadet corps, gardens, school libraries, courses of training for inspectors. purchasing books, attendance officers, forms and publications, laboratory fees, classifying persons who may be admitted from outside Ontario, evening courses, part-time courses:
13. Private Schools: to see that no private school be operated in Ontario after September 1. 1962, unless it is registered then and every year thereafter in a way that meets the Minister's approval; to require the principal, head master, or other person in charge to make a return furnishing statistical information such as enrolment, staff, courses of study. and other information as required; to direct, at his discretion, one or more inspectors to inspect the private schools; and to provide for inspection at the request of any person operating a private school.

Duties and Responsibilities of Officials of the Department. - The Deputy Minister reports to the Minister on all matters relating to education within the province, and is the senior administrative official of the Department.

The Executive Assistant reports directly to the Minister and carries out special fact finding and administrative assignments.

The Educational Policy and Development Council, reporting directly to the Minister, conducts a continuing examination of matters of departmental policy, and initiates studies when required.

The work of the Department is divided into three areas, Instruction, Provincial Schools and Further Education, and Administration, each under the supervision of an Assistant Deputy Minister.

The Assistant Deputy Minister for Instruction is responsible for two branches, the program hranch and the teacher education branch. The program branch includes within its sphere of activities, elementary and secondary education, curriculum and examinations. Included in this branch is a Registrar. who is concerned with examinations, teachers' certificates and related matters. Also within the program branch is a curticulum division which includes curriculum specialists and curriculum committes to study and revise curricula. The teacher education branch is responsible for the operation of teachers" colleges, for the professional development of teachers and for liaison with the Ontario Colleges of Education which train secondary school teachers in conjunction with universities.

The Assistanl Depuly Minister for Provincial Schools and Further Education is responsible for four branches: the special schools and services branch, which is concerned with schools for the blind, school for the deaf, correspondence courses and other functions; the youth branch; the applied arts and technology branch, which operates the

Ontario Vocational Centres and the institutes of technology: and the provincial library service branch.

The Assistant Deputy Minister for Administration is responsible for four branches: the departmental business administration branch; the school business administration branch; the information branch; and the personnel branch. The departmental business administration branch is concerned with the internal operation of the Department and the school business administration branch with husiness and administrative matters related to the schools of the province. The information branch disseminates information about departmental developments and activities to the public, school trustees and teachers.

School Inspectors. - The Minister determines the number of provincial inspectors and the limits of their inspectorates except in the case of a city inspector. A city inspectorate or a municipal inspectorate may be established under certain conditions, and the public school board or board of education then appoints its own supervisory officials. The Lieutenant-Governor in Council appoints provincial inspectors who hold office during pleasure. The Minister ratifies the appointment of all city inspectors and may make a city appointment when the public school board or board of education neglects to do so. The public school board or board of education of a city or municipal inspectorate, subject to approval of the Minister, defines the areas of each inspector, and such duties in addition to those prescribed by the regulations as the board may deem expedient.

An inspector may be suspended or removed by the Minister for cause, and by the board upon its notifying the Minister and receiving his agreement, after which he may not be employed elsewhere as an inspector.

An inspector may not undeftake other remunerative employment without the approval of the Minister. He should bring about improvement in the classroom work through inspiring and assisting the teachers and assisting and co-operating with school boards. He is to visit all rooms in the inspectorate at least annually, or as directed by the Minister, and prepare a report on the visit, sending a copy to the boards. He prepares a general annual report on his duties and on the condition of the schools; he reports any unsanitary conditions to the Medical Officer of Health. He furnishes information to the Minister on request and may withold his order for the legislative grant where a school has been kept open for less than six months of has failed to transmit school returns and comply with regulations, or where the teacher has used unauthorized books as texts. He may withold his warrant for the transfer to the school board from the municipal council of moneys collected through taxation. He discharges other duties reguired by the Minister and, on retiring, turns over all records to his successor. An inspector has authority to take evidence on oath. The Minister fixes the salary and expense allowances for all except city and municipal inspectors.

## D. Municipal Organization, School Roards, and Schools

Ontario is Canada's largest province by population: $6,832,000$ in 1966. It has an area of 412,582 square miles, falling into two fairly distinct geographical areas:

1. Southern Ontario, the older part, well populated, with its developed fertile farm lands and numerous industrial centres, extends from Lake Erie, Lake Ontario, and the St. Lawrence River northward to the Severn River, the Muskoka region, and Algonquin Park, and comprises about one seventh of the area of the whole province. Southern Ontario is divided into 43 counties, but some of them are combined so that there are 38 distinct units for local government. In these counties in 1965 there were 27 cities, 104 towns, 148 villages, 425 townships, and 1 improvement district. Seven "separated" towns are separated for municipal but not judicial purposes.
2. Northern Ontario, the other six sevenths of the province, is a sparsely settled area in which the forest wealth is not yet fully developed, and is largely within the Laurentian Shield including the Hudson's Bay coastal plain, much of which is as yet unsurveyed. Northern Ontario is divided into 11 districts, and in 1965 these contained 5 cities, 46 towns, 11 villages, 147 townships, and 17 improvement districts.

The total number of municipalities incorporated by 1965 was 977 . counting Metropolitan Toronto as 1 , the counties as 38 , and the rest as listed in the foregoing paragraph. Taxes for education, roads, welfare, and the administration of justice are apportioned among the local municipalities mainly on the basis of an equalized assessment, and levied and collected by the local municipality on behalf of the county.

Cities. - A locality with a population of at least 15,000 may be incorporated as a city by the Ontario Municipal Board or by special legislation, and it is governed by an elected mayor and a council of aldermen. Some cities elect boards of control. Each city is a unit for school organization.

Towns.-A locality with a population of at least 2,000 may be incorporated as a town in a county. In the northern districts the minimum requirement is 500 people residing within 750 acres. Towns are incorporated in the same manner as cities. Each town is a unit for school organization.

Villages. - A locality with a population of fewer than 500 may be incorporated as a village by the Ontario Municipal Board. It is a unit for school organization.

Townships. - These are rural municipalities averaging 100 square miles with 2,000 or more residents. Each is governed by an elected reeve, a deputy reeve (if there are more than 1,000 electors) and four or fewer councillors. In northern Ontario an unorganized township or a union of unorganized townships may be incorporated by the judge of the territorial district concerned. United townships also occur in sparsely settled portions of some counties.

Improvement Districts. - In 1943 The Municipal Act was amended to provide for the incorporation of improvement districts having the municipal status of towns, townships, of villages, administered by three trustees appointed by the Lieutenant-Governor in Council.

The Administration of School Districts. - Ontario has a decentralized system of education administration in which a substantial share of the control over education matters is delegated to local boards of school trustees and boards of education. These local authorities perform their duties in conformity with The Public Schools Act and other education legislation. They derive their revenue for school purposes from taxes levied and collected by municipal authorities.

School legislation sets forth the conditions under which the various types of school boards may be established. Boards may vary in the number of trustees, length of term of office, and method of election or appointment, but they have a good deal in common.

Legislation passed in 1964 placed the administration of rural public schools on a township unit basis. From the beginning of 1965, rural public schools in the organized townships have been operated by township school boards rather than by three-man boards for each school. This pattern of school organization had already been voluntarily adopted by more than half of such townships prior to 1964. Provision has also been made for the appointment of county consultative committees which will study the feasibility of combining township areas into still larger units of administration.

In 1965 , a total of 1,467 boards administered elementary schools:

## 53 boards of education;

597 township school area boards (including one county school area board);

170 urban school boards;
97 rural school boards;
23 boards operating schools on crown lands (military and hydro schools);

2 Protestant separate school boards: and
525 Roman Catholic separate school boards.

Schools in Operation at September, 1965

| Type of municipality | Elemen- tary schools | Second- ary <br> schools | Total |
| :---: | :---: | :---: | :---: |
| Cities | 1. 257 | 155 | 1.412 |
| Towns | 682 | 148 | 830 |
| Villages | 313 | 51 | 364 |
| Urhan townships | 472 | 78 | 550 |
| Rutal townships | 2. 740 | 64 | 2, 804 |
| C:nwn lands | 37 | 2 | 39 |
| Usorganized townships | 206 | 1 | 207 |
| Totals | 5,707 | 499 | 6,206 |

Secondary Schools - There are several types of secondary schools in Ontario. Continuation schouls are small high schools usually located in 3nall centres. They may be operated in the same building as an elementary school or in a separate building. The number of these schools is being refuced, and their ultimate disappearance may be expected. Of the original 200 continuation schools if the province, only 10 remain. High schools provide instruction in Grades IX to XIII inclusive. Some of them offer commercial, technical, art, and home economics courses in addition to academic courses leading to the university. Collegiate Institutes differ from high schools only in staff roquirements; they are divided into departments directed by teachers with specialist standing. Composite schools provide for academic, technical, and commercial courses. Vocational schools provide bre-vocational and vocational courses at the secondary level.

Originally all cities and separate towns, in chuding those in the territorial districts, were created high school districts by The High Schools Act. Only 8 of the cities have continued as high sthool districts; the others and some separated iowns operate their elementary and high schools as a unit under boards of education.

Boards of Education. - A hoard of education may De established in a high school disitict to perform the duties of a high school board for the district and the duties of a public school board for the public school section of sections situated within the boundaries of the district. A member of a board of Difucation appointed by a county council or a separate sehool board is a trustee for secondary purposes anly, and all other members of a board of education are trustees for both puhlic and secondary school purposes.

A board of education for one municipality consists of the same number of trustees as a public school board in an urban municipality, elected in the same manner as public school trustees.

Qualifications for board of education trustees are the same as for public school board trustees. except that the residence requirement is extended to 5 miles from the boundary of the district. The term of office is two years, and half the members are elected each year after the first. Retiring members may be re-elected or re-appointed. Vacancies among the appointed members may be filled by the appointing body. Other vacancies are filled by the remaining members of the board.

Public School Consultative Committees.-An amendment to The Public Schools Act in 1964 provided that every county council was to appoint a consultative committee of 3 or 5 public school ratepayers, with a non-voting school inspector acting as secretary. The committee was to report on petitions for the establishment of county school areas and to obtain information and make recommendations on any matters affecting public school education in the county. The law also provides for the setting up of public school consultative committees in the territorial districts.

Secondary School Consultative Committees. - A county council may establish a secondary school consultative committee and direct it to report on petitions for the establishment of new secondary school districts or the alteration of boundaries of existing districts. The committee might deal with such matters as: the retention of a continuation school or its absorption into high school districts; obtaining information for the Minister regarding school sites and buildings; investigating the existing facilities for secondary school education; and any other matters affecting secondary education.

Separate Schools. - The Separate Schools Act provides for the establishment of a separate school within a public school unit. The geographical limitations of the separate school unit do not correspond with those of the public school unit but are determined by the circumference of a circle with the centre at the schoolhouse and a radius of three miles.

Any five or more Roman Catholic heads of families who are also freeholders or householders in a township, city, town, or village, may convene a mublic meeting for the purpose of establishing a separate school. In unorganized townships, and in any part of Ontario not surveyed into townships, any ten or more Roman Catholic heads of families may convene a public meeting for the purpose of establishing a separate school. In each case, the trustees may be chosen at the meeting. Rural separate school boards have three trustees who hold office for three years in rotation. Urban separate school boards have from six to 12 trustees depending on the population. Any person who is a Canadian citizen and not less than 21 years of age may be elected a separate school trustee. Supporters of Roman Catholic schools are exempt from public school rates on property within the separate school zone. Legislative grants are received by separate school boards in the same way as public school boards.

Buties of school boards. - Betras are requirtes : provide adequate accommodiation, acquire or rent sties and to have schools built, and to see that all 3 inhools are conducted according to the Schools Acts and regulations of the Department. More specifically, each hoard is empowered
(1) 15 appoint, pay, transfer, or discharge its कfficers (secretary, treasurer, tax collector, auditors);
12. St purchase, hold, or dispose of school property and equipment; to determine the number and types of schools and provide accommoda:iom and equipment sufficient for all children Who have a right to attend; to select school sites, insure all buildings and equipment. and keep them in repair;
(3) codetermine the number of teachers required; is appoint, discharge, or transfer them; to decide terms of employment and rank; and to pas the teachers monthly;
4) : permit the use of the schoolhouse for any chwful purpose which does not interfere with the operation of the school(in practice, shools are used for meetings, lectures, concerts, socials, polling booths, church service, and Sunday schools);
15) : provide textbooks, without charge, for the use of pupils from Grade I to Grade XII anclusive:
(i) : 0 fix the time and place of board meetings; 20 prepare estimates and submit them to the bunicipal council;
Th to expel refractory pupils when necessary; and
18) to report to the Minister the number of deaf and biad children in the area.

If it is decoud axyainen, a boan mas, is add:tion:
(1) provide for kindergartens, school gardens, home economics, evening lectures, industrial arts, and summer and vacation schools;
(2) by itself or by agreement with other boards, engage instructors for special subjects (agriculture, home economics, industrial arts);
(3) provide surgical treatment for any child when recommended by the teacher, school nurse. or medical inspector;
(4) contribute to pension or life insurance funds for all employees, and supplement supetannuation allowances;
(5) maintain cadet corps; operate school grounds as a park, rink, or playground; provide equipment; organize gymnasium classes and provide supervisors;
(6) support school fairs;
(7) pay the travel expenses of teachers and board members attending education conventions;
(8) in certain circumstances pay legal fees of teachers or board members in libel or slander proceedings:
(9) provide transportation for pupils;
(10) purchase milk for pupils;
(11) fix fees;
(12) protect the board against claims for accidents through insurance: and
(13) provide and pay for such medical and dental inspection of the pupils as the regulations may prescribe.

## 1. Teachers

In Ontario, "reacher" means a person who is lugatly qualified to teach in a public school. separate school, continuation school, high school, collegiate institute, or vocational school and is under contract to teach in such a school, but does not include an inspector, an instructor in a teachertraining institution or a person employed to teach in a school for a period not exceeding one month. Teachers must be British subjects, of good moral character, and pissicaly fic.

Training of Elementary School Teachers.Teachers for olementary schools, public and separate. are trained in the 13 teachers' colleges located at H:milton, Port Arthur, London, North Bay, Ottawa, Peterborough, Stratford, Sudbury, Toronto, Windsor, University of Ottawa, New Toronto, and St. Catharines. At the University of Ottawa and Sudbury Wachers' colleges, teachers are trained for work in elementary schools in which French is a language of instruction.

Candidates are admitted to the one-year course leading to an Elementary School Teacher's Certificate upon submission of:
(1) evidence of standing in Grade XIII English literature and English composition (or the three-hour paper in English if written in 1965), and six additional Grade XIII papers (in the case of Sudbury and Ottawa, four required papers are English literature, English composition, litterature française, and composition francaise;) or a degree, atpproved by the Minister, from a university in the British Commonwealth; (in lieu of the Grade XIII standing, an applicant may submit evidence of successful completion of any one of the following: (a) the preliminary year at the University of Windsor; (b) the qualifying year at Carleton University; (c) the pre-university year at the University of Ottawa, Laurentian University, or Waterloo Universit): or (d) the (wo-sear
course in pre-school education or in home economics at Ryerson Polytechnical Institute):
(2) evidence of being a British subject or a Canadian citizen;
(3) a certificate from a clergyman or other competent authority that he is of good moral character: and
(4) evidence of freedom from active tuberculosis.

Candidates are admitted to the Second Class Certificate course given at Sudbury and Ottawa if they hold the secondary school graduation diploma of the general course (Grades XI and XII) with at least four options, one of which must be litterature française in addition to the requirements in (2), (3), and (4).

Successful students are granted, according (0) the courses taken, either the Interim Elementary School Teacher's Certificate or the Interim Second Class Certificate (at Ottawa and Sudbury onity), each valid for 5 years. These certificates are made permanent upon submission of an inspector's certification of two years of successful teaching experience. subsequent to the date of the interim certificate.

A Primary School Specialist's Certificate course is offered at the Toronto Teachers' College for those who are proficient in vocal and piano music and who have either an Elementary School Teacher's Certificate or an approved university degree. Grade IX of the Royal Conservatory of Music is the standard in piano required. The course is of one year's duration and leads to an Interim Primary School Specialist Certificate, valid for teaching in junior kindergarten, senior kindergarten, and Grades 1 and II.

Interim High School Assistant's Certificate, Type B. - For admission to the course leading to this certificate a candidate must hold a degree from a university approved by the Minister as to admission requirements and as to content of the undergraduate courses. He must he: at least 20 years of age, a Canadian citizen or a British subject with landed immigrant status, and of good moral character.

After two years of successful teaching, the teacher may have his Interim Certificate converted to a permanent High School Assistant's Certificate, valid for life.

Interim High School Assistant's Certificate, Type A. - A candidate who has obtained at least second class honours in an approved Honours Course or whose work has been sufficiently concentrated in certain subjects or groups of subjects at university may take the seminar leading to the Type A certificate concurrently with the course for the Type $\mathbf{B}$ certificate. The additional work required covers subjects in which the candidate is seeking a specialist certificate, special observation, and practice teaching. The courses for the Type A certificates provide for specialization in allacademic secondary school subjects. The Type A is not granted unless the candidate is also entitled to receive the Type $\mathbf{B}$ certificate. After two years, the Type A may be made permanent.

The Ontario Colleges of Education at Toronto and at London offer the secondary school certificate courses.

The Ontario Institute for Studies in Education offers graduate work. Some of the courses for postgraduate degrees may be taken during the summer.

Vocational Certificates. - There are two main types of vocational teaching certificate: the Interim Vocational Certificate, Ty pe B, which after successful experience of the holder becomes the Permanent Vocational Certificate; and the Interim Vocational Certificate, Type A, which becomes the permanent Vocational Specialist's Certiflcate. The former qualifies the holder to teach, and the latter qualifies the holder at act as a shop director in a vocational school.

Industrial Arts Certificates. - The holder of an Elementary School Teacher's Certificate, who has taken one summer course in industrial arts, may obtain the Interim Intermediate Industrial Arts Certificate through one year's attendance at the Ontario College of Education. This certificate qualifies the holder to teach industrial arts in academic secondary schools as well as in elementary schools. The holder of an Interim Certificate in Industrial Arts, with at least one year of successful teaching in the field of industrial arts, who has passed on fewer than eight Grade XIII papers, including one in English, may qualify for admission to the course for the Interim Specialist Certificate. This course is intended to provide training for those who plan to teach industrial arts in collegiate institutes.

Teachers' Contracts. - All teachers who are employed on a yearly basis by a school board come under the terms of either the Permanent Standard Contract (white) of the Probationary Contract (green). Both of these contracts are entered in the regulations of the Department.

Notice of termination of the contract must be given by at latest November 30 to take effect on December 31, or by May 31 to take effect August 31. Legal termination at any other time may take place only by mutual consent between the teacher and the school board. The contract is deemed to continue from year to year unless terminated in the foregoing manner.

The Granting of Certificates. - A teaching certificate valid in Ontario schools is issued by the Department of Education subject to completion of the requirements which may, from time to time, be amended.

A teacher may be employed for a probationary period (a) of not more than two years if he has less than 3 years' experience, or (b) of not more than one year if he has 3 or more years experience. The teacher may sign a probationary contract if he is willing to do so. Such a contract may be terminated by the board without stating reasons, and the teacher has no recourse to the Board of Reference.

A permanent contract remains in force until terminated in accordance with any Act administered by the Minister of Education or the regulations of the Department. If his contract is terminated, the teacher may challenge the validity of the reasons stated by applying for a Board of Reference. This must be done within 15 days of the receipt of the notice of termination. Decision by the Board of Reference is binding, and failure to comply cuts off grants to a board or suspends the certificate of a teacher.

Duties of Teachers, Department Heads, and Principals. - Teachers are expected to teach diligently and faithfully the prescribed subjects of the various grades and to encourage pupils in the pursuit of learning. They must maintain proper discipline in the classroom and the playground. Specific duties are outlined in The Schools Act and in the regulations of the Department.

In collegiates and vocational schools, department heads are responsible for: the organization and management of their own department including the setting out of courses of study; the maintenance of equipment and the keeping of an inventory of supplies: preparation of an annual budget; control over all requisitions of the department; and teaching as required.

A principal, in addition to any teaching he may do, has the following duties:
(1) to maintain order and discipline in the school;
(2) to register the pupils, classify them according to the courses of study prescribed, and record their progress through school;
(3) to hold examinations, as required by the inspector, for the promotion of pupils or for any other purpose;
(4) to report the progress of the pupils to their parents or guardians at least once each school term; and
(5) to furnish information to the Minister and the inspector and to prepare reports for the board as required by the regulations.

In addition, a principal must give attention to the health and comfort of the pupils, to the cleanliness, temperature and ventilation of the school, and to the care of school property. He must report existence of infectious or contagious disease in the school, and he must refuse admission of pupils believed to be infected with or exposed to communicable diseases requiring quarantine.

Teachers' Superannuation. - The Superannuation Fund is administered by the Teachers' Superannuation Commission. Teachers' contributions to the fund are 6 p.c. of their annual salary. The Government of Ontario contributes to the fund 6 p.c. of a teacher's annual salary. There is no maximum pension.

Type "A" is a full pension granted when a person ceases to be employed as a teacher (a) at age of at least 62 after 35 years of contributory service, or (b) after 40 years of contributory service regardless of age. It is calculated by taking $35 / 50$ of the average salary over the last 10 years of service.

Type " B " is a pension granted when a person ceases to be employed as a teacher after 30 or more years of contributory service, but who cannot qualify in either service or age or both for an "A" pension. It is calculated by dividing the number of years of service by 50 and multiplying by the average salary over the last 10 years of service. This basic calculation is then reduced at the rate of 5 p.c. for each year that the teacher is less than 62 years of age at the time of retirement with a minimum deduction of 5 p.c. and a maximum deduction of 50 p.c.

Other types of pension are available to: a person who on ceasing to be employed as a teacher has credit in the Fund for 10 years or more of service; a teacher who sufferstotaldisability or is permanently incapacitated as a teacher after 15 or more years of service; the widow and children under 18 of a pensioner (if a widow dies or remarries, the pension goes to the children under 18 , or ceases).

Other provisions provide for the employment of pensioned teachers, refunds of contributions, contributions for leave of absence, credit for non-Ontario teaching, and war service.

## F. Miscellaneous Regulations

School Attendance.-Every child who has attained the age of five by December 31 has the right to attend public school after September 1 of the following year, unless his parents are separate school suporters or he is mentally retarded. If the question arises as to whether a person can profit from instruction in an elementary school, the matter is referred to a committee appointed by the Minister.

Children four years of age may attend a kindergarten and children three years of age may attend a junior kindergarten, subject to such fees as the board may charge.

A board may provide a class for children to enter school for the first time in the second term of any school year after a date approved by the board. In such a case a child whose birthday is on or after January 1 and before July 1, and who is eligible to attend public school or kindergarten the following September, has the right to attend such a class.

Every child 6 to 16 years of age must attend school unless exempt because:
(1) he is under satisfactory instruction at home or elsewhere;
(2) he is unable to attend because of illness or unavoidable cause;
(3) he has obtained a secondary school graduation diploma;
(4) he is excluded from attendance, under any act of under the regulations;
(5) he is 14 , and his parent or guardian resides on a farm and his services are required on the farm:
(6) there is no transportation, and he is under 7 and lives more than one mile from school, or from 7 to 10 and lives more than 2 miles, or 10 of older and lives more than 3 miles from school:
(7) he is absent one-half day a week for music, is absent on holy days, or is excluded by any Act;
(8) he has been granted a Home Permit or an Employment Certificate; or
(9) he is absent temporarily as authorized by the regulations.

A provincial school attendance officer may be appointed to superintend and direct the enforcement of compulsory school attendance and check on excused absences. An attendance officer is appointed by the public school board or separate school board of every urban municipality, and every board of education of high school board. The council of a township also appoints an attendance officer except where all the children in the township are subject to school attendance officers appointed by school boards. Elementary and secondary school boards in territory without municipal organization also appoint attendance officers. Two or more boards or councils may appoint the same attendance officer of officers. Attendance officers report monthly to the appointing body and annually to the provincial attendance officer. He performs his duties under the direction of the inspector.

Any school board may at any time make a complete census of all children under 21.

No one may employ a child of compulsory school age during school hours unless the child has a Home Permit or an Employment Certificate. The penalty on conviction is up to $\$ 25$. Where children are not in school, unless they are legally excused, parents are liable to a penalty up to $\$ 25$ or may be tequited to produce a bond of $\$ 100$. Cases are tried in a family court by the school attendance officer where possible.

School Tems. - The school year is divided into two terms. The first begins in September on the first Tuesday after Labour Day and ends on December 22 (or December 19 if the 22 nd is a Monday). The second term commences January 3 (January 6 if the 3 rd is a Friday) and ends on June 29 (or June 26 if the 29 th is a Monday).

Subject to the approval of the Minister, in exceptional circumstances, an inspector in a territorial district may determine the length of the school year to suit unusual local needs. It must not be less than six months.

Schools are legally closed every Saturday and Sunday, all statutory holidays, the week following Easter, and on any holiday proclaimed by a municipal council (but not by a school board). A school may also be legally closed by order of the local medical health officer.

Rural elementary schools keep Arbour Day on the first Friday of May with special lessons on nature study, the planting of trees, and the beautification of school grounds. All schools celebrate Commonwealth Day on the last school day before Victoria Day. In some areas a school fair is held in the fall.

School Hours.-By regulations, all schools assemble at $9 \mathrm{a} . \mathrm{m}$. and dismiss not later than 4 p.m. unless the board, with the approval of the Minister, directs otherwise. Children up to Grade III, undet certain conditions, may be required to attend only $21 / 2$ hours per day. In practice this usually applies only to kindergartens.

Noon recess in rural elementary schools is usually of one hour duration, from 12 noon to 1 p.m.. and in urban schools from 12 noon to 1.30 p.m. In rural high schools within the new larger areas there is a tendency to reduce the noon lunch period to 40 minutes, or three quarters of an hour, in order to minimize problems of discipline and provide for early closing, so that buses may deliver the more distant pupils to their homes at a reasonable hour.

In elementary schools there are recesses of at least 10 minutes during the forenoon and the afternoon. In secondary schools these recesses are optional with the board and are not usually allowed.

School Visitors.-School visitors may enter public schools, attend any school exercises, examine the progress of the pupils and the management of the schools, and give advice to teachers and pupils and others present when they deem it expedient.

Those authorized as visitors are judges, members of the provincial legislature, members of municipal councils in the municipalities where they reside, and every clergyman within the municipality wherein he has pastoral charge.

The list of authorized visitors to Roman Catholic separate schools varies somewhat from the foregoing. It includes the Minister of Education, members of the legislature, public school inspectors, the heads of municipal councils (who may visit only the schools within the municipality), and clergymen of the Roman Catholic Church.

Except by members of the Roman Catholic clergy, the right to visit a school is rarely exercised.

Patriotic and Religious Education. - The Schools Acts recommend that each teacher inculcate lovalty and love of country by precept and example, and the Regulations specify the use of the flag and the singing of the national anthem as a part of the daily opening and closing exercises.

Religious education in Ontario schools is based on the philosophy that the schools exist for the purpose of preparing children to live in a democratic society which bases its way of life on the Christian ideal. It is divided into two phases, religious exercises and religious education.

Religious Exercises - Every public and secondary school is opened with the reading of Scripture and repeating of the Lord's Prayer or other approved praver. The program for the public schools suggests that in addition a hymn be sung.

Religious Education. - A pupil may be excused from either or both parts of two 30 -minute periods of religious instruction per week at the request of his parent. A teacher may be exempt from giving religious instruction by a request in writing to the board, whereupon the board makes other arrangements to provide instruction. Emblems of a denominational character must not be displayed in public or secondary schools during school hours.

Non-resident Pupils. - Any school may admit non-resident pupils if the inspector reports in writing that there is sufficient accommodation and that the school is more accessible to the pupils concerned. Non-resident fees prescribed by the hoard must be paid by the parent or guardian but may not exceed the average cost per pupil for the year precedingafter deduction of all grants. Parents who live more than three miles from the school and must pay nonresident fees may have them deducted from their taxes.

Children from a children's shelter or similar house are deemed non-resident and the Children's Aid Societies pay their fees and include the amount in the cost of maintenance when billing the municipality responsible for the children concerned.

When nonwresident fees are pavable by one board to another, they are the average cost per pupil for the previous year before deduction of all grants.

A public school board may enter into agreement with another board in order to provide for the construction, furnishing, and equipping of one or more additional classrooms by one board for the accommodation of pupils of the other board.

## G. School Finance

The principal sources of revenue for Ontario schools are local taxes and provincial grants.

Local Taxes. - A school board prepares and submits to the municipal council concerned estimates of all sums required during the year. These include the estimated revenues and expenditures of the board and make allowance for any surplus from the previous year which is available for the current rear. Any deficit from the previous year is taken into account.

Each local municipality raises the sums required by the school boards concerned by means of rates assessed on taxable property. Separate school supporters pay the rates for separate schools and secondary schools. Municipalities may also levy taxes in order to make special grants for school purposes. Where a school district lies in more than one municipality, the cost is usually apportioned in proportion to assessment.

A school board in unorganized territory, having prepared its estimates, appoints an assessor to levy and collect the necessary taxes.

General Legislative Grants. - These are made up of three main parts: grants for operating purposes, grants for capital purposes, and Stimulation Grants.

1. Grants for operating purposes incIude:
(a) Rasic Tax Relief Grant. This is made up of an amount computed by multiplying the average daily attendance in the schools under the board by a specified rate. This rate varies according to the proportion of pupils attending different types of classes. The amount of the grant is higher for pupils attending continuation schools than for pupils attending elementary schools, and higher still for pupils attending high schools. The highest grant is paid for pupils attending vocational courses in high school.
(b) Equalization Grant. An elementary school board receives a grant calculated on the total provincial equalized assessment supporting the board. The provincial equalized assessment is calculated by adjusting the local assessment of a municipality according to a provincial equalization factor determined by the Department of Municipal Affairs. In computing the amount of this grant, average daily attendance is taken into consideration.

A secondary school board receives a grant similarly calculated. The amount of the grant increases with a higher average daily attendance in high school
courses, and increases still further for higher average daily attendance in vocational courses in secondary schools.
2. Grants for capizal purposes include:
(a) Basic Tax Relief Grant. This grant is computed by multiplying a board's recognized extraordinary expenditures by a specified rate. The amount of the grant increases with a higher average daily attendance in high school courses, and increases still further for higher average daily attendance in vocational courses in secondary schools.
(b) Equalization Grant. This grant is also computed by multiplying a board's recognized extraordinary expenditure by a specified rate. The rate decreases as the board's provincial equalized assessment per class room unit increases.
(c) Grouth Need Grant. This grant is also computed by multiplying a board's recognized extraordinary expenditures by a fixed rate. Separate percentages are used for elementary and secondary schools.

> "Recognized extraordinary expenditure", used in calculating the amounts of the foregoing grants, normally includes a portion of the following: annual payments on debentures: new schools and additions to schools; transportation costs; improvements made by an elementary school board in an urban municipality with a population of 2,500 or more of in a rural municipality with a population of 25,000 or more: certain types of improvements made by a secondary school board except where the average population of the municipalities of the school district is 3,000 of more; and tuition fees to other boards.
> The meaning of "average daily attendance" varies with the type of grant, but in general the average is obtained by dividing the sum of pupil days attended and additional days allowed for grant purposes in the preceding year by the number oflegal teaching days in that year. Variation occurs in the case of auxiliary classes, such as hard-of-hearing, hospital, orthopaedic, limited vision, and others.
3. Stimulation Grants. These grants are paid to boards in respect of:
(1) evening courses of study approved by the Minister, including courses offered in English and Citizenship or French and Citizenship for newcomers to Canada;
(2) free instruction in Industrial Arts and Home Economics given to non-resident pupils:
(3) purchase of library books:
(4) milk distributed to pupils free of charge:
(5) inspectors employed by districts designated as municipal inspectorates;
(6) membership fees in the Ontario School Trustees' Council and in one memberassociation of the council;
(7) acquisition of school sites;
(8) secondary school boards operating small secondary schools having a total of 500 pupils;
(9) purchase of text-tooks; and
(10) larger units of administration, with respect to
(i) boards of elementary schools entering larger units of administration,
(ii) boards of larger units of administration that include two or more former school sections, and
(iii) secondary school boards that operate a high school.

This grant is dependent on the number of former school sections or former union school sections within the dlstrict under the jurisdiction of the board.

To calculate grants for schools in their first year of operation, approved current costs are used.

Corporation Tax Adjustment Grant. - This grant is paid to an elementary school board in a municipality where the corporation assessment is 5 p.c. or more of the total assessment In such a case an elementary school board is allocated an amount of assessment computed by multiplying the total corporation assessment in the municipality by the fraction of the non-corporation residential and farm assessment supporting the board. This assessment is the excess of the amount calculated for the board over the amount of corporation assessment in the municipality already supporting the board. The amount of the grant is computed by multiplying the allocated corporation assessment by the average mill rate for public school purposes, and dividing by 1,000 .

Estimates for 1965-66.-An increase of $\$ 45,600.000$ over the amount provided for the previous rear, the estimates for $1965-66$ provided $\$ 331,000,000$ for grants to elementary and secondary schools in 1965. In addition, $\$ 24,000,000$ was provided to match the teachers' contributions towards their pension fund. To reimburse local boards for the education of pupils who live on Crown lands or in an area in the territorial districts where there are no schools, an amount of $\$ 4,250,000$ was provided. For the education of retarded children, \$2,500,000 went for operating costs, and $\$ 250,000$ was provided towards new buildings to accommodate such pupils.

## H. Technical and Vocational Education

Vocational High School. - With approval of the Minister, a high school board or board of education may establish a vocational school in a high school district and provide some or all of pre-vocational school courses, general full-time courses, part-time day courses, evening courses and special full-time day courses for pupils of 13 years of age or over. In some cases boards prefer to establish composite schools with provision for vocational classes. Pupils eligible to enrol in high schools may enter the vocaional schools.

A yocational school principal may admit an adult to a special full-time, part-time or evening course of study.

When a board establishes a vocational school the school is under the management and control of an advisory vocational committee appointed by the board. The committee is composed of five, eight, or 12 members, as decided by the board, including the chairman of the board, and two, three or five, members of the board. One, two, or three persons are appointed by the board who are employees in industry and an equal number of persons are appointed by the board who are employers of labour or directors of companies employing labour in industry. Additional members may be appointed by the committee. Where in the opinion of the board, representation on the committee would be desirable from other businesses or occupations, an employee, employer or director concerned in the business or occupation may be appointed by the board.

Where a vocational school is built under a technical and vocational agreement between the Federal and Provincial governments in one high school district to serve two or more high school districts, the composition of the committee is determined by the boards concerned subject to the approval of the Minister.

An adyisory vocational committee makes recommendations to the board with respect to a school site, building, equipment and courses of study. It also makes recommendations on the selection and salary schedules of teachers, and co-operates with building, finance, property, salary and other committees of the board in all matters affecting vocational education under the board. The board may not withhold its approval without hearing the committee. Subject to regulations, estimates of the committee are included in the high school estimates submitted to the council or councils for the year.

Institutes of Technology. - With the approval of the Lieutenant-Governor in Council, the Minister of Education may establish, maintain, conduct and govern schools for advanced technical training in one or more branches of industry, or he may enter into agreement with any organizations to that end. Responsibilities for the financial support usually fall entirely on the province, although fees help somewhat and interested organizations may contribute through bursaries, scholarships and awards.

The Federal Government also contributes according to the terms laid down in the Federal-Provincial Agreement of 1961 .

Five Institutes of Technology are administered by the Technological and Trades Training Branch of the Department of Education with assistance from local Advisory Committees appointed by the Minister of Education: the Provincial Institute of Mining, Haileybury; the Hamilton Institute of Technology, Hamilton; the Eastern Ontario Institute of Technology, Ottawa; the Northern Ontario Institute of Technology, Kirkland Lake; and the Western Ontario Institute of Technology. Windsor. These institutes offer to secondary school graduates technological and business courses in vocations requiring three years of post-secondary study. In 1964, the five institutes had a total enrolment of 2,017 full-time students, and 1.665 students in evening courses.

In addition to the foregoing technical institutes, the Ryerson Polytechnical Institute in Toronto offers three year post-secondary technical courses. These courses are given in Technological, Business Administration, and Applied Arts divisions. Ryerson is administered by a Board of Governors and operated on funds provided by the Department of Education. In 1964 Ryerson Polytechnical Institute had a fulltime enrolment of 3,304 students, and 6,500 additional students registered in evening courses. Diploma courses at the technician level are also offered in what was recently known as the Lakehead College of Arts, Science and Technology in Port Arthur, now changed to Lakehead University.

Advanced Technical Evening Classes are available to secondary school graduates through four Institutes of Technology and twenty-one secondary schools throughout the Province. This program is designed to provide for the needs of employed lechnicians seeking to improve theit technical education qualifications.

Ontario Vocational Centres. - In September, 1964 Ontario Vocational Centres were opened at London and at Ottawa; in September, 1965 at Sault Ste. Marie. Along with the Provincial Institute of Trades, the Provincial Institute of Automotive and Allied Trades, and the Provincial Institute of Trades and Occupations, all located in Toronto, the Ontario Vocational Centres offer courses in four main divisions:
(1) courses for apprentices in the certified trades as designated by the Department of Labour of Ontario;
(2) pre-employment courses in non-certified trades and trades approved for vocational training under the Federal-Provincial Agreement:
(3) two-year engineering technical courses for secondary school graduates; and
(4) post-secondary business and commercial courses.

In 1964, there were 2.459 full-time students in five vocational centres, and 2,383 students entolled in evening courses.

Under Program 5 of the Technical and Vocational Training Agreement with the Government of Canada, the Technological and Trades Training Branch of the Department of Education administers the retraining of unemployed persons in Ontario. This retraining is conducted in 38 centres throughout the Province under the supervision of local committees. In 1964 there were 6,227 persons enrolled in 38 different courses.

Colleges of Applied Arts and Technology. - In 1965 the Minister was empowered to establish and maintain colleges of applied arts and technology with the approval of the Lieutenant-Governor in Council offering programs of instruction in one or more fields of vocational, technological, general, and recreational education. These colleges may conduct courses on both a day and night basis and either full or part-time. The Minister is assisted in the planning, establishment, and co-ordination of the activities of such colleges by a council known as the Ontario Council of Regents for Colleges of Applled Aits and Technology. whose members are
appointed by the Minister. Each college has a board of governors, and there is an advisory committee for each program of instruction.

The board of governors, with the approval of the Lieutenant-Governor in Council may enter into an agreement with a university for the establishment and maintenance, by the university, in the college of programs leading to degrees, certificates, or diplomas awarded by the university.

The cost of the establishment and maintenance of a college of arts and technology is payable until March 31, 1966 out of the Consolidated Revenue Fund and thereafter from funds approprlated by the legislature and from funds contributed by the Federal Government.

The Minister, subject to the Lieutenant-Governor in Council, may make regulations providing for the composition of the Council of Regents, the boards of governors and the advisory committees, and prescribing their powers and duties. He may also make regulations prescribing the type, content and duration of courses, the requirements of admission, the amount of fees, the granting of certificates, and the qualifications of the staff.

# CHAPTER VII <br> <br> EDUCATION IN QUEBEC 

 <br> <br> EDUCATION IN QUEBEC}

## A. Some Education Highlights in Quebec's History

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

Two basic conditions which have their roots in 350 years of Canadian history remain unchanged: (1) Quebec has two parallel and distinct programs of education operating under a common Act, about five sixths of the population following the program of the Roman Catholic section and the other sixth the Protestant; and (2) French is the language of instruction in nearly all of the Catholic schools.

Quebec as New France, 1534-1763. - Jacques Cartier's landing at Gaspé in 1534 was in the course of events followed by the French settlement at Quebec under Champlain in 1608. The first school was opened in 1616 at Trois-Rivières, another in 1618 at Tadoussac, and another in 1632 in Quebec. These schools were for Indian children. The first primary school for settlers' children opened in 1635 in Quebec. In 1639 Ursuline nuns undertook the education of 40 little girls in Quebec. Other nuns under Sister Marguerite Bourgeoys opened a school in 1657 at Ville-Marie (Montreal).

Wherever children of settlers reached school age, elementary instruction was given by itinerant schoolmasters, notaries, parish priests, and especially by members of certain religious orders. A partial list includes: Jesuits, Récollets or Franciscans, Ursulines, Dames de la Congrégation, Soeurs de lllôpital Général. Frères Hospitaliers de SaintJoseph de la Croix (Frères Charron), and the Frèes des écoles chrétiennes. Thus, education in New France, as in old France at that time, was a church-and-welfare undertaking, without state administrative structure.

The beginnings of secondary and higher education occurred when Bishop de Laval founded Quebec's Grand Séminaire and Pelit Séminaire as well as the arts and trades school at Saint-J oachim for the training of craftsmen. These were established before 1670. It might be said that even before this the Jesuits had to their credit the organization of secondary education in Canada. A complete system of classical courses had been developed by 1655; and from the opening of the Petil Séminaire in 1668 until the Treaty of Paris in 1763, the curriculum followed was that of the Collège des Jésuites in France.

From 1763 until Confederation. - The fall of Quebec in 1759 and of Montreal in 1760 were followed in 1763 by the Treaty of Paris which gave all the French colonies in North America to the British. In the turmoil that preceded and followed the Conquest,
cultural and educational pursuits were at a standstill. The few schools that were revived were not able to keep abreast of need. With fresh colonization the population increased in number, but the schools did not. In 1784 only one person in five could read, and fewer could write.

English language schools made their appearance when General Murray appointed Sergeant Watts as schoolmaster for children of military personnel. Later, a more ambitious Academy was opened in 1781, but was closed in 1786 for lack of support and capable staff.

In 1801 word came from England that Crown lands and revenue from them were to be applied to education. An Act for the Establishment of Free Schools was passed, and a corporation entitled "Royal Institution for the Advancement of Learning" was set up. This corporation would:
(a) manage all schools and institutions of Royal foundation;
(b) administer all estates and properties of these schools;
(c) authorize the Governor to establish free schools in each parish or township, upon application of inhabitants; and
(d) have the Governor appoint schoolmasters and fix their salaries.

For 17 years the proposal was merely a collection of unkept promises. Bills intended to amend it or to put it in effect either failed to pass both houses or did not receive Royal assent.

In 1818, the Act of 1801 was put into practice. All schools came under the control of the Royal Institution for the Advancement of Learning, and a system of inspection was drawn up. However, a large majority ( 13 out of 17) of the Institution members were Protestant; and although Jiberal concessions were provided for the self-government of Catholic schools, it soon became evident that the scheme would not work. Gradually the Royal Institution lost control of the schools, and eventually its scope was reduced to a single function: to act as a board of trustees for McGill College in Montreal.

In 1824 , a plan acceptable to the Roman Catholics met with successful legislation. The Fabrique (vestry or local church corporation) Act, inspired by the seminary at Quebec, authorized a school administration structure patterned on that of the parish. Receiving nothing from the government, each fabrique would use one quarter of the parish income to found and operate one school for the first 200 families and possibly start another for the next 100 families. Such schools were placed under the exclusive direction of the parish priest (Cute) and


wardens who would report annually on their management. They could acquire land and property up to a value of $£ 100$ and provide $£ 50$ for annual expenditure for each school. They had control over construction of the school, choice of the teacher and setting his salary, and determining the curriculum.

Although pleased with the principle of "confessional" schools, the Roman Catholic authorities found it difficult to finance them. Contributions were on a voluntary basis, and no special taxes were imposed. In spite of this, within 4 years 48 new schools were founded.

The Act of 1829 provided a new sort of school. As "Legislative Assembly Schools" they constituted the first government-supported elementary schools controlled by representatives of the voting public. Schools could be established in each parish by trustees elected for that purpose by landlords from among themselves.

An amendment in 1830 permitted clergy as well to be elected. In 1832 the Acts of 1829, 1830 and 1831 were repealed and a more general and comprehensive School Act was passed.

The political upheaval which culminated in the Rebellion of 1837 paralyzed education efforts. Government grants were cut off entirely. Caught in the crisis were schools of the Royal Institution, fabrique schools, trustee (Legislative Assembly) schools, schools supported by private generosity, and schools of religious orders. All had to wait until Durham's recommended Union of the Canadas came into effect in 1841 when new school legislation could be passed and financial support could be provided.

Arthur Buller's Report to Lord Durham, 1838. Commissioned to make an inquiry into the state of education in Lower Canada, Arthur Buller reported in November, 1838, and his effort was incorporated as Appendix $D$ of the historic Durbam Report. Some of Buller's observations, conclusions, and recommendations included the following:

1. The Royal Institution schools failed because of the hostility of the Catholic Church and the French Canadians on the ground that the schools were essentially British and Protestant. Popular contro] was entirely absent.
2. The Fabrique Act never came into full operation but showed that parish funds could assist education; unfortunately, the system degenerated into a political machine and patronage led to mischief in the handling of school matters.
3. Lack of proper inspection contributed to deception and falsification of school records.
4. A common farm servant was better off than a schoolmaster. The teacher was frequently on the brink of starvation and always dependent on the good will of the parishioners.
5. Most schoolmasters were incompetent; many schools were without books; and parents
were indifferent, most of them feeling that provision of education was a government duty.
6. The French Canadian men were a people eminently qualified to reap advantage from education; they were shrewd and intelligent, very moral, most amiable in their domestic relations, and most graceful in their manners; but they lacked enterprise and a sense of improvement.
7. The difference in the character of the two sexes was remarkable: the women were the active, bustling, business portion of the babitants; and this was a result of the education they received from the nuns.
8. A school system should be established beyond the reach of partisan politics.
9. Normal schools should be founded.
10. Public schools should have different religious instruction for Roman Catholics and Protestants.

The Education Act of 1841 provided for a Common School Fund from the sale of lands, the appointment of a superintendent, municipal corporations to levy taxes and build schools, commissioners or trustees to manage schools and examine teachers, and permission for a minority to dissent. The provision allowing for dissent, under which a religious minority might give notice of withdrawing from the established school to set up its own school, was a solution for the vexatious problem of establishing common schools where different languages and religions were involved.

In 1857, the Jacques-Cartier and McGill Normal Schools were opened in Montreal and the Laval Normal School in Quebec.

The application of the School Acts from 1841 to 1867 established the elements of the present system. The Catholic clergy and the leaching orders (coming from France in great numbers for the first time since the Treaty of Paris) filled the gaps in the system. They compensated for their compatriots' lack of resources and for the apathy of the rural population towards education. When it became evident that the United Province of Canada was about to enter a wider confederation Protestants and Catholics worked together to preserve their separate education functions and to resist any effort by the state to assume control.

Confederation, 1867. - The B.N.A. Act united the Province of Canada, Nova Scotia and New Brunswick into one Dominion of Canada. It then divided the Dominion into four provinces: Quebec (once known as Lower Canada), Ontario (once Upper Canada), Nova Scotia and New Brunswick. The last two had the same territorial limits as they had before the passing of the Act.

Section 93 of the Act clearly gave jurisdiction over education in each new province to its legislature. (See Chapter I.)

This was merely a confirmation of the existing situation of independent, individual school systems for French-speaking Roman Catholics and for Englishspeaking Protestants. Minorities such as the Jewish, Irish, Italian, German, Hungarian, Czech, Polish, Syrian, Japanese and other ethnic groups established in Quebec through immigration since 1867 had to support either the Catholic or the Protestant Systems.

From 1867 to 1875 the provincial Premier also acted as Minister of Public Instruction.

The position of Superintendent of Public Instruction was created in 1875. Free of direct political connection, this official allowed the setting up of two separate and independent committees, one Catholic and the other Protestant. The Catholic group had under its jurisdiction elementary and post-elementary schools, while independent classical colleges continued to offer secondary programs outside government control. Both elementary and secondary schools came within the control of the Protestant committee.

The Education Situation in 19fit. - The 1961 Census revealed a population in Quebec of $5,259,221$ with more than one quarter of these attending 7,000 schools, and there were about 50,000 teachers. The number of pupils and teachers had more than doubled
since 1946, and this presented problems of accommodation, leaching, curriculum, finance, and expansion of higher education.

The Royal Commission of Inquiry on Education, 1961-65. - In ivarch, 1961 the Quehec government commissioned Msgr. Alphonse-Marie Parent, vicerector of Laval University, to study the organization and financing of education in the province. The taking of evidence was followed hy the publication of reports which continued into 1966.

The recommendations of the Commission of Inquiry regarding confessionality and finance were to be made public during the first months of 1966. Then, the Parent Commission would be at the end of its work.

Already, however, several of the recommendations of the Parent Commission have resulted in basic changes in education administration and in teaching. Thus, on May 14, 1964 the Department of Education and the Superior Council of Education were formed. One year later, the first regulation of the Minister of Education regarding elementary and secondary schooling made radical changes in teaching arrangements. This was followed by regulations governing pre-university and vocational courses and the granting of teaching certificates.

## B. Higher Education

Classical Colleges. - The earliest secondary and higher education in New France was offered in private, religious institutions that came to be known as Colleges Classiques. The first was founded by the Jesuits at Quebec City in 1635, and others followed at Montreal and Trois-Rivières. There were a few in operation just before and after the Treaty of Paris in 1763, but about fifty years later colleges began to spring up again. A large number were established after the Fabrique Act was passed in 1824, and the trend continued up to confecteration and beyond. Today there are about 60 classical colleges for boys, 20 for girls, 25 seminaries for religious students, and 5 modern colleges throughout the province of Quehec. Counting all institutions, Catholic and Protestant, there are about 5,000 teachers and 32,000 students.

The program covers, beyond 7 years' elementary, 5 years of secondary and 3 years of classical courses leading to the Bacculaureate is Arts. Those who wish science, medicine, law, or other advanced work enter one of the large universities to which the colleges are affiliated.

In the early years, the classical colleges were the only schools which provided an education bevond elementary (grade 7). Today, after the rise of public high schools, a large percentage of students entering university come from the classical colleges. Traditionally for the intellectual elite, the colleges stilt tend to attract the well-to-do.

Although affiliated with one or other of the large universities, each of the colleges operates independently and develops its own standards. This may present a difficulty when meeting university entrance requirements.

The recommendations of the Parent Report, if implemented, would alter the role of the classical colleges. However, some vears may pass before this occurs.

The Three Inlimited Charter Universities. Higher education is offered by 6 universities, by 15 university schools affiliated with the six but selfadministered, and by 20 Catholic and 4 Protestant major seminaries. Of the universities, three have unlimited charters.

Laval Iniversity in Quebec City was recognized by Queen Victoria in 1852 and by Pope Pius IX in 1853. Emphasis was placed on developing the faculties of law, medicine and theology. Laval embraced several other schools and offered affiliation to the classical colleges, most of which accepted. A number of new classical colleges sprang up with courses determined largely by the requirements and aspirations of the home district although modelled basically on the French classical program.

In addition to the Grand Seminary and several affiliated colleges, Laval has the following faculties and schools: agriculture, arts, commerce, forestry and surveying, law, letters, medicine, philosophy,
science and engineering, social sciences, theology, education, fisheries, geography, graduate studies, history, household science, music, nursing, pharmacy, and social service.

Instruction is given in the French language, although several textbooks at advanced levels are in English.

Degrees include several varieties at the bachelor, master and doctorate levels.

Full-time enrolment in 1964-65 was 13,959 undergraduate and 418 graduate.

University of Montreal. - In 1876 Montreal Unitersity started as an offspring of Laval University and received a pontifical charter in 1919. It became autonomous in 1920. At the beginning it included faculties of theology, law, medicine, and arts, and maior schools affiliated with it.

In 1963 the list of affiliated institutions included: Agricultural Institute of Oka, 27 boys' and 6 gitls' classical colleges, Institute of Family Pedagogy and Home Economics, Marguerite d'Youville Institute, Normal School for Secondary Teaching, Pedagogical Institute, Polytechnic School, St. George Pedagogical Institute for Men, School of Higher Commercial Studies, School of Optometry, School of Veterinary Science, and Thomas More Institute for Adult Education.

Other institutions are attached to the University through a uni versity faculty or school. These include schools or institutes of hospital administration, religious sciences, music, home economics, dietetics and nutrition, translation, French elocution and oratory, advanced theology, tourist guides, medical technology rehabilitation, experimental medicine and surgery, microbiology and hygiene, cancer, and radium.

Instruction is given in the French language. Bachelor, master, and doctorate degrees are awarded. Full-time enrolment in 1964-65 was 24,526 undergraduate and 830 graduate.

McGill University. - In 1813, James McGill bequeathed 46 acres, buildings and $\$ 110,000$ to the Royal Institution for the Advancement of Learning to help found a university. In June 1829 the Institution opened McGill College and teaching in medicine and arts began. The university was non-sectarian, was supported by the people of Montreal, and received large endowments from time to time. It grew slowly until 1855, then moved forward vigorously. Four colleges were organized and affiliated with McGill: the Congregational College founded in 1839 in Dundas, Ontario; the Presbyterian College, 1867; the Wesleyan College, 1872; and the Diocesan College, in 1873. At present as affiliates it has Royal Victoria College and Macdonald College, nondenominational; United Theological College, United Church; Diocesan Theological College, Anglican; and Montreal Presbyterian College, Presbyterian.

Institutes attached to Mccill University include: Institute of space and Air Law, Allen Memorial Institute of Psychiatry, Arctic Institute of North America, Institute of Islamic Studies, Montreal Neurological Institute, Institute of Parasitology, and Bellairs Research Institute.

In 1965 McGill awarded 16 types of bachelor degrees, 11 types of master, and doctorates of civil law, dental surgery, laws, letters, medicine, music, philosophy, and science.

McGill is an English-language university. It was originally Protestant and today is non-denominational.

Full-time enrolment in 1964-65 was 9,359 undergraduate and 1,431 graduate.

## Other Universities.

University of Sherbrooke is a French-language institution founded in 1954 by the Roman Catholic Archbishop of Sherbrooke. The Chancellor, the current archbishop, is head of the university. A University College provides the undergraduate instruction. There are 20 affiliated colleges that prepare students for the B.A. degree. Faculties of the university include: arts, science, law, commerce, medicine, theology and education. Bachelor and master degrees are awarded.

Bishop's University in Lennoxvitle was founded in 1843 as a college, and in 1853 was granted university status with power to award degrees. Its founding functions were to provide a liberal education, and to provide training for Protestant clergy. Faculties today include arts, science, and divinity; but pre-professional training is also given in applied science, business administration, dentistry, education, law, social work, medicine, and pharmacy. Bachelor and master degrees are awarded, as well as the Doctor of Divinity. Enrolment in 1964-65 was 656 undergraduate and 23 graduate.

Sir George Williams University in Montreal developed from the formal education work of the Y.M.C.A. inaugurated in 1873. First classes at the university level were offered in 1929. Faculties are arts, science, and commerce. Degrees awarded are B.A., B.Sc., and B.Comm, in four-year programs. In addition diplomas of associate in arts, science and commerce are given in two-year programs. There has been a great expansion of facilities in the past few years. Full-time enrolment in 1964-65 was 3,448.

Loyola College in Montreal is an Englishlanguage Catholic institution. Although not technically a university because it has not as yet (1965) been chartered as such, Loyola has complete autonomy and independence in offering courses in arts, science, and commerce; but the actual degrees are awarded by the University of Montreal. Full-time enrolment in 1964-65 was 1,764.

## C. The Administrative Structure of the System of Education in Quebec: The liepartment of Education and the Superior Council of Education

13ill 60: An Act to Establish the Department of Elucation and the superior Council of Education, 1964, - After the first volume of the Parent Report was published, the government acted to implement some of the recommendations. The Ministry of Youth was merged with that of Education to form a new Department of Education under a minister charged with its direction and administration. The legislation of 1964 went on to establish a Superior Council of Education and four commissions: elementary, secondary, vocational-technical, and higher education, each composed of from 9 to 15 members. In addition, there are two confessional committees, one Catholic and one Protestant, each composed of 15 members: 5 religious representatives, 5 parents, and 5 educators. The Superior Council constitutes a communications link between the Department and the general public.

The Divisions. - Regular divisions ensure the operation of the Quebec Department of Education.

Under the authority of the Minister, the Deputy Minister, two Associate Deputies, and one Assistant Deputy Minister form a leam which directs the activities of the Dopartment. Of the two Associate Deputy Ministers, one must be of the Catholic faith.

The Department is divided into seven main divisions. These are the directorates of planning, curricula and examinations, school organization, building and equipment, finance, higher education, and continuing education.

1. The Directorate of Planning provides plans for education development through studies, research, and consultation with school administrators and educators. This directorate also provides technical planning services and education statistics services.
2. The Directorate of Curricula and Examinations builds, in collaboration with school authorities and teachers, the program of studies to be offered as well as the examinations to measure student progress.
3. The Directorate of School Organization coordinates the instruction offered in the various networks of institutions and orients the setting up and artangement of these institutions according to regulations and the needs of the students.
4. The Directorate of Buildings and Equipment provides for school construction and equipment in keeping with the program of studies and the needs arising from local and regional situations.
5. The lirectorute of Finance has the task of administering, according to the fiscal policies established in cooperation with the various school organizations, the sums placed at the disposal of the Minister for the implementation of his policies.
6. The Direclorate of lligher Education is essentially concerned with financing of universities and colleges whether at the investment or current expenditure levels.
7. The Directorate of Continuing Education is in charge of popular education services, correspondence courses, vocational training for adults, night courses, planning adult education for all social groups.

Along with these directorates, various auxiliary services play a part in the general activity of the Department. These services, directly linked to the deputy minister, number ten:
(1) cooperation with outside bodies;
(2) personnel service;
(3) information service:
(4) legal services;
(5) education publications service;
(6) federal-provincial agreement service;
(7) documentation service (registrar);
(8) school materials service;
(9) pension plans service:
(10) libraty service.

Structures Based on Education Services. - Conforming to the suggestions of the Parent Commission, the Department of Education is structured in function according to various edacation services rather than by grade sections (elementary, secondary, postsecondary).

The only exception to this general rule is higher education, which is considered as a separate entity.

In their report, the Commissioners had shown at some length the advantages of such a structure. This seemed necessary to them in order to avoid overlapping, to favour exchanges among sectors, and to facilitate the transfer of pupils from one level of instruction to another.

These structures were in conformity with the three great principles which have been the guide for setting up the Department of Education: coordination, maintenance of confessionality, and consultation.
(a) Co-ordination. - The structuring of the Department of Education according to the different aspects of education, rather than according to sectors (primary, secondary, etc.), was recommended by the parent Commission. This sharing of responsibility among seven great directorates, in accordance with the different aspects of education, is
of a nature to ensure a true co-ordination of the primary, secondary, post-secondary, and higher education sectors, since each directorate is responsible for an aspect of education which is common to all sectors.
(b) Wainfenance of Confessionality. - The second fundamental characteristic on which the structures of the Department are founded is the maintenance of the confessional character of Catholic and Protestant schools. This maintenance of confessionalism is ensured by the presence of two Associate Deputy Ministers to whom the Act confers, in addition to other responsibilities, the guidance and general direction of confessional schools, under the authority of the Minister and the Deputy Minister. These associate Deputy Ministers exercise their responsibilities in this regard in communication with the confessional committees of the Superior Council of Education.
(c) Consuleation. - Finally, the principle of consultation entered deeply into the elaboration of structures within the Department of Education. In effect, it is in continuous and organic consultation with all sectors of society directly or indirectly concerned with education that the Minister assumes his role as the person responsible for education policies. This cooperation took place at first in the form of consultative, working committees during the period when policies were being developed, These committees are set up at the directorate level and their activities are closely aligned with a precise field of education administration. Consultation will find its highest achievement at the level of the Superior Council of Education, where all the groups which constitute the education enviromment and Quebec society itself are summoned to give their advice on the policies and plans put forward by the personnel of the Department and their associates.

## D. Municipal Organization and School Districts

Municipal Organization. - Quebee, the largest of the ten Canadian provinces, has an area of 594,860 square miles, much of which is pre-cambrian rock unsuitable for agriculture.

In 1961 , the population of Quebec was $5,259,211$ of whom $1,352,807$ were classed as rural and $3,906,404$ as urban. The urban population was to be found in 56 cities, 167 towns, and 338 villages.

Cities and towns in Quebec are established by the Lieutenant-Governor in Council from "towns or villages' which contain 6,000 and 2,000 inhabilants, respectively.

Villages must contain 40 inhabited houses within 60 superficial arpents ( 50 acres) and the taxable immovable property must be valued at $\$ 50,000$ or more; the incorporation of a village is granted by the Lieutenant-Governor in Council if it is demanded by a majority of the ratepayers who own property in the territory, with the exception of new territories within three miles of the transcontinental railway where an application from 25 proprietors of immovable property is adequate.

Rural or county municipalities refer to parish municipalities, townships, and generally all municipalities except town or village.

The county council is composed of the mayors of all local municipalities in the county.

School Municipalities, - Villages, towns, and cities may be designated as school municipalities under the Public School Act or by special Acts.

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

Each school municipality contains one or more public schools, under the control of school commissioners or trustees, which are open to all children domiciled in the municipality. The LieutenantGovernor in Council, on the recommendation of the Minister, may erect, divide, annex, or unite school municlpalities of alter their boundaries upon resolution of trustees or commissioners or on application of the majority of the electors living in the territory concerned. The resolution comes into force 30 days after having been published and takes effect for the purposes of elections on June 1 st following publication of the notice in the official Gazette and on July 1 st for other matters.

Before the formation of a new schond municipality or the changing of boundaries, the Minister gives 15 days' notice through two insertions in the official Gazette of Quebec. Meanwhile, no such alteration may apply to the dissentient minority without consent of the trustees. Change of name may be made on request of the Minister, but must be published in the official Gazette and eight days must elapse before it can take effect. Ratepayers who are detailed to form a new municipality, or be annexed to another, pay all taxes to date of annexation. When a municipality is divided territorially, any assets or liabilities are divided in proportion to the valuation of the real estate.

Commissioners and school trustees must divide theit respective municipalities into school districts. However, the commissioners or schooltrustees do not divide cities, towns, or villages which are established as school municipalities into districts. Except under exigent circumstances, districts mav be established only if there are at least 20 children aged 5 to 16 years residing therein. Where a district enrolls fewer than 10 pupils, the school may be closed and pupils transported to another school.

Dissentients: The Rights of Minorities, - In any school municipality, any group of inhabitants professing a religious helief different from the majority, who are guardians to sufficient pupils to warrant the opening of a school and with a sufficient number of ratepayers to form a board of trustees, may give notice in triplicate of intention to withdraw and form a separate school board to the chairman or secretary of the board before May 1 st. The withdrawal becomes effective the following July.

Whenever two thirds of the religious minority have dissented, all the ratepayers who do not profess the religious faith of the majority and who do not send their children to the schools under the control of the commissioners are deemed dissentients. Should the dissentionts become the majority they may organize themselves as a corporation of school commissioners after giving notice in triplicate before May 1.

With the approval of the Minister, dissentients may either completely or only for school purposes unite with a neighoring school municipality of their religious belief. In either case, there will then be only one rate of taxation for the two municipalities. These unions may be revoked by the Minister on the request of either school municipality after having given 12 months' notice, puhlished in two consecutive issues of the official Gazette of Quebec.

Where dissentients have been for more than one year without a school, the Minister, after three monthly notices in the official Gazette of Quebec. may declare the dissentient group extinct. The ratepayers are then laxed for the time they had no school and concurrently as are other ratepayers in the district. At any time after one year a minority may again dissent and form a corporation.

All dissentients may, hesides, cease to he such by giving notice to the chairman of trustees or the secretary before May 1 that they now profess the religion of the majority and that consequently they wish to be placed under the control of school commissioners of the municipality.

School Regions. - The administrative unit called the schuol region is a union of several school districts for the purposes of the building, maintenance, and administration of secondary schools. By definition, "secondary" means Grades VIII to XII, with curricula approved by the Department of Education.

Although school regionalization had begun in 1959, it was not until 1964-65 that school municipalities were grouped together into 55 Catholic school regions and 9 Protestant school regions.

The delineation of the school regions was done with reference to the school map developed by the planning directorate of the Department of Education. Generally, each school region contains a population of from 40,000 to 50,000 inhahitants spread over an area within a radius of about 20 miles from the centre of the region.

The school region is formed at the request of school commissions concerned and on the recommendation of the Minister. School commissions that wish to constitute themselves a regional commission adopt a resolution to that effect and send a certified copy of it to the Minister. Any school commission may, at its tequest, become a membet of an existing regional commission by order of the LicutenantGovernor in Council on the recommendation of the regional commission and the Minister. No school commission may withdraw from a regional commission without decree of the Lieutenant-Governor in Council on the recommendation of the Minister and the municipal commission of Quebec.

School Commissions, - When a school muntcipality is established, the ratepayers proceed to elect commissioners or trustees who will he called upon to make up school commissions or dissentient school commissions.

Those eligible to be commissioners or trustees must have heen domiciled within the municipality for at least 12 months, must he able to vote, and must have paid all their school taxes before June 1. Every Roman Catholic cuté and every minister of any other faith in the school municipality is likewise eligible. A person may not be a candidate if his of her spouse is already a commission member.

In municipalities with school trustees, no one may be a commissioner if he is part of the dissentient minotity, and no one may he a school trustee if he is part of the majority.

Qualifications of Electors. - An elector for the board of commissioners or trustees must be at least 18 years of age, a Canadian citizen, an owner of real estate of of a building and entered as such on the valuation roll, or he the spouse of such owner and have been domiciled in the municipality for the last 6 months; or be the father, mother, or guardian of a child who was less than 18 years old on the preceding June 30 and have been domiciled in the municipality for the last 6 months.

Dissentients vote only for their trustees, and those professing the religion of the majority vote only for the commissioners.

Penalties are provided for unqualified persons who vote.

Election of Commissioners or Trustees. - Unless otherwise provided, the election of school commissioners or trustees is held on the second Monday in June, or if that day is a holiday, on the following juridical day. Voting is by secret ballot. Electors vote for as many candidates as are to be elected. Where the school municipality is divided into wards, an elector may vote only once in each ward in which he is qualified as an elector.

In default of election, the Minister may request the Crown to fill the vacancies or order a new election.

Sale of liquor is prohibited on election day.
Ordinarily, trustees and commissioners remain in office for three years, retiring by lot following the first election but after that at the expiration of three years. Each takes his oath of duty and has it entered in the minute book.

Number of Commissioners. - There are usually 5 commissioners and 3 trustees. However, at the establishment of a new school municipality, a union, on an addition, or at the request of the school commission, the Licutenant-Governor in Council may, on the recommendation of the Minister, increase the number of commissioners to seven.

School Commissioners in the Cities of Montreal and Quebec. - School commissions in Quebec and Nontreal are composed of 7 members of which 4 are apointed by the Lieutenant-Governor in Council allit 3 by the Archbishop. The term of office for oommissioners is three years in Quebec and four yeats in Montreal.

The Protestant school commission of Montreal is rade up of 10 members: 5 are appointed by city council and 5 by the Lieutenant-Governor in Council. In this same area, the Metropolitan Bureau of Montreal Protestant Schools has jurisdiction over 11 suburban municipalities and comprises 25 members.

The Bureau of Protestant Schools of Metropolitan Quebec governs 3 school municipalities: Quebec, Ste. Foy, and Sillery; and the bureau is made up of 9 commissioners, 3 from each municipality, each selected for a term of three years. For Quebec City, the levying and collecting of taxes are controlled by the provisions of the Quebec City Catholic School Board.
school Commissioners of School Regions. The school commissions which constitute regional school commissions each choose 3 commissioners or trustees who form the board of delegates of the regional school commission.

The board of delegates thus constituted hold their first meeting at a time and place fixed by the Minister. Thereafter, they hold an annual meeting on the first juridical Monday in July or, in case of prevention, the following juridical Monday.

This board then proceeds to elect the commissioners and the chairman from among themselves and to appoint an auditor.

There are 5 commissioners if the regional Botrt does not comprise more than five school boards. Otherwise, there are 7 commissioners.

The Lieutenant-Governor in Council may, howover, by order-in-council, fix at 9 the number of commissioners to be chosen from among the delegates. When a regional board is established, such order may only be made upon resolutions of the school boards concerned. After a regional board
is established, the order may only be made upon resolutions of such board and of the majority of the school boards that are members of it.

Commissioners are elected for the duration of the term of office of each as a delegate.

Duties and Powers of Commissioners. - Commissioners and trustees must:
(1) see to the construction and maintenance of school buildings, after having submitted plans and estimates to the Department of Education for approval:
(2) hire qualified teachers and administrative staff;
(3) provide free elementary and secondary education up to the end of the eleventh grade to all pupils domiciled in the school municipality. To do this, they must either establish such courses in their schools of set up a regional school commission with their neighboring school boards, make an agreement with another school board, or pay up to $\$ 200$ per pupil per year in school fees for students from their district who study at independent institutions;
(4) allow only authorized texts to be used in the schools under their control and see that these are placed at the disposition of pupils, free of charge:
(5) levy taxes in the territory under their jurisdiction;
(6) manage Department grants for current expenditure and for school expansion;
(7) borrow money after having received authorization from the departments of Education and Municipal Affaits.

The commissioners are required to conform to study programs and regulations laid down by the Department in matters of curriculum, textbooks, examinations, and certificates issued.

In 1965 there were about 1,350 local Catholic school boards and 186 local Protestant school boards. In addition, 55 Catholic regional commissions and 9 Protestant regional commissions had entered their first year of operation.

Secretary-Treasurer. - Every school board appoints, with remuneration, a secretary-treasurer who serves at pleasure by resolution of an absolute majority of the board. The secretary-treasurer swears to discharge his duties faithfully. The board may appoint an assistant secretary-treasurer. Neither of them may be a member of the board or a teacher employed by the board.

Every secretary-treasurer is custodian of the registers, books, plans, maps, and other documents produced, filed, or kept in his office and must not surrender them without a court order or resnlution of
the board. He altends board meetings and takes notes in the books provided. Certified copies of extracts from these ate authentic.

The secretary-treasurer collects all the moneys payable to the school corporation. He deposits them in the name and to the credit of the corporation in a chartered bank or in a savings and credit union governed by the Savings and Credit Union Act. He must pay, out of the funds of the school corporation, all sums of money due by it; but he may not make any payments except when authorized by resolution of the school board, or if the sum does not exceed $\$ 50$ by authorization of the chairman alone. Each payment is made by cheque signed by the chairman and the secretary. Drafts and orders for specified uses may be paid by him without other authorization.

He may mot discharge any ratepayer from obligations without recelving payment in fulf nor lend any money belonging to the school, under penalty of a fine. He keeps an itemized account of all expenditures and retains vouchers and a repertory of all transactions. Such books are open for inspection and examination during office hours. The secretarytreasurer, upon payment of a certain fee, shall deliver, to any person applying for the same, copies of or extracts from any book, roll, register, document or other paper which forms part of the archives.

Another duty of the secretary-treasuret consists in making annually, during the month of May, a census of children domiciled in the school municipality; and the commissioners and tustees must see to it that he completes this task.

In this census, the secretary-treasurer nust list boys and girls, and for each age up to 20 years inclusive. The age taken is that of the childiren at the following June 30 . For each child, the secretarytreasurer musi show: home address, names, occupation and date of birth of parents or guardian; if the child is in attendance at a school in the munlcipality or outside of it; if he is enrolled in an evening course or special course during part of the year; if he has quit school and for what reason if the child is between 6 and 20 years of age inclusively.

A summary of the census must be sent to the Minister before June 15, on a form prepared for this purpose.

Auditors. - Each year, auditors are appointed and sworn in at the first meeting after the election of commissioners or lrustees. When the accounts are audited a report is prepared for the ratepayers and a copy is forwarded to the Minister of Education. Notices are posted for a meeting on the Sunday preceding and copies of a summary of the report are made available at 25 c , or a copy of the statement as approved by the school board at $10 ¢$ per hundred words. An audit may be demanded at any time by any five ratepayers, the secretary, or the board, covering not more than the past five years and may be charged to the secretary-treasurer if his accounts are at fault, or to those demanding it. The secretary-treasurer is given five days' notice before such audit and must attend. The auditor forwards one report to the school corporation and another copy to the chairman of the boatd. The secretary-treasurer must make good any deficits within 15 days of be sued and imprisoned.

## E. School Finance

Financing the schools of Quebec. - Public schools in Quebec are maintained through local taxes and provincial government grants. Each year the legislature makes grants for nublic schools, higher education, and others, to the Catholic and Protestant school boards according to the relative size of their populations. Tax rates are determined by the school municipalities in which the schools are situated, except on the island of Montreal. In the cities of Quebec and Montreal, school taxes are collected by the municipal authorities; elsewhere by the boards of school commissioners or trustees. Independent schools which are not subsidized support themselves as in other provinces.

Budget. - Between the fifteenth and thirtieth of June, every school board must prepare and submit to the Minister its budget for the ensuing school year. The budget does not go into effect until it has been approved by the Minister.

Taxes. - Boards of commissioners and trustees levy taxes uniformly on property according to valuation. However, several school boards demand of their ratepavers a proportionately lower tax effort than that imposed by other school boards. In order to reduce these inequalities, and to make subsidies that will equalize budgets for all, there is an equal-
ized assessment procedure throughout the province. The assessment rolls of the municipalities must be made available to the school boards concerned upon pavment of a small fee.

The board of commissioners or trustees confirm the assessment rolls where the territory of the school board lies in several municipalities. The roll, when completed, is deposited with the school board secretary for inspection for 30 days, during which time complaints may be investigated and the roll may be corrected or amended. The school board uses this roll as the basis for the assessment of taxes.

School assessments are imposed by school corporations between June 15 and August 1, except in Montreal and Quebec, where they are imposed at the same time as municipal taxes. The secretarytreasurer makes a collection roll for each regular and special tax and may allow a discount of up to 5 p.c. for payments made within 20 days.

A school board which has submitted its budget, and which has not received approval, may by resolution passed after July 1 impose a provisional schon assessment equal to one-half the assessment for the previous year.

Moveable property may be seized and sold for unpaid taxes after a reasonable time by the bailiff under a warrant signed by the chairman of the board. Immovable property may also be seized and sold for unpaid taxes. In such a case the secretary-treasurer of the board submits the necessary information to the secretary-treasurer of the municipality in which the property is situated and the latter proceeds to the sale of the property, after which the amounts recovered are submitted to the secretary-treasurer-of the school board.

Corporation and Company Taxes. - Property belonging to a corporation or company in territory under the jurisdiction of more than one school board may be assessed and taxed by each school board on a portion of the valuation of the property in proportion to the number of children between the ages of 5 and 17 of each religious denomination domiciled in the territory common to both boards.

Any non-resident ratepayer may declare his intention of dividing his taxes between the board of commissioners and the boatd of trustees where both exist. The board of commissioners collects the tax and pays to the board of trustees the portion to which it is entitled as directed by the ratepayer.

Exempt Properties. - Property belonging to Her Majesty, fecteral and provincial property, property belonging to municipal corporations, courts of justice, registry offices, fabriques, revenue, bishops' palaces, presbyteries, parsonages, and private property used for exhibitions or for horticultural purposes are exempt from taxation. Where central boards have been set up, the central board prepares a budget providing for its ow'n expenses and those of the local boards. Not later than August 15 the central board causes the local boards to levy taxes in their respective territory, taxes sufficient to meet expenses anticipated in the combined budget.s. With the authorization of the Minister, a different rate may be used for areas outside of cities, towns or villages, provided that it is not less than one-half the rate used in cities, towns and villages.

In addition to the powers which school corporations have under the Education Act, a central board may borrow money or become security for loans, debts and obligations contracted by the local boards under its jurisdiction.

Provincial Grants. - The School Boards Grants Act mathes provision for a number of grants to school boards:
(1) an annual grant of $\$ 25$ per pupi] in the elementary or secondary course, lowards the cost of administration and maintenance;
(2) an annual grant towards the cost of teachers' salaries, not to exceed 75 p.c. of the cost of the current year's teaching salaries, based on the percentage of the board's revenue from real estate taxes which is derived from companies, and the grant varying from $\$ 10$ to $\$ 75$ per pupil in the elementary or secondary course;
(3) an annual grant to every board with 60 pupils or more ( 30 in the case of Protestant schools) in the high school course at a level higher than the ninth year; and this grant, an amount per pupil in the eighth and ninth years is equal to the amount paid per pupil for the teachers' salaries grant and an amount per pupil in higher classes equal to one and one-half times the amount paid per pupil for the teachers' salaries grant;
(4) an annual grant to a board which does not meet the requirements of (3) but which has 60 pupils in its high school ( 30 in the case of Protestant schools) of an amount per pupil in the high school course of one-half the amount paid per pupil for the teachers' salaries grant.
(5) an amual grant to a board that pays the enrolment and tuition fees of a student taking a secondary course in a recognized independent secondary institution of an amount per student concerned of twice the amount paid per pupil for the teachers' salaries grant, up to 75 p.c. of the amount the board has paid:
(6) an annual grant of $\$ 25$ per pupil enrolled in kindergarten and in addition an amount per pupil in kindergartell of one-half the amount paid per pupil for the teachers' salaries grant:
(7) an annual grant to a board maintaining a special grant for advanced pupils of an amount per pupil in the special class equal to the amount paid per pupil for the teachers. salaries grant;
(8) an annual grant to a board maintaining a special class for retarded children of an amount per pupil in the special class of twice the amount paid per pupil for the teachers' salaries grant;
(9) an annual grant towards the cost of sunplying for textbooks of four dollars per pupil in the elementary course and nine dollars per pupil in the secondary course:
(10) an annual grant equal to 75 p.c. of the amount paid for library books up to one dollar per pupil in the elementary and two dollars per pupil in the secondary course; and
(11) an annual grant to a board with a school situated in a rural or village municipality; a school situated in a city or town municipality with pupils residing one mile or more from the school or a school with pupils in a retarded children's class, receives for the conveyance of pupils an annual grant equal to 75 p.c. of the amount spent for this purpose, up to $\$ 100$, per high school pupil conveyed from one municipality to another and $\$ 60$ per pupil in other cases.

In the case of a regional board, the amount of grants for teachers' salaries, high school pupils, pupils attending schools of other boards, advanced
classes and retarded children's classes is the sum of the grants that would be payable to each board the children of which attend the schools of the regional board, but without taking into account the minimum numbers of pupils otherwise required for the grant for high school pupils.

The Roman Catholic and Protestant School Boarts of Greater Montreal and of Quebec City do aot receive the foregoing grants, with the exception of the grant for pupils attending independent secondaए institutions. Instead these boards receive an shmual grant of $\$ 50$ per pupil in kindergarten, $\$ 100$ Let pupil in the elementary course, and $\$ 175$ per [minl in the secondary course.

Special grants are paid to boards for building, -nlarting or repairing schools.

The Classical Educational Institutions and Olier Schools Subsidy Act provides for annual grants © several types of education institutions. A clerical E.ficational institution receives a basic grant and an atditional subsidy of $\$ 75$ per student. The total subzlisies of a classical college may not be less than $\$$ 810,000 per year. A normal school receives a hasic zral: and an atditiona! sabsidy of 8100 for wach
student whose grate eorespornds at leasi to at twelfth year of scholarship, the cotal Erant not to exceed $\$ 4,000$. A normal school authorized to accept students in the tenth or eleventh year of the secondary course may receive a special subsidy of $\$ 100$ per boarding student enrolled in those years, the total amount not to exceed $\$ 4,000$.

A family institute receives for each school year the basic subsidy and an additional subsidy at the rate of $\$ 100$ for each student whose grade corresponds to at least a tenth year of scholarship. The total grant to a family institute may not be less than $\$ 5,000$ per school year.

An independent secondary school with at least 100 students of whom 60 are in grades higher than the ninth year receives the hasic subsidy and an additional subsidy of $\$ 75$ per student.

The basic subsidy referred to in the foregoing cases is an amount of $\$ 2.000$ for each grade of the course given, provided that the total number of students divided by the number of grades gives an average of at least 25 students per grade. If the average enrolment per grade is less than 25 , a sub-


## F. Administration of hestruction and the Schools in the Province of Guehec

140 amanstative structures of the education sta:s:n in Quebec have been reconsidered and retormed according to real and actual needs.

The creation of the Department of Education alid school regionalization constitute the essential blements of this administrative reform.

The second major phase in which Quebec is angiged consists of the reform of instruction itself.

The Royal Commission proposed a course of studies of 13 years divided into: 6 years elementary, 5 years secondary, and 2 years of a superior course हiven in institutes. The institute would award diHomas of training which would be the entrance requirement to the university.

The Parent Commission proposed the following cutcgories of institutions:

## Nursery schools

## Kindergartens

Elementary (2 cycles of 3 years each)
Composite secondary of two cycles (years 7 and 8; years 9,10, and 11)
Institutes (years 12 and 13, pre-university and rocational instruction)
University Centres of Applied Science
University Centres for Teacher Training
Specialized Superior Normal Schools
University Study Centres (first two university years)

## Limited Charter Universities (first university degree) <br> Unlimited Charter Universities (Laval, McGill, and Montreal only)

In establishing the requisite list, the Parent Report recommended the pooling of teaching personnel, as well as of the buildings and school materials of all the institutions which give instruction beyond the eleventh year: the universities, collèges classiques, institutes of technology, schools of art and music, family institutes, private colleges, and the other schools of vocational training.

Elementary Education. - In the Catholic and Protestant sectors, elementary instruction is given primarily by public schools administered by local school commissions. Some local commissions also have nursery schools, but in general pre-school education is offered by private institutions.

Since Regulation No. 1 of the Department of Education was proclaimed on May 14, 1965, regarding elementary and secondary instruction, all the elementary schools adopted a new program.

It was recommended that this course be of six years' duration instead of seven as was previously the case. Promotion to the secondary course is obligatory after seven years. In exceptional circumstances, a pupilmight be promoted to the secondary course after 5 years if he is judged apt.

Emphasis is placed more on a child's age than on the course grade. This new concept of instruction arises from child psychology; harmonious
development from all points of view evolves in a predominantly homogeneous environment, and the factor of homogeneity which meets the need best is that of age.

The children are therefore grouped by age at their entrance to elementary school. The custom of class-grade in which children of different ages had to follow in the first, second, etc., is replaced by that of groups of children of the same age which will have at certain times common activities and at other times will separate into middle, accelerated, or slow streams, according to their aptitudes.

The curriculum includes: religion, French, English, arithmetic, history of Canada, geography, deportment, household arts, manual training, introduction to music, physical education, and drawing.

Towards the end, one month before the termination of the school year, the Department wil] administer to the children completing the elementary course examinations in French or in English, according to the mother tongue of the children, and in mathematics.

Secondary Education. - In the Catholic sector the Catholic public secondary course is still the most common among secondary schools and is divided into sections more or less independent and closed. There are three large divisions of the secondary course: general division, science division, and classical division.

The classical division offers a four-year course. At the end of this course, students who wish to follow pre-university studies enroll in subsidized independent institutions which offer college courses.

After the ninth year of the general course, students may choose among the arts option, the mathematics option, and the commercial option. Several secondary schools offer a twelfth year special commercial and a twelfth year regular commercial course. Since September, 1965 there has also been added a one-year academic transitional course that allows a student to move, according to his aptitude, from 11 general to 11 science-arts or science-mathematics; or from 12 special commercial to 12 regular commercial.

The science course is divided into two branches: science-arts and science-mathematics. After the eleventh year in either of these, the students may follow preparatory courses in higher studies for one year, and these courses open the doors to certain university faculties. An academic transitional course is also offered to those students who wish to change from 11 science-arts to 11 science-mathematics.

Certain secondary schools also offer introductory vocational courses to students who possess pronounced manual aptitudes and who do not wish or cannot follow an academic course. These occupational classes in 1965-66 existed in six secondary schools under the control of regional school commissions.

In the Protestont sector, public schools offer a five-year secondary course. Unlike the Catholic secondary course, the protestant course offers one division only after the eighth year. Courses are either obligatory of optional. A student can thus prepare himself to meet the admission requirements for the university faculties to which he inclines. Some schools have introduced a twelfth year, after which a student may be admitted to second year university.

Preliminary Statistics for 1964-65. - In 1964-65, according to the Department statistics, in the Catholic sector there were: 2,925 schools which offered the elementary course only; 1,216 which gave both elementary and secondary; and 490 secondary only. There were 889,446 pupils within the elementary level, 277,234 in secondary, and 5,508 in occupational or other special classes.

In the Protestant sector there were for the same academic year: 202 elementary schools; 102 combined elementary and secondary; and 31 secondary only. There were 97,141 elementary pupils and 39,361 secondary .

The Secondary Course and Regulation No. 1. The secondary course as described in Regulation No. 1 will be applied to secondary schools which are ready from September, 1966. All the secondary schools will be thus prepared within a few years.

The recommended course is of five years' duration, from the seventh to the eleventh year. It becomes a course of graded options and promotion by subject. A program of courses comprises instruction in the mother tongue and in a second language, mathematics, history, and so on, forming a common core of compulsory courses for all pupils at the same level of studies. In addition thereto, the pupils may choose among several options and may take up to the last year a final specialization in trades training, commercial, and others. The secondary course thereby becomes "polyvalent" or composite.

Promotion by subject, in other respects, permits a ninth year student for example to take the mathematics course of the eleventh year. Meanwhile, shifting among courses in which a pupil belongs and in which he is most advanced cannot be in excess of two years.

It is desired to integrate in a single composite complex practical courses in occupations and trades in order to offer to the pupils who take these courses the possibility of acquiring a theoretical education equivalent to that of other pupils at the same study level. This new system makes it possible to change options and a pupils' program if it is considered necessary.

Special Training and Other Government Vocational Training Schools. - Special training is found at two levels, secondary and vocational or postsecondary. The 49 schools which give trades training at the secondary level, the 12 institutes of
technology, and the 8 special institutes which train vocational technicians are the institutions administered and financed entirely by the Department of Education.

A pupil may now be admitted to two years of trade training after having completed the tenth year of school. Institutes of technology accept pupils who have completed the eleventh year. The technology course varies from 2 to 3 years. They there train technicians who have the necessary preparation to perform both technical and administrative functions.

Special training has enjoyed a remarkable development in the province of Quebec especially since the publication of the report of the Study Committee on Technical and Vocational Education in 1963. Thus, in 1963-64, the enrolment in trade schools and institutes of technology was 16,400 . It moved to 18,700 in 1964-65 and it is estimated at 23,000 in 1965-66. Furthermore, it is expected that there will be an additional 18,000 pupils in 1967.

Intensive Trade and Technical Courses. Intensive vocational courses were organized at the beginning of the 1965-66 school year. These courses allow young people who have taken general training studies up to the eleventh year to learn a trade or to acquire technical training in a period reduced from two to one year in the first case and from three to two years in the second.

In 20 schools throughout the province, these courses are followed by 1,052 pupils. The intensive trades courses apply particularly to graduates of the eleventh year general who find themselves at a standstill at the end of their secondary course and mostly who must seek employment without being adequately prepared.

Guidance Survey. - For the first time in the history of education in Quebec, the Department of Education in April, 1965 launched a great guidance survey in connection with eleventh year graduates, in matriculation and courses leading to advanced studies. This survey involved pupils from all sectors: public and private, Catholic and Protestant, English and French.

Goals of this survey included: (1) to identify and set up a list of all possible openings for secondary school graduates: (2) to inform the graduates of these openings; (3) to urge young people to continue their studies; (4) to seek out undecided pupils and
help them make a choice; (5) to know the interests of pupils in order to set up, if necessary, courses in harmony with these interests and aptitudes.

It was as a consequence of this survey that the academic transitional courses and the intensive vocational courses were organized.

The survey was repeated in April, 1966, since the experience of the first survey was considered most interesting and rich in information for pupils and for various authorities in education matters.

Other Schools of Vocational Training. - The Department of Education administers and finances entirely: 10 normal schools for men, of which one is a technical education normal school; 2 schools of fine arts; and 13 agriculture schools.

In addition, 2 institutes of agricultural technology are supported by the Department of Agriculture; 2 conservatories of music and dramatic art are administered by the Department of Cultural Affairs, some 19 apprenticeship centres, administered by consultative committees, receive directives from the Department of Labour. The School of Fisheries is supported by the Department of Tourism; schools of hunting, fishing, and forestry are administered by the Department of Lands and Forests.

Flementary and Secondary Education and the Subsidized Independent Schools. - In the Protestant sector, secondary education is given almost entisely by the school commissions. The Catholic sector on the other hand includes a large number of "recognized" independent institutions (that is, those eligible for government grants). These institutions offer courses mainly at the secondary level, but also include special schools and orphanages which offer elementary.

There are 351 secondary schools and classical colleges: 51 orphanages; 13 reform schools; Il special schools for deaf-mutes, the blind, the physically handicapped; and 7 schools for mental defectives.

The classics course offered by the classical colleges is of 4 or 5 years' duration, according to the university with which the colleges are affiliated. This course constitutes the first part of the eightyear classics course leading to the Baccalaureate ès Arts and subsequently to the university. It is at the secondary level, and it is also offered by some public schools.

## G. Teacher Training and Diplomas

The Minister of Education must grant a diploma of qualification to any pupil of a normal school who has obtained examination standing in a course of studies in accordance with the regulations of the Lieutenant-Governor in Council. Any holder of a valid diploma may teach in a public school. This regulation holds for those who qualify for the teach-
ing of home ecconomics by graduating from an appropriate institute.

In 1965 the Province of Quebec had 65 normal schools, of which 6 were government schools, 7 scholasticate-normal, 2 special normal schools for training of teachers of deaf-mutes: a faculty of
education affiliated with McGill University; a faculty of education at Laval University; the St, Joseph Teachers' College; a faculty of scientific education at the University of Montreal; a technical education normal school; and a school of family education.

The diploma required to qualify for teaching in public schools may be obtained only through the normal schools or the university faculties of education.


#### Abstract

Diplomas and Certificates. - The Catholic "A" diploma at the end of 4 years past the eleventh year is equivalent to the bachelor's degree in pedagogy. Certain university normal schools confer a pedagogy degree on students holding an "A" diploma, and certain normal schools confer the "A" diploma on graduates of the university schools, by virtue of a Department of Education agreement with the universities concerned. Students graduated in either manner may teach in scientific, general, and vocational sections of the secondary


 course.The Protestant Class I certificate is obtained at McGill University faculty of education of at Bishop's University, by persons who hold acceptable degrees from an approved university and who have successfully completed a minimum of one year of professional training. A Superior Class I certificate is awarded to those who complete an additional year.

Holders of Class 1 certificates may teach in any elementary or secondary level. Class I certificates may be obtained in special subjects: home economics, music, physical education, industrial arts, and in any other subject approved by the central board of examiners.

The Catholic " $B$ " diploma, conferred by normal schools after 2 years of pedagogy, qualifies the successful candidate to teach in all elementary years and in years 8 and 9 of the secondary course in the general section. The " $B$ " is almost exclusively awarded by schools for girls, although male students may attend.

The Protestant Class II certificate is awarded after 2 years' academic and professional training beyond the eleventh year. It entitles the holder to teach in elementary and intermediate grades. Every holder of a Class II is entitled to receive a Class I certificate on graduation from an approved university. Protestant Class III certificates in special subjects may be awarded at the discretion of the central board of examiners to persons completing one year's professional training or its equivalent. Holders of Class II certificates may be granted Class II on passing 10 papers of the eleventh year examination or certain academic subjects at first and second year uni versity level.

In 1961-62 teacher training institutions had a total staff of 1,648 for 12,467 students in training ( 3,156 male and 9,313 female). Three-quarters of the staff were laymen and one-quarter were religious.

No person may teach in any school under the control of school commissioners or trustees without holding a diploma or certificate from a board of examiners set up by the Department of Education.

Apprenticeship courses are quite new, and there are only six school commissions which offer them now. Meanwhile, there is a need for special instructors, and the favourable precedent set by the Ville-Marie normal school will undoubtedly be imitated by other normal schools.

Teacher Contracts. - The form of teacher's engagement indicates that employment starts July 1 st and stipulates the subjects to be taught. The teacher is bound to obey the rules and regulations of the Department, that is, he must: exercise efficient supervision over pupils; teach the subjects authorized, using approved text-books; fill up all the required blank forms; keep the school register up-to-date; keep the rooms in good order and prevent their use for non-school purposes; and hold school on all authorized days. The teacher must supply a medical certificate of health.

Complaints. - Upon receipt of a complaint in writing and under oath accusing a teacher of bad conduct, immorality, drunkenness or grave neglect of duty, the Minister has a bailiff serve the teacher with a notice asking him to declare within 15 days whether he admits or denies the charge. The teacher may be temporarily suspended. If not proved to the satisfaction of a commission appointed by the Minister, the charge is dismissed; if it is proved, the teacher's certificate is revoked for at least 2 years, after which time the teacher may be reinstated if his conduct has been irreproachable. A second revocation is final.

Duties of Teachers and Principals. - When two or more teachers are employed in a school, one is designated the principal. (In a one-room school the teacher acts as principal as well.)

The principal is responsible for the organization, classification and discipline of the whole school, and he supervises the work of the other teachers. He must provide for regular fire drills. His duties include: ensuring that classrooms are ready for the reception of pupils; providing for noon recess supervision; being concerned with the ventilation and temperature of the building; inspection of toilets and other items of cleanliness; advising the board of needed building repairs; deciding on promotion, non-promotion, or demotion of pupils; seeing that teachers post time-tables in their rooms; maintaining parent-like discipline; keeping pupil progress records; making returns to the Department, inspector, and school board; preserving class registers; and enforcing rules for issuing and returning library books.

Teachers may not be absent on school days without permission. It is their duty:
(1) to follow the instructions of the principal within the scope of the regulations of the Minister of Education;
(2) to keep pupils profitably busy throughout the school day;
(3) to make advance preparation for each day's work:
(4) to teach all authorized courses of study;
(5) to explain each new lesson and let every pupil know what is expected for the next period in that subject;
(6) to give undivided attention to the work, and not to engage in private business on the school premises during school hours;
(7) to secure discipline as would a judicious parent:
(8) to make regulations known to pupils;
(9) to supervise conduct and habits of pupils during school hours:
(10) to keep an attendance record, and ask for causes of tardiness and absence;
(11) to make out all reports required by the principal;
(12) to follow the advice of supervisors and inspectors;
(13) to upgrade his professional status when possible; and
(14) to conduct the classroom library.

Teachers' Organizations. - (a) La Corporation des instituteurs et institutrices catholiques de la Province de Québec and (b) the Provincial Issociation of Protestant Teachers of Quebec are both constituted by law. They have similar aims and objectives: to promote the professional interests of teachers and to further education. Every teacher automatically bejongs to one or other of these organizations, with the option of withdrawal. Fees are deducted from salary cheques.

A suspended member may appeal to the Minister within 30 days. The Minister convenes an appeal board of 5 , the decision of 3 or more being final.


#### Abstract

Pensions. - A male officer of instruction is entitled to a pension at age 60 after 20 years' service; or he may retire at age 54, but not receive pension payments until age 60. A female officer of instruction gets her pension at age 56 after 20 years' service, but may retire at 50 and wait until 56 for pension payments.


Anyone who has taught for 35 years, tegardless of age, is entitled to a pension.

Minimum pension is $\$ 500$ per annum increased by $\$ 25$ per year of teaching above 20 years, up to a total of $\$ 900$.

On April 1, 1961 pensions of less than $\$ 3,000$ and half-pensions of less than $\$ 1,500$ were increased on a scale varying according to date of granting: from 30 p.c. for those hefore Jan. 1, 1940 to 3 p.c. for those between Jan. 1, 1960 and March 31, 1961. (Half-pensions are paid to widows and others specially qualified.)

Quebec teachers with 10 years' experience in other Canadian provinces may receive credit for pension purposes by paying "stoppage" for their years of service plus 5 p.c. per annum.

The pension fund for officers of instruction is administered by a commission consisting of the Minister (Chairman), \& officers of education chosen by la Corporation générale des instituleurs et institutrices catholiques de la province de Ouébec; 2 officers of education chosen by the Provincial Association of Protestant Teachers and 2 commissioners appointed by the Minister.

## CHAPTER VIII

## EDUCATION IN NEW BRUNSWICK

## A. Some Education Highlights in New Brunswick's History

Legislation passed in June, 1966 brought basic changes in the administration of education in New Brunswick. The province assumed full responsibility for the provision of elementary and secondary schooling. paying all costs but delegating the administration of expenditures to trustee boards of about 34 new and larger school districts. "All costs" refers to the provision of basic curricula, to the payment of teachers, and to capital and other expenditures associated with the basic program. Extra-curricular facilities not furnished by the provincial government may be acquired through a "supplementary program" paid for by means of a tax on real and business property within the new districts which voted for the extra service.

All school boards in existence immediately prior to the coming in force of the new legislation ceased to function, ceased to be bodies corporate, and were required to deliver to the Minister all records and documents in their possession.

Background. - The organization of education in New Brunswick dates from the coming of the United Empire Loyalists in the $1780^{\circ} \mathrm{s}$. Before then the population was very small. In 1767 there were only 722 white persons in the territory: 147 Acadian, 60 German, 53 Irish, 25 English and 17 Scottish. In addition, there were wandering tribes of Micmac and Malecite Indians. As in the other maritime areas, the settlers found it extremely onerous to provide theit children with the fundamentals of education in the face of the rigours of pioneer life. The sudden influx of 12,000 Loyalists in 1783 changed the picture entirely, and provision for education became an urgent issue.

What is now New Brunswick was part of Acadia until 1763, part of Nova Scotia until 1784, an independent colony until 1867, and one of the original provinces at the confederation of Canada.

First attempts at settlement were made by the French in 1604-5 on what is now Dochet's Island. A more lasting settlement was made in 1610 on Caton's Is land, about 21 miles up the river from what is now the city of Saint John. A few isolated forts were built by both the French and English during the next 100 years. In 1750 Beausejour was founded; and its fall in 1755 marked the beginning of the expulsion of the Acadians. After the Treaty of Paris in 1763 settled the question of sovereignty in favour of the British some Acadians returned, but they were required to settle in scattered, small groups.

There was a pre-Loyalist English settlement at Portland Point in 1762 , and settlements began to appear in the Saint John valley in 1764. In 1774 some

New Eng landers and Yorkshire farmers arrived. There was some demand for education then, and individual tutors set up "private venture" schools such as that at Maugerville. Missionaries of various faiths combined elementary instruction with their attempts to christianize the Indians. The Society for the Propagation of the Gospel in Foreign Parts established its first school in New Brunswick in 1774.

Separation from Nova Scotia, - New Brunswick became a colony separate from Nova Scotia in 1784, twenty-one years after all Canada became British. The first governor, Colonel Thomas Carleton, although firm andautocratic, held an election for an Assembly, and the first Legislature met in 1786. The second met in 1793 when Carleton requested a single provincial academy at Fredericton, while the Assembly would have preferred to authorize a government grant of $\& 10$ to each parish. Carleton considered the Assembly's wish as arising from a "dangerous democratic spirit'" that would tend to create a "new establishment."

Royal Instructions Regarding Schools. - The first provision by law for schools followed instructions from George III "that a particular spot in or as near each township as possible be set apart for the building of a church, and 400 acres adjacent thereto be allotted for the maintenance of a minister and 500 for the maintenance of a schoolmaster." Governor Carleton was further instructed to bring before the Legislative Assembly the desirability of enacting proper laws for the erection and maintenance of schools. A prospective teacher obtained a licence to teach by applying to the governor.

The First New Brunswick Education Act, 1802. The first Education Act recognized the inability of parents to provide the benefits of instruction in reading and writing without the aid of the Legislature, and granted $\mathrm{E10}$ for each of the 42 parishes to Justices of the Peace for the purpose of encouraging and assisting the establishment of schools. This Act:
(1) continued the practice of licensing of teachers by the governor;
(2) made the parish the civil division instead of the township (the precedent was the New England school "district");
(3) made the grant of $£ 10$ payable directly to the teacher, since there were no trustees (and additionalsalary was subscribed by parents);
(4) made no provision for the building of school houses; and
(5) created a precedent for state assistance to schools of the rural areas.


## INSTITUTIONS OF PUBLIC EDUCATION, NEW BRUNSWICK

 1966

An Act for Encouraging and Extending Literature in the Province, 1805, - The Act of 1805 superseded the Act of 1802 and made provision for establishing a grammar school at Saint John, the president of the board of directors to be the Rector of Trinity Church. An annual grant of $£ 100$ was to go towards the master's salary, and an additional $£ 100$ was to be used for erecting or buying a building. Two county schools were to be established in each of Westmorland, Charlotte, Northumberland, Queens, York, and Sunbury, and one in the county of Saint John, (the grammar school in the town to be considered the second school). These schools were for both sexes, and instruction $u$ as to be in English language, writing and arithmetic. Control was vested in Justices of the Peace who appointed and, when necessary, dismissed masters. The schools were to be visited semiannually by rectors or missionaries together with committees appointed for that purpose.

The Act provided for an old practice that originated in New England in stipulating that county schools were to be held in the various parishes in rotation, until each parish had received the benefit of the school.

The Three School Acts of 1816. - Two Acts in 1816 dealt with the provision of grammar schools in the counties, each administered by a board of three trustees. When a building was erected, a master engaged, and $f 100$ subscribed by the inhabitants, the trustees could apply for a government grant of $£ 100$.

The third Act encouraged the establishment of town and parish schools, also to be run by trustees. Maximum government aid was to be $£ 20$ a year, of which fl went for prizes. No pupil could receive a prize unless he was able to recite the Creed, the Lord's Prayer, and the Ten Commandments.

The Madras Schools. - In 1818 the New Brunswick variety of monitorial school, known as "Madras," sponsored by the National Society of London, was opened in Saint John. This type of school made it possible to instruct a large numher of pupils by a number of teachers in a rather mechanical way. The Society donated 500 sets of school books for free distribution in Nova Scotia and New Brunswick. The schools grew rapidly in New Brunswick, and the Government made anannual grant of $£ 700$ to the provincial Corporation. The National Society of London was concerned mainly with the education of the poor in the principles of the Established Church. These schools lasted until 1900, when the Madras Charter was surrendered.

The Parish School Act of 1847. - A Board of Inspectors visited all schools in the province and reported to the Assembly in 1845 that the majority of the schools were very inefficient, that teachers were incompetent, that books were either lacking entirely or insufficient in number, that most of the schools were small, insufferably hot in summer and cold in winter, and that. most had no yard or toilet facilities of any kind.

The Act of 1847 was passed to remedy these conditions. A provincial Board of Education consisting of the Lieutenant-Governor and the Executive Council was established, and it was empowered to select and prescribe suitable textbooks and to grant and cancel licences. Authority was given for the establishment of normal and model schools, the appointment of inspectors, and the creation of agencies to sell school books.

Normal and model schools were opened at Fredericton, Saint John and later at Chatham.

The Act of 1852. - Legislation in 1852 provided for a Superintendent of Education and for county inspectors. Parishes were empowered to assess themselves for the support of schools.

## New Brunswick Education at Confederation,

 1867. - As one of the founding provinces, New Brunswick came under the original terms of Section 93 of the B.N.A. Act (see Chapter I). As with other provinces, education in New Brunswick was to be completely within its own jurisdiction.At Confederation, New Brunswick conducted common, superior, grammar, training (normal) and model schools. In addition there were private grammar, Madras, denominational, and a few other schools. The school year was divided into a winter and a summer session, and from one quarter to one third of of those who attended in winter did not enrol in summer. The grand total of pupils for all types of schools was thus between 41,000 and 43,000 . Schools in operation numbered 797 in winter and 847 in summer. The number of teachers varied from 815 to 866, of which 637 were trained, 229 untrained. In winter there were 430 men and 385 women teachers: and in the summer 407 men and 459 women. Provincial grants towards salaries included $\$ 39.700$ in the summer and $\$ 41,000$ in the winter for a total of $\$ 80,700$. Local expenditures (subscription, tuition fees, assessment, and "board") was $\$ 53,000$ and $\$ 54,000$ for a total of $\$ 107,000$. The Chief Superintendent in his report of 1867 recommended direct. compulsory taxation and free schools.

From 1871 to Modern Times. - By 1871 the population of the province had increased considerably and it had become more prosperous. Already, the province had passed through: the first stage of education with private instruction (1774); a second period which was partly state-aided and partly controlled by the churches, benevolent societies and individuals (1802); and a third when local machinery was introduced and state grants reached appreciable proportions. In the new era after 1871 the Common School Act provided for a free non-sectarian system. Schools were to be supported by government grants, a tax levy at a fixed rate throughout the county and an additional tax levy on each district according to its needs. In other ways also, the Act provided for school administration much as we know it now. The religious problems which were rampant in some areas were met squarely but with tolerance and understanding. Roman Catholics were allowed to instruct their child members after school hours and, in some cases, Sisters were privileged toteach in the public schools.

A manoht traming degartment was pstablished In the Nombal School at Fredericton in 1900, and domestic science and agriculture were introduced. Shortly after, the first consolidated school was formed at Kingston. A few similar departments followed elsewhere.

A pension scheme for teachers was started in 1910. About the same time, grants from the Strathcona trust Fund encouraged physical drill, and the legislature made provision for physical education in the Eshools.

Since 1936, New Brunswick has had a Minister of Bdtcation.

Some Events of the Past Quarter Century. - In 1340 a new curriculum was adopted in Grades I to VI. A Department of Education extension division ins set up to provide for correspondence courses, tosupply education information for youth and adults, and to supply books and other educational materials. The following year, the revised curriculum was exlended to Grade VII. Compulsory attendance was set at age 16 with option for local districts to reduce Unis to.14. The first regional high schools were esbillished at Miramichi and Deer Island.

The County Schools Finance Act was passed Ifi 1943 and provided increased provincial support forturalschools. A Royal Commission was appointed io study education costs. By the end of 1944, 14 out of 15 counties had adopted the County Finance Unit Pla:1.

The Teachers' Pension Act was passed in 1944. The Plyaloal Edneation and Recroation Branoh o:

Sh Department sas established in 1947. The New Brunswick Technical Institute was opened at Moncton in 1948.

The 100 thanniversary of the Department of Education in 1951 saw the introduction of Grade XII into the school system. The following year the reorganization of the curriculum from Grades I to XII was complete.

In 1956 the universities, the Teachers College at Fredericton, and the Department agreed that work done at Teachers College would be counted towards a university degree. The 1957 teachers' licence system comprised 5 classes of certificates based on qualifications. In 1959 a two-year secondary teachers' course was introduced, and in 1962 all teachers were required to follow a two-year course.

An Education Advisory Council with the Minister as chairman replaced the Board of Education in 1959. Up to 1961 the Council met no more than three times.

An agreement which provided for the construction and operation of an Interprovincial School for the Deaf at Amherst was signed in 1960 by Nova Scotia and New Brunswick.

A new Institute of Technology was opened at Saint John, as were new trades schools at Bathurst and St. Andrews in 1963. In 1964, an Atlantic Provinces Technical and Vocational Instructor and Teacher Training Agreement was concluded by all four Atlantic provinces, and an Advisory Council was set up. The program is being conducted in New Brunswick for all four provinces. In September, 1965 a new trade school hegan operating at Edmundston.

## B. Higher Education

Ihe University of New Brunswick. - What is now the provincialuniversity at Fredericton started as an academy of liberal arts and sciences in 1785, shortly after the Loyalists arrived. Although it received a charter in 1800 to serve as a college with degreegranting powers, it did not grow to college proportions until 1821. In 1823 the College of New Brunswick conferred its first (and last) three degrees, as it was shortly afterwards transformed by Royal Charter Io Kings' College. In 1854 the Gray Commission recommended that the college become non-sectarian. The recommendation was acted upon in 1859 when it was established as the University of New Brunswick. The enrolment, never greater than 400 before World War II, grew to 1,345 in the 1940 's, dropped to 677 in 1952-53, and increased 102.935 in 1964-65.

Mount Allison Univers ity at Sackville. $-\ln 1839$, Charles $F$. Allison proposed an institution of higher learning which he was prepared to supply with land and buildings plus an annual support for 10 years. Mount Allison Wesleyan Academy was founded in 1840. In 1858 it was incorporated as a college, and In 1913 its name was changed to Mount Allison University.

A pioneer in higher education for women, Mount Allison conferred, in 1875, the first B.Sc. granted to a woman in the British Empire and, in 1882, the first B.A. to a woman in any Canadian University.

Mount Allison was originally Methodist, then sponsored by the United Church, and today it is conducted on a non-sectarian basis.

Enrolment is limited to 1,200 students, more than half of them coming from nearby Nova Scotia.

Université de Moncton.-St. Joseph's was founded in 1864 and incorporated as a College in 1868. In 1898 it became a university, and in 1906 Oxford University admitted it to the privileges of the statutes of colonial universities. In 1961 a Commission recommended union of St. Joseph's, Bathurst, and Saint-Louis into one French-language institution, and in 1963 a bill was passed by the provincial Assembly combining the three into one - the Universite de Moncton. The university is Catholic and co-educational. An administration council, advised by a board of 36 regents, acts as a Board of Governors. An Academic Senate is supreme in academic matters. Full-time enrolment, including the affiliated colleges. was 1.296 in 1964-65.

## C. Lieutenant-Governor in Council

Under the new Schools Act of 1966 the Lieu-tenant-Governor in Council has responsibilities and powers that operate to provide guidelines for the activities of the Minister and Department of Education. For instance, the Lieutenant-Governor in Council must approve such proposals as:
(1) the establishment of educational advisory boards:
(2) division of the province into school districts, their creation, abolition, alteration, and consolidation;
(3) the entry into any agreement with the Government of Canada respecting the operation or ownership of school property by Canada or the province or both;
(4) the suspension or cancellation of a teacher's licence:
(5) the appointment of new trustees to fill emergency vacancies on school boards:
(6) and the authorization of the distribution of textbooks in schools or any other institution.

Among other matters, the Lieutenant-Governor in Council may make regulations:
(1) for the organization, government, and discipline of schools:
(2) respecting the rights, privileges, powers, and obligations of a person designated by the Minister to act on his behalf.
(3) respecting meetings of school boards:
(4) for the certification of teachers and classification of other school personnel;
(5) establishing salary scales for school personnel;
(6) for the convevance of pupils;
(7) for the boarding of pupils;
(8) in accordance with the Health Act, for the health, cleanliness and well-being of pupils;
(9) for establishing curricula:
(10) respecting the continuance of pension provisions made prior to January 1, 1966; and
(11) respecting the institution of proceedings in matters of attendance.

## D. The Department of Education

The Minister of Education. - Since 1936, New Brunswick has had a Minister of Education who is a Cabinet memher selected by the Premier. In determining education policy, the Minister receives the advice of departmental officials, consults with other members of the Cabinet, and must receive the support of the legislature.

## The Minister is empowered:

(1) to enforce the Schools Act and the Regulations of the Lieutenant-Governor in Council;
(2) to provide free school privileges for every child from 6 to 20 years of age inclusive who has not graduated from high school;
(3) to prescribe or approve textbooks and apparatus for use in schools;
(4) to prescribe courses and standards of instruction for all school districts, and for any pilot, experimental, and summer school courses and programs:
(5) after consultation with the school board concerned, to determine the sites of school buildings; to purchase, rent, or accept gifts of land or buildings for school purposes; to construct and furnish school buildings; lease, sell, or dispose of school lands (with approval of the Lieutenant-Governor in Council);
(6) to provide each school board with a budget for the school district for the following school year after considering financial, statistical, educational requirements, and operating expenses reports submitted by every school board before October 15;
(7) to establish and maintain colleges and facilities for teacher training;
(8) to consider proposals for supplementary programs, and to initiate them when all preliminaries are in order:
(9) to prepare an annual report on all school districts of the province setting out full statistical tables, detailed accounts of all expenditures, and comments on pertinent educational subjects;
(10) to provide free copies of the Act, regulations, and all necessary forms and instructions to all school trustees and teachers:
(11) to determine the number of trustees for each school district (either 9 or 15); and
(12) to have the general administration, management, and control of all property vested in him as a representative of the Crown in right of the province.

Department Personnel. - The chief administrative officers of the Department are the two Deputy Ministers. They are responsible for advising the Minister and for carrying out the policy enunciated by him.

The Deputy Ministers are aided by a number of directors and other officials in charge of specific departments.

The Director of Educational Services is in charge of a variety of administrative and other services including special services, assistance with special research projects and examinations.

The Director of Teacher Training and Chief County superintendent of Schools is in charge of teacher-training facilities and amenities, in-service training of teachers, and inspection of schools. Teachers College is a bilingual institution.

The Director of Curriculum and Research is chairman of the Curriculum Committee which advises on the formation and revision of the school program.

The Director of Audio-Visual Aids Education is in charge of services providing visual and auditory aids in the form of films and radio programs. While many schools have their own projectors, others benefit from "Rural Circuits" conducted by the National Film Board. A library of films and film strips, collected by the Department, has now become the repository for films from the National Film Board, I.O.D.E., Provincial Government Departments, and others.

The Director of the Adult Education and Fitness Branch superintends the program of studies in health and physical education in the schools, assists schools in the operation of evening classes for adults, and operates fitness and recreation programs.

The Director of Vocational Education is secretary of the Vocational Education Board which is appointed by the Lieutenant-Governor in Council. The Vocational Education Board consists of 15 members including the Minister of Education, the two Deputy Ministers of Education, the Deputy Minister of Agriculture, the Director of the Provincial Technical Institute and a representative of the New Brunswick Vocational Institute. In the selection of the other members, the interests of farming, fishing, manufacturing, mining, commerce, and other industries are considered. This board controls a variety of training including industrial, home economics and agricultural. It operates two Institutes of Technology for the training of shop teachers as well as training young people for business and industry. The Director of Vocational Education is assisted by a Coordinator of Vocational Training.

The Director of Correspondence Schools superintends academic courses for some students taking high school courses. Lessons are corrected and other services are provided. (It is possible to complete secondary schooling by correspondence in New Brunswick.)

The Director of Library Services is in charge of a departmental library which provides free library services for teachers; enforces the Library Services Act which makes provision for establishment of regional libraries in the province.

The Director of the School Planning Branch oversees all school building projects in the province. The Department supplies, free of charge, plans for schools of up to twelve classrooms.

Provision is made for a School Book Branch under the control of a supervisor who may purchase, distribute, sell or supply prescribed textbooks iree
to pupils up to Grade VII. Basic texts are supplied free to all pupils from Grades I to VIII of the public schools. An optional textbook rental plan is operated for high school grades by which pupils turn in their books on the completion of a grade and are supplied with a set for the next grade. Expenditures are paid from and receipts paid into the Consolidated Fund.

Other supervisors include the Supervisor of School Transportation who is in charge of school conveyance records, advises on contracted and school owned equipment, assists with computing government grants, and supervises the transportation program. A Supervisor of Commercial Education is concerned with the supervision of all commercial departments in operation in public schools. Supervisors of llome Economics Education and Trade Training visit the classrooms under their supervision during the year and through demonstrations and counsel attempt to raise the standards of courses in these fields. The training of shop teachers is under the direction of the Supervisor of industrial Teacher Training, and that of commercial teachers under the direction of a Supervisor of Commercial Teacher Training.

A registrarhas charge of the Department records, teachers' licences and certificates; and he participates in policy pertaining to granting of certificates.

Superintendents. - Inspectors of schools in New Brunswick are called superintendents. They are Department officials who are responsible for the administration of education in the province. Each has a professional assistant (who is an expert in elementary education), a competent-stenographer, and a well-equipped office. Seven cities and towns have local school superintendents. Candidates for the office must have taught for five years or more, have a bachelor's degree or better and a licence of the High School Class.

Among other duties, each superintendent of schools:
(1) visits all schools within his inspectorate, examines the school, school house and premises, inspects the register and generally ascertains if the provisions of the school law are being carried out and obeyed;
(2) furnishes trustees and teachers with required information and advises teachers and trustees in matters tending to promote efficiency;
(3) aids the Chief Superintendent in carrying out a uniform system of education;
(4) appoints a trustee or an auditor in certain specified circumstances; and
(5) determines and reports to the Chief Superintendent those districts which should receive special aid as poor districts.

The superintendent visits each ungraded school at least once each term and all other schools once a year, or delegates supervisory powers to the princi-
pals or local superintendents. He provides boards withall necessary return forms and registers; reports necessary changes in boundaries of school districts; reports to the trustees and, if his suggestions are disregarded, may report such to the Chief Superintendent. He confers with teachers and trustees or
bothand co-operates with educational institutions in the district. He is expected to organize regional conferences. He may not absent himself from his district during working hours except during the annual vacation or for purposes approved by the Deputy Minister. He approves school sites.

## E. Municipal Organization and School Boards

New Brunswick is a comparatively small, rectangular province with an area of 27,985 square miles, and a population of 597.936 at the 1961 Census of whom 319,923 were classed as rural. Although it adjoins the State of Maine on the west and the Province of Quebec on the north and northwest, it has an extensive sea-coast. The surface is largely undulating, and there are many merchantable timber areas with numerous rivers to encourage fishing and hunting. Lumbering and agriculture are most important while limited resources in natural gas, petroleum and coal are available. Extensive ore deposits exist in the northern part of the province.

The urban population of 278,013 is to he found in 6 cities, 20 towns and 2 villages. In New Brunswick, cities are established by special acts. The Towns Act provides that where population is 1,000 or more, fifty or more ratepayers may petition the sheriff to hold an election to determine whether or not the majority wish incorporation as a town. Incorporation as a village requires a population of 300 or more in an area not in excess of 1.500 acres, except under special enactment.

School Boards. - In accordance with the Schools Act of 1966 the Minister with the approval of the Lieu-tenant-Governor in Council may divide the province into large school districts. The Minister determines the number ( 9 or 15) of trustees for each district, some ( 6 or 9 ) to be elected and the rest to he appointed by the Lieutenant-Governor in Council from among those eligible (over age 21 and resident of the district for at least one year prior to appointment).

No person is eligible for the office of school trustee, secretary, or assistant secretary of the school board in the district in which he is an employee of that school board.

Sections in the Municipalities Act relating to plebiscites and the election of municipal officials apply to plehiscites and the election of school trus-
tees, except that where the words "council" and "municipality" are found the words "school hoard" and "school district" are to be substituted.

School trustees:
(1) whether elected or appointed serve for a term of two years and are eligible for re-election and re-appointment:
(2) at the first regular meeting of the board, choose a chairman and a vice-chairman (who serve until their successors are elected);
(3) serve without pay, but the board may reimburse them for travel expenses incurred indischarging their duties as school trustees;
(4) select and engage teachers, attendance officers, and building maintenance personnel;
(5) must honour subsisting employment contracts made by previous smaller boards;
(6) may not pay any school personnel additional money for services rendered in connection with the implementation or operation of a supplementary program:
(7) may recommend adoption of supplementary programs for the district;
(8) may cooperate with persons and organizations for the better promotion of educational standards and programs within the district:
(9) have general oversight of the school premises at all times;
(10) must exercise their duties in good faith, comply with the Act and regulations, and be personally responsible for any wilful failure to comply: and
(11) regulate the admission of pupils to schools in their district, refuse to admit certified mental defectives, and postpone admission of those who have not been vaccinated according to the Health Act until they have been thus vaccinated.

## F. Teachers

In general, a "teacher" is any person holding a licence or permit to teach issued by the Minister. In matters of tenure, a teacher is a person holding a first class teacher's licence, a high school teacher's licence, or a teacher's licence issued by the Minister.

Teacher Training.-Candidates normally complete a two-year course at Teachers College or at a centre operating in conjunction with it. Entrance to the elementary teachers' course requires a total of

400 marks in eight specified subjects of the departmental examinations, with a total of 150 marks on three language papers: English I, II, and French III, or French I, II, and English III. Entrance to the secondary teachers' course requires a total of 480 marks on eight specified subjects, with no mark below 50 p.c. Grade XIII graduates and students who have attendeda recognized university and completed certain prescribed courses may enrol in the second year of the secondary teachers' course.

A person enrolling as a student at Teachers College or as a student in a two-year teacher training course at the New Brunswick Institute of Technology are required to sign a bond for $\$ 600$ as a guarantee to teach for two years in the public schools of New Brunswick within five years of receiving a Teacher's Licence. Each school year taught in the province reduces the amount payable on the bond by $\$ 300$. The bond may be extended up to two years in the case of persons at university.

Teachers' Licences and Certificates. - In 1957 the classification of teachers' certificates, permits and licences was changed and a new classification was introduced, providing for a teacher's licence and six classes of certificate, as well as for special certificates for music, aft, shop, home economics, physical education, commerce and agriculture. The new licence and certificates are all permanent. The existing licences and certificates were evaluated according to the new standard.

Teacher's Licence is granted to candidates who complete the course at Teachers College with an average of 60 p.c. or better.

The certificates are as follows:
Certificate / granted to a licensed teacher who has completed 5 regular university courses or 10 summer school courses or to a graduate of the two-year course at Teachers College.

Certificate 11 granted to a licensed teacher with 10 regular university courses or 20 summer school courses, 10 of which must have been universily summer school courses, or to a graduate of the two-year course at Teachers College on completion of two prescribed summer school courses.

Certificate III granted toa licensed teacher with Certificate II and five prescribed regular university courses of 10 prescribed university summer school courses.

Certificate $/ V$ granted to a licensed teacher who has a B.A., B.Sc., B.T., B.E.E. or equivalent degree from an approved university.

Certificate $V$ granted to a licensed teacher with a post-graduate degree, including the B. Ed., earned after completing one year's work beyond another bachelor's degree.

Certificate V/ granted to a licensed teacher with Certificate $V$ and 10 approved university courses beyond the number required for Certificate IV, of which at least eight must be graduate courses.

After 1968 all secondary grade teachers must have at least Certificate II and after four years of teaching secondary grades, Certificate IV. A letter of standing valid for three years may be granted by the Minister of Education to a person with teaching
credentials from outside the province. This may be changed to a licence and the appropriate certificate upon the completion of two years' successful teaching.

Candidates with a B.A. or B.Sc. who complete one summer school course are given a letter of standing valid for three years, which may be raised to a licence and Certificate IV after two additional summer school sessions and one year of successful teaching. Candidates with a university degree and some professional courses in education may be granted certificates after fewer summer courses.

Special certificates include the Music Certificate, the Physical Education Certificate and the Art Certificate. Each of these certificates is divided intoclasses and may be granted to qualified teachers according to the class of teaching certificate which they hold.

Candidates for the Bachelor in Elementary Education or the Bachelor of Teaching degrees must complete two years of the Teachers College course, obtaining a Teacher's Licence with a general average of at least 65 , and have entrance requirements acceptable to the university. The years at Teachers College are recognized as two of the fours years. Candidates who have completed the two-year course at Teachers College may enter the third year of the degree course on completion of two prescribed university summer school courses. Some of the work for these degrees may be completed at summer school or extramurally.

A Teacher's Licence (Vocational) and Certificate I (Vocational) are granted after two-year courses in Home Economics and Industrial Arts. A Teacher's Licence (Vocational) and Certificate I (Vocational) for Commercial and Trade Courses are training in commercial subjects, two years approved work experience in the commercial subjects, two years approved work experience in the commercial field, journeyman's standing in the trade, a minimum of one year of successful teaching experience, and one year or equivalent of teacher training.

A Certificate IV (Vocational) may be granted to a teacher with a Teacher's Licence (Vocational) in the fields of Agricutture, Commercial, Guidance, Home Economics or Industrial Arts with a bachelor's degree in the special field or two years of university and six years of successful work experience in the special field. A Cettificate V (Vocational) may be granted in the same fields to a teacher who holds Certificate IV (Vocational), who has taught successfully for five years in the schools of the province and who holds a Master's degree in the special field.

All teachers are hired with a written agreement on the approved form and may only be hired, dismissed or have their contracts terminated by approval of a majority of the board.

A teacher may be employed on probation for from one to three years and dismissed during the period with reasons given in writing, otherwise contracts are continuing. Teachers may not be transferred to another school or another position paying a lower salary without agreement of the teacher. Continuing contracts may only be cancelled according to regulations.

Duties of Teachers. - Each teacher is expected to call the roll every morning and afternoon and keep a daily register open for inspection at any time under penalty of forfeiture of grant. He teaches all branches required in accordance with his agreement and the Schools Act. It is his duty to inculcate moral principles, and maintain such discipline as exercised by a firm, wise and judicious parent. He is expected to consider the comfort and health of the pupils, enforce cleanliness and inform the school medical inspector whenever a case of communicable disease is suspected, or exclude the child until he can be examined. He is to hold a public examination of the school each half vear. He is to care for school property and keep it in order (this does not include janitor work). Each teacher completes all necessary records and forms, and collects information respecting the number of people of the district and the number of pupils not attending school. This information is forwarded to the county superintendent at the end of the year and filed with the Chief Superintendent.

The teacher of the highest grade in a departmental graded school is principal unless the trustees decide otherwise. He has supervision over the timetables, exercises, methods, and general discipline and on occasion exercises paramount authority in discipline.

Any city or town may employ a superintendent of schools. Boards may employ one or more supervisory principals who spend part or all of their time in supervision.

All teachers within the district wherein the superintendent holds a regional conference annually are expected to attend. A fee of not more than $\$ 1$ may be charged. The program for the two-day conference is arranged by an executive committee under the county superintendent and is intended to increase teacher competence and understanding of the program. Each conference elects an executive committee which holds office until the next conference. Two regional conferences may be combined if the superintendents wish.

Teachers' Pensions. - Pension and disability allowances are payable monthly. Male teachers of age 60 and female teachers of age 55 who have taught 35 or more years are eligible for pensions.

Teachers who have taught 15 or more years and who became permanently disabled and unable toteach may retire with a pension. A disability pension may
not be more than $\$ 6,000$ nor less than $\$ 1,000$. Teachers 60 years of age who have taught not less than $20 y e a r s$ are also entitled to receive such a pension.

One half of the pension of a male teacher, who is deceased, may be paid to his widow during life or until she marries again, unless he was over 55 and she was 15 years younger when they were married, in which circumstances she is paid according to regulations. Where the teacher is a widower an amount equal to half his pension is divided at his death among his children until they reach the age of 18 . Likewise when a female teacher dies leaving children under age 18 , an amount equal to half her pension is divided among them.

When a teacher leaves no near relative a pension may be paid to other needy dependents; otherwise, an amount equal to his contributions is paid according to the teacher's signed wishes, or to his personal representative. All contributions are returned when a teacher leaves the profession after five years teaching. Should the teacher return after receiving a refund he may be credited with contributions for five years but must be employed for at least five more years before becoming eligible for a pension.

The pension is paid as an annual sum equal to 75 p.c. of the average annual salary for the five years of highest pay but cannot be below $\$ 1,000$ or above $\$ 6,000$; or the number of years taught divided by 35 , times 75 p.c. of the average annual salary where he has taught less than 35 years. Overseas service by teachers is counted as pensionable years.

The Teachers' Pension Fund is made up of teachers' contributions, and a sum from the provincial treasury. Each teacher who receives $\$ 1,600$ or less pays 2.3 p.c. of salary; those above $\$ 1,600$ and under $\$ 8,000$ pay 4 p.c. for 20 years and 5 p.c. thereafter; those receiving more than $\$ 8,000$ pay on $\$ 8,000$. The teachers' contributions may be deducted from government grants. Persons who enter teaching after age 40 need not join the pension fund. The province pays such sums from time to time as are necessary to keep the fund solvent. The Lieutenant-Governor in Council may make regulations governing the payments of pensions and affecting conditions of eligibility.

Teachers of vocational education, county superintendents, instructors at Teachers College, local school superintendents, secretaries of school boards and others devoting full time to the public schools are included under this Act as well as teachers at the Interprovincial School for the Deaf and the University of New Brunswick. To receive benefits such contributors must pay the maximum paid by teachers.

To receive applications and advise the Lieu-tenant-Governor in Council on operation of the fund, there is a Teachers. Pension Committee of five members appointed for two-year terms, three inclusive of the chairman being appointed by the Minister, two by the New Brunswick Teachers' Association.

## G. Miscellaneous Regulations

School Year. - The school year begins July 1 and ends the following June 30. Saturdays may be substituted for regular teaching days where necessary because of a teacher's illness or extraordinary circumstances. The number of school days in the school year is fixed at 195.

The hours of school may not exceed six a day exclusive of one at noon but may be reduced to five, or four for Grades 1 to III in rural areas. Morning and afternoon recesses may be taken.

Holidays consist of statutory holidays, days proclaimed by the Governor General or LieutenantGovernor and include Loyalist Day in Saint John and Empire Day. The summer vacation is from July 1 to Labour Day; the winter vacation is the two weeks in which Christmas and New Year fall; and Easter vacation is one week following Good Friday.

Attendance is compulsory for all children from age 7 to 15 , inclusive.

Pupils. - Pupils may not enter school for the first time more than three weeks after the opening day without permission of the board.

Each pupil is expected to attend regularly, to be clean and tidy, to avoid idleness, profanity, deceit, quarrelling and fighting and to conform to the rule of the school. He is expected to have the required books and is responsible to the teacher for his conduct to and from school and in school.

Religion. - The schools are non-sectarian. Symbols or emblems of any national or other society, political party or religious organization must not be displayed or used in the classroom. This, however, does not refer to distinctive garb or emblems worn by any denomination of Christians. Teachers may not make use of any catechism in school.

Schools are opened and closed by reading a passage of scripture and reciting the Lord's Prayer. Upon written notice from his parents a pupil is excused from these exercises.

School Buildings. - Schools are usually located away from traffic arteries, airport runways, commercial garages of service stations. The buildings are normally at least 50 feet or more from a highway. Each classroom has at least 200 cubic feet of air and 20 square feet of floor space for each pupil, the ceiling being from 10 to 12 feet high. Natural lighting from the southeast or southwest is recommended, window area equalling one-fifth the floor space. Light should come from the left of the pupil. Sanitary facilities must conform to regulations of the Department of Health.

Outside of school hours school buildings may be used for approved purposes.

Regulations cover the selection of seats and desks, maps, globes and reference books, cloakrooms or wardrobes and science equipment.

When necessary, school accommodation may be leased.

Examinations. - Each June, departmental examinations are held in centres where ten or more candidates have applied to write. Other candidates must select one of these approved centres. These examinations are conducted by means of a Joint Board consisting of the Deputy Ministers or persons delegated by them, four members appointed by the Minister, two members appointed by the Senate of the University of New Brunswick, one member appointed by the Senate of l'Université de Moncton, two members appointed by the N.B. Superintendents' Association, and two members appointed by the N.B. Teachers' Association. The Joint Board selects qualified persons to set examination papers in Agriculture, Industrial, Home Economics, and Academic courses. Papers are read by an examining board (appointed each spring) consisting of one member of the Department and a number of high school teachers. All candidates receive a memorandum of marks; these making a minimumaverage of $75 \mathrm{p} . \mathrm{c}$. on certain specified subjects receive an honour certificate

## H. School Finance

Special Note: At the time this chapter went to press (June, 1966) the new legislation had just been passed, and the details of school finance were not available to the writer. The following is given as a historical record of what obtained before the Schools Act of 1966 was passed.

A Royal Commission on School Financing was set up September 1953. It reported in January 1955. The Commission was to inquire into all matters concerning the disposition of government grants and the relative tax-paying ability of the province. It found that in the current financial structure there was provision for 19 operating grants, 7 capital grants and 11 special grants. When it examined expenditure on education and made comparisons on a per pupil cost basis, it found that the amounts spent by counties varied from $\$ 73$ to $\$ 233$ with an average of $\$ 117$.

It recommended greater equalization. To achieve this, it suggested that provincial grants be made on the basis of over-all cost, and measurement of unit cost be expressed on a "per pupil" basis, weighted if necessary for especially large or small classes and differentiated for elementary and secondary pupils. Each municipality would contribute to school funds from a uniform rate on an equalized assessment; the basic government grant would bring the municipal contribution to the cost of a minimum program in all cases, and supplementary grants might be made for property relief and for the encouragement of advanced work.

The Commission considered this as an objective for the not too distant future and recommended a practical intermediate step. Under it the minimum for elementary school pupils should be $\$ 110$, and for
high school pupils $\$ 150$. The municipality normally pays one half of this and the province the other half as computed according to records of the previous year. In addition, the province should pay one half the cost of approved transportation and one half the cost of high school tuition, 40 p.c. of the approved building costs for vocational schools and 20 p.c. for elementary and secondary schools. The present
method does not go this far but consists rather of a flat grant with little equalization and special grants, as will be noted in the pages which follow.

Provincial Aidand Minimum Salaries, 1964. - The Provincial Secretary-Treasurer pays grants directly to teachers according to the following rates for the school year:

Government Grant Rates

| Class of licence | Term of service in years | Annual rates |
| :---: | :---: | :---: |
|  |  | dollars |
| III | 0-2 | 101.00 |
| III | ${ }^{1 / 2}$ 21/2-7 | 135.00 |
| III . | $71 / 2$ and upwards | 145.00 178.00 |
| II | $2^{1 / 2}$ - 7 | 190.00 |
| II | $71 / 2$ and upwards | 210.00 |
| I or Teacher's Licence | 0-2 | 255.00 |
| I or Teacher's Licence ............................................................................................................ | $7^{1 / 2}{ }^{21 / 2}-7$ | 270.00 |
| I or Teacher's Licence ....................................................................... | $71 / 2$ and upwards $0-2$ | 295.00 455.00 |
| High or Grammar School or Teacher's Licence and Certificate IV .............................. | 21/2-7 | 470.00 |
| High or Grammar School or Teacher's Licence and Certificate IV | $7^{1 / 2}$ and upwards | 495.00 |

Notes: 1. Teachers holding Local Permits or Wartime Emergency Licences will be paid government grants calculated on the rates for teachers having under 2 years of service according to class of licence held.
2. Assistant Teachers receive one half the foregoing sums, according to the class of licence.

Minimum salaries (including the aforesaid grants and based on qualifications and experience) are prescribed by the Schools Act according to the following schedule:

| Certificates held | Years of teaching |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { 1st and } \\ & 2 \text { nd } \end{aligned}$ |  | $\begin{gathered} \text { 3rd to } \\ 7 \mathrm{th} \end{gathered}$ | 8th and up |  |
| First Class or Teacher's Licence $\qquad$ | dollars |  |  |  |  |
|  | 1,600 |  | 1,800 | 2,000 |  |
|  | $\begin{aligned} & \text { 1st } \\ & \text { and } \\ & \text { 2nd } \end{aligned}$ | $\begin{aligned} & 3 \mathrm{rd} \text { to } \\ & 5 \mathrm{th} \end{aligned}$ | $\begin{gathered} \text { 6th to } \\ \text { 10th } \end{gathered}$ | 11 th and up |  |
| First Class and Certificate I $\qquad$ | 1,800 | 2,000 | 2,400 | 3,700 |  |
| First Class and Certificate II | 2,600 | 2,800 | 3,200 |  |  |
| First Class and Certificate III $\qquad$ | 3,000 | 3,200 | 3,600 | 4, 100 |  |
|  | $\begin{aligned} & \text { 1st } \\ & \text { and } \\ & \text { 2nd } \end{aligned}$ | $\begin{aligned} & 3 \text { rd to } \\ & 5 \text { th } \end{aligned}$ | $\begin{gathered} 6 \text { th to } \\ 10 \text { th } \end{gathered}$ | $\begin{aligned} & \text { Inth to } \\ & \text { 15th } \end{aligned}$ | 16th <br> and <br> up |
| First Class and Certificate IV. $\qquad$ | 3, 500 | 3,700 | 4,100 | 4,600 | 5,200 |
| First Class and Certificate V | 4,000 | 4,200 | 4,600 | 5,100 | 5,700 |

Note: Principals of schools with four rooms or more receive an additional $\$ 300$ a year.
Second Class Licence or Teacher's Permit ............... \$1, 200
Third Class Licence .................................................... \$ 800
Local Permit ............
$\$ 600$
Classroom Assistant ..................................................................... \$ 300

Teachers may accumulate sick leave at the rate of five days each term up to 195 days. Proof of illness is to be attested by affidavit filed with the secretary and a copy included with the semi-annual report. Boards may pay teachers for time lost due to illness in excess of the statutory amount.

A special grant of up to $\$ 100$ is given once to each district for each classroom it provides for retarded pupils. An allowance of up to $\$ 100$ annually may be made to licensed teachers to qualify for the work of instructing retarded pupils. Very few of such rooms were in operation in 1966.

The Provincial Secretary-Treasurer pays an annual sum to the board of school trustees of the rural school districts of Restigouche County and the county school finance boards. Half of the sum is apportioned on the basis of enrolment and half on the number of classrooms in operation during the preceding year.

District Assessment. - Each district has power to determine at a regular school meeting the amount of money required beyond that received from provincial and county grants for all school purposes. It may authorize the collection of a poll tax of from $\$ 1$ to $\$ 10$ on each male, except clergymen and those in indigent circumstances, between the ages of 21 and 60, who have resided in the district for at least one month previous to making the list. The trustees may by resolution at the first meeting after the district annual meeting set the poll tax for the year.

In the parishes of Grand Falls and Drummond a polltax from $\$ 1$ to $\$ 10$ may be authorized and levied on all persons, between ages 21 and 60 except
clergymen, religious, females whose annual income is under $\$ 1,000$, and persons in indigent circumstances, who had resided in the parish for one month or more previous to the assessment. All persons occupying property as residents other than the owner must pay a sum called "Occupancy Tax". For Grand Falls and Drummond the occupancy tax is based on the greater of the annual rental or 10 p.c. of the assessed value of the property occupied, as determined by the assessor, but not less than $\$ 500$. The owner is responsible for the regular property tax.

Residents of a district are rated and assessed on their personal and real property in the district. Non-residents are rated and taxed on property lying within the district except for dyked marsh or river is land. Such land is taxable in the district in which the owner resides except in Moncton and Westmorland and districts one, two and ten in the Parish of Hopewell. The real property of corporations and companies, except railway companies and companies exempted by law, is taxable in the district where located. Nonresidents conducting business within a district are liable to be rated as inhabitants and in respect of real and personal property are liable to be rated and assessed in the district in which the real and personal property is situated.

The assessor of rates, upon receiving any warrant for the assessing of any county, county school or parish, first requests of the trustees a copy of the boundaries of the district, a complete list of all nonresidents who may be taxed in the district and a statement of their rateable properties. The assessor lists separately the values of properties in the several school districts where the real estate of any owner is found in more than one district.

The Lieutenant-Governor in Council is empowered to decide in particular cases where an owner of real estate may be assessed. When this occurs the Deputy Minister forwards a copy of the order to the sectetary of the county where the land is and he in turn informs interested assessors.

The assessors may be penalized for neglect of duty and may be liable to a penalty of $\$ 4$ for each omission. A certificate by a county secretary that a person or property is not rated is sufficient evidence. unless contested.

A non-resident may within the time provided by law furnish the assessors with a sworn statement of the proportion or value of property in the district or several districts. The county superintendent may exempt certain persons who are unable to pay, and families on is lands or families who are too distant from the school for their children to attend.

Neither lapse of time nor statute of limitations is a bar to the collection of a school rate which may be collected by law any time after the time for voluntary payment. The trustees may correct any irregularities in the parish list at any time before a subsequent rating. The assessment is legal if it does not exceed the amount approved by more than 10 p.c.

All sums ordered to be raised may be consolidated and need not be distinguished for the assessment. Should an assessment be quashed the trustees set about making a new one and credit and adjust all payments made to date. If the district fails to estimate the amount needed to operate the school for the ensuing year, the trustees make an estimate and transmit it to the county superintendent together with a list of residents and properties certified by the secretary. The county superintendent next reports to the Deputy Minister who authorizes the trustees to collect the amount needed. When the estimate includes money which may be horrowed, the Lieutenant-Governor in Council may authorize the borrowing of the specified sum.

Borrowing Powers, - School boards when authorized by the school meeting and with consent of the Lieutenant-Governor in Council may borrow money for the purchase or improvement of school grounds and buildings (according to plans approved by the county superintendent) or for the purchase of furniture. If the request to borrow does not exceed $\$ 15,000$ and the loan is not to be guaranteed, approval is vested in the Minister of Education. Bonds, debentures or certificates of indebtedness may be issued and provision made for paying interest and redemption of the bonds through annual assessment. Indebtedness must not exceed 40 p.c. of the value of assessable property of the district, and must not be for longet than 25 years and debentures must be issued under order of the Lieutenant-Governor in Council. The Minister may authorize a board to make a temporary loan at a chartered bank on a promissory note.

County Schools Finance Act. - The initiative for the establishment of county school finance boards rests with the ratepayers of the rural school districts. When requested by a majority of the rural school district, the county council may establish such a board.

It shall be composed of seven members, three appointed by the Lieutenant-Governor in Council, of whom one is chairman, and four by the county council. of whom one is vice-chairman. Vacancies are filled by the appropriate appointing body. A member who absents himself from three executive meetings may be asked to resign by his appointing body.

After the first year, when the members are appointed for from one to three years, one member is appointed each year by each a ppointing body.

Members serve without remuneration but receive out-of-pocket expenses for regular and certain other meetings. A secretary-treasurer is appointed, his salary fixed and his duties prescribed. The board meets quarterly on dates which it fixes. Four members constitute a quorum. The county superintendent attends the meetings in an advisory capacity.

Not later than September 15 the trustees furnish the secretary of the board with a district school budget for the following vear. The hoard may revise the budget or determine the amount where the trustees neglect to provide a budget.

By January 10 the board is required to file with the county school treasurer the county school budget showing the amount needed for the ordinary expenses of the rural schools and the expenses of the board for the current calendar year. By October 1 the hoard files with the Minister estimates of the amount needed for the convevance grant and the 10 p.c. of budget wran:.

Copies of the county school budget are filed With the Minister of Education and the county treasurer. The budget sets forth in detail the estimated amount required to meet ordinary expenses of the rural schools, salary of the secretary-treasurer and other administrative expenses, the estimated amount (i) become payable by the province and amounts likely to be received from other counties, cities, or towns.

Amounts paid by the province are paid annually to the county school finance board as long as the Minister is satisfied that the schools are operated according to the Act. The province pays, in addition, 10 p.c. of the county school budget after the amounts payable to the board have been deducted; and the county pays the halance after amounts received from other counties are deducted. The county and province payments are made from time to time on request of the chairman of the board.

A county may borrow up to 50 p.c. of the amount it is required to pay to the board in any year or 50 p.c. of the amount paid during the preceding year.

The amount to be paid to the schools is raised through taxes apportioned among parishes in the county. In a border school district, i.e., where the county line runs through the district, the district is assessed on the proportion of its territory lying in each county for 70 p.c. of the district school budget and 100 p.c. of the supplementary budget with a few noted exceptions. The trustees of a border school district with their first budget provide a statement showing the rates levied during the year (index year) before the area came under the County Schools Finance Act. During each succeeding year the county secretaries determine the number eligible for poll and ordinary property taxes in the part of the district concerned. The county school finance board of the county in which the schoolhouse is situated is required to inform the secretaries of all border counties of all amounts assessed and owed, which amounts will be raised by the board of the county if there is one, or otherwise by the county council and paid over in four equal payments on the last days of March, June, September and December. If necessary the Minister may order a municipality to meet its payments.

Where a school district extends beyond a town of city, the part outside the town is assessed and the ratepayers taxed, and the county upon which such a requisition has been lawfully made must levy and collect the amount specified. Where a new district lies within two or more counties or partly in a town, the Minister of Municipal Affairs decides on the propartion of the amout which with be erefied an the
ratepayers in each county. city, town or viliage. When the Minister of Municipal Affairs has made a determination of the proportion in various school districts and a county valuation has been made for a border district, the secretary adjusts the proportion to be paid by the ratepayers in the several parts of such district according to the proportion which the valuation of their property is to the evaluation of the whole.

Supplementary School Budget. - Supplementary budgets are for other than ordinary expenditures and must have heen approved by an annual or special meeting and filed with the secretary of the county school finance board and the Minister of Education along with the regular budget. Upon warrant of the chairmanthe county council pays the annual amounts of the supplementary budget. Money for the supplementary budget plus cost of collection come from a poll tax which provides 20 p.c. and taxes on all real and personal property. The board may borrow money whenever a county fails to meet its obligations to the board. It may enter into agteement with other boards for the conveying and boarding of pupils who attend their schools. When the board of a district fails to employ a teacher, the county school finance board may fill the vacancy. A board may also make a grant to a society towards the operation of an auxiliary class. It may also engage supervisory administrative and instructional personnel approved by the county superintendent to work in the county as a whole.

The Lieutenant-Governor in Council may make regulations for administering this Act, such as prescribing information to be given in budgets, conditions for receiving grants from the equalizations fund.

The Lieutenant-Governor may, when requested by the parties concerned establish a joint school finance board for county and city or town.

RuralSchools Assistance Act. - Under the Rural Schools Assistance Act the province agreed that when plans and specifications of new construction or addition have been approved it will pay to a consolidated school district for such new construction of, or addition to, a central school building: (1) 40 p.c. of the average cost of construction but not over $\$ 5,000$ per classroom for a building of eight rooms or fewer; (2) 40 p.c. of cost up to $\$ 6,000$ per classroom where the building exceeds eight rooms; and (3) 50 p.c. of the cost of approved equipment. Similar pay ments may be made to a rural board of trustees to construct and equip a high school building. Where a city or town plans an addition to their high school to accommodaterural pupils, with the approval of the Minister such board may be paid up to 40 p.c. of the average cost of construction but not above $\$ 6,000$ per classroom; such addition providing one classroom for each 30 pupils or fraction thereof.

The Minister may provide similar grants to rural school boards towards the erection of new elementary school buitdings not exceeding 40 p.c. of cost or 84.000 ther chassoom ior a onw-room hataing.
$\$ 4,500$ for two or three rooms, and $\$ 5,000$ for four or more rooms. Similar grants may be paid to rural schools for additions to present buildings.

Other grants are available for special purposes. To help defray the costs of installing an electric lighting system, the government may pay up to 40 p.c. of the cost but not more than $\$ 50$ perclassroom. Towards a sanitary system the grant is up to 40 p.c., but not more than $\$ 750$ for any one school. Similarly for constructing a basement and installing a furnace the grant may be as high as $\$ 1,000$, but not above 40 p.c. of the cost.

Auxiliary Classes. - When a "society" (a duly incorporated association, a county school finance board, a board of school trustees, or a person) is considered capable and is willing to undertake the training, education, and welfare of cerebral palsied or mentally retarded children, the Lieutenant-Governor in Council may permit the society (a) to establish and conduct auxiliary classes; (b) to employ speech therapists, physiotherapists, teachers, and instructors; (c) to conduct classes in one or more schoolrooms or otherwise to provide suitable buildings: (d) to provide for the transportation of pupils, for their residence, and tofix and charge fees for their instruction, transportation, board and lodging as it deems fair and reasonable. Children may attend these classes only with permission of the director of a mental health clinic in New Brunswick or of a medical practitioner employed full time in the puhlic service of the province. If accepted, a child becomes
the ward of the society to age 21 . The Minister may direct medical officers to visit pupils in their homes and consult with the parents for the good of the child.

The Provincial Secretary-Treasurer may pay out of the Consolidated Revenue Fund $\$ 1,000$ for a class or classes conducted for mentally retarded children, $\$ 1,000$ for a class or classes of cerebral palsied children, $\$ 500$ for each teacher, and $\$ 100$ for each pupil attending at least 40 p.c. of the courses conducted. Regular grants are paid towards the salaries of qualified teachers as though they were in a regular school. An annual sum of $\$ 295$ is paid to a person having special qualifications as approved by the Lieutenant-Governor in Council. A sum of $\$ 200$ may be paid for an employed auxiliary teacher to take further special training.

On order of the Minister of Health and Social Services grants may be paid for: full-time speech therapists and physiotherapists; tuition fees, books (\$25), travel to and from place of training, and living allowance (up to $\$ 125$ ) to persons willing to train as phys iotherapists in auxiliary classes; and for assistance in purchasing special appliances for indigents' cerebral palsied children.

In 1964, auxiliary classes were conducted in 17 centres throughout the province by school boards of societies workingwith exceptional children. The Provincial Government operates the Children's Hospital School in Lancaster.

## I. Technical and Vocational Education

Vocational education in New Brunswick is carried on in the New Brunswick Institute of Technology in Moncton and the Saint John Institute of Technology, the two vocational schools, three trade, the 17 urban composite high schools and the 41 regional high schools. All of these schools offer vocational programs in the secondary grades as well as exploratory and guidance programs in the intermediate grades and evening programs for adults. Enrolments for the school year 1963-64 include 24,257 intermediate pupils of Grades VII, VIII and IX; 7,523 high school pupils in Grades X, XI and XII; 6,263 adults attending evening classes in general education and special fields and 1,537 graduates in trades and occupations from the Institutes of Technology and area trade schools.

Vocational education is conducted under the Department of Education in New Brunswick.

A vocational board makes recommendations to the Lieutenant-Governor in Council regarding vocational education and aids in organizing and superintending yocational schools and departments. It reports to the Minister of Education annually.

A city or town hoard may apply for a vocational school. When approved by the Lieutenant-Governor in Council, the vocational board helps with its es-
tablishment. Funds are ohtained through taxation with the approval of and within the limits set by the annual meeting, or a special meeting. A local vocational committee of five or seven members is appointed, the chairman and sectetary of the school board functioning in these capacities, and two or three other board members are a part of the committee when it is five and seven members, respectively. Other members represent employees, employers and homemakers.

In 1960 the vocational committees of all composite high schools were dissolved and the ir duties and powers assumed by their respective hoards of school trustees.

Each board of school trustees of a composite or regional high school may appoint an advisory committee of from five to nine members to represent business and industry and occupations taught in the vocational department of the school. The principal of the composite or regional high school is an exofficio member and its secretary. The committee meets at least twice a year and advises the board of school trustees.

Two boards may co-operate to estahlish a vocational school under a joint vocational committee formed of two members of each board appointed by
their respective board, and three others appointed by the Lieutenant-Governor in Council to represent employees and employers; or any board may unite with any municipality under a joint vocational committee representing all groups and interests.

County vocational schools may be established under a county vocational committee of seven, four appointed by the county council and three by the Lieutenant-Governor in Council.

Appointed members of the vocational committee hold office for not more than three consecutive years. No appointed member may be reappointed on a joint or county vocational committee. A quorum consists of a majority of the members. Each committee submits an annual budget before the beginning of the school year. It appoints a director as head of its vocational schools. It does all the things necessary to follow the Act and may administer and contral available funds, provide suitahle accommodation and equipment, employ and dismiss teachers, estahlish and control pre-vocational classes and make returns to the vocational board.

Teachers must be approved by the vocational board. The minimum salaries of teachers teaching under licence granted by the vocational board are the same as these paid under the Schools Act to other teachers. The Lieutenant-Governor in Council may establish and maintain or assist in the maintenance of schools to prepare qualified teachers in vocational education.

Special two-year courses and summer sessions forthetraining of industrial and commercial teachers are held at the Institute of Technology, Moncton. Shop teachers in the vocational high school courses have either journeymenstatus plus one year of teacher training or two years of teacher training. Teacher education in home economics in regular and summer sessions is conducted at Teachers College. A twoyear course is offered. For admission, candidates must have attained the required standard on departmental examinations.

Any vocational committee may establish a prevocational school for those pupils who plan to enter industry and may, with approval of the vocational
board and Lieutenant-Governor in Council, establish separate vocational schools, vocational high school departments including day, part-time and evening courses. Instruction is to be suitable for persons from fourteen to twenty-five in day classes and for persons from sixteen up in evening classes.

A resident of any school district in New Brunswick which does not maintain a vocational school or department offering the type of training which he desires may, through his local school board and county school finance board if he is in a district included in a county school finance unit, make application to any school board maintaining a school or department of the desired type for admission. The application may be approved or disapproved but in the event of disapproval the applicant may appeal to the Minister whose decision is final. The tuition in such cases is paid by the school board or county school finance board. A portion of this cost is reimbursed by the Province.

Approved vocational and pre-vocational schools receive the following grants: (1) 60 p.c. of salaries of teachers and directors in cities of over $6,000,67$ p.c. in towns of from 2,000 to 6,000 and 75 p.c. in smaller towns and counties; (2) 50 p.c. of the cost of equipment; (3) for approved expenditures on buildings, 60 p.c. of the first $\$ 100,000,50$ p.c. of expenditures from $\$ 100,000$ to $\$ 200,000,40$ p.c. of expenditures from $\$ 200,000$ to $\$ 300,000$ and 30 p.c. of expenditures from $\$ 300,000$ to $\$ 400,000$; (4) two thirds of sums paid by school boards for tuition based on operational costs, in vocational schools.

The two Institutes of Technology provide twoyear post-high school technical programs in eight engineering technologies and two business technologies, trade programs up to one year in length and upgrading programs for those who require additional training in language, mathematics and science in order to enter programs at the technical and trade levels.

The area trade schools provide trade and occupational programs in many fields. There are upgrading programs in language, mathematics, and science for those who have decided to go back to further their education and training.

## CHAPTER IX

## EDUCATION IN NOVA SCOTIA

## A. Some Education Highlights in Nova Scotia's History

The administrative organization of public schools in Nova Scotia today stems from legislation passed about a century ago; but missionary efforts to provide instruction for settlers and Indians go back more than three centuries. Early education suffered from troubles brought on by isolation, poverty, wilderness conditions, and sporadic political upheavals arising from French and British colonial rivalry. After British sovereignty was finally established, immigration policies and accidents (such as the American War of Independence) resulted in a heterogeneous population of French-speaking Acadians, Protestants from England and continental Europe, merchants and farmers from New England, other Loyalists from the U.S.A., and Highland Scots. The working out of a satisfactory organization of public schools was, however, influenced more by economic than by ethnic-group pressures.

Background. - Names mentioned in the accounts of earliest discovery include: Ericson (1000), Karlsefne (1108-11), Cabot (1497), Verrazano (1524), and Cartier (1534). Englishmen were fishing off Cape Breton as early as 1590 . In 1605 De Monts started the first settlement of Europeans at Port Royal, now Annapolis Royal.

In 1621 the land was granted to Sir William Alexander by James I for settlement, and it was then first referred to as Nova Scolia.

To the French the land was known as Acadie and the Treaty of St. Germain restored it to France in 1632. That year, Isaac de Razilly brought 300 immigrants to La Have. It is at La Have under Razilly and at Port Royal under Charnisay in 1645 that the first mentions of schooling are made. However, little more is known about pioneer education in Acadia for the next sixty years.

The Eighteenth Century. - After a century of raids, destructions, treaties made in Europe, and government changes from French to British and back again, British sovereignty was established by the Treaty of Utrecht in 1713.

Up to about 1750 most of the schools were operated by itinerant schoolmasters, encouraged and assisted by the clergy. Many of the leachers were greatly influenced by one or more of such early educational reformers as Comenius, Locke, Milton and the Jesuits. The Society for the Propagation of the Gospel in Foreign Parts worked closely with the Church of England to provide elementary education.

From time to time throughout the 18 th and early 1 9th centuries private venture schools were opened in various centres and some of these left their imprint on the public education to follow. The British

Government encouraged the making of land grants for schools, when established, but this policy actually had little influence on the course of events.

Cape Breton Island was not included in Nova Scotia under the Treaty of Utrecht, and French schools were developed in Louisbourg from 1730 to 1740.

First Education Act in Nova Scotia. - A statute for grammar schools, favouring Church of England control, was passed in 1766. Among other things it required that, before they could become schoolmasters, all candidates should be examined and approved by members of the local clergy or, where there were no ministers, by two Justices of the Peace and six other local inhabitants. At the beginning there were religious qualifications which were restrictive, but these were dropped shortly. The Act provided for the selection of school trustees to operate the schools and the setting aside of land grants of 400 acres as each township became settled. The first support, however, came in 1780 when a lottery was legalized for the purpose of raising school moneys; and a tax on wine went for school support.

Meanwhile, Nova Scotia assumed its present form after the Island of Saint John (P.E.I.) separated in 1769 and New Brunswick separated in 1784. Cape Breton also separated in 1784 but was annexed again to Nova Scotia in 1820.

The Struggle for Compulsory Assessment. - At the beginning of the nineteenth century it was realized by a progressive few that compulsory assess ment of real and personal property was the only firm basis for getting the school system out of its sorry condition; but it was 1865 before it was accomplished.

In 1808 an Act for Encouraging the Establishment of Schools attempted to provide free schools (except for books, stationery, and share of fuel) by making government grants to districts that voted, assessed, and collected up to 550 ; but the tax proved unpopular, and it was discontinued after three years.

In 1825 a joint committee of Assembly and Council recommended compulsory schools, free, paid for by direct taxation, but this was defeated in the Assembly, 24-12.

In 1826 a district could adopt compulsory assessment by a two-thirds vote of the ratepayers. This gave rise to bitter controversy.

In 1838 and in 1841 Joseph Howe made impassioned pleas for compulsory assessment.


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During all this assessment controversy, some significant educe tion developments did occur: Pictou Academy was established in 1818; regular government grants to schools began in 1826; a central board of education was established in 1841; a superintendent of education was appointed in 1850; a normal school was established in Truro in 1854; model schools were conducted in 1856; a school for the deaf was opened in 1851, and one for the blind in 1867.

Legislation during three successive years, 1864, 1865, and 1866, laid the foundation for the administration of the public school system as it is today in Nova Scotia. In 1864 the Education Act started free schools; in 1865 compulsory assessment (with no provision for "separate" schools) was adopted; and in 1866 amendments made minor modifications in order to allay criticism.

The Act of 1864. - This Act largely determined the pattern of education for the next three-quarters of a century. It provided for a free school system. Schools were to be erected and supported by grants and levies. The provincial grants were paid for county academies and superior schools and, directly, for teachers' salaries. A municipal or county fund supplemented the grant; the remainder was raised within the local school section through taxes on real and personal property, and (later) a poll tax.

The Act provided for the establishment of a Council of Public Instruction (the Executive Council); the separation of the positions of principal of the normal school and superintendent of education (the superintendent to be secretary of the Council of Public Instruction); school inspectors were to be appointed; each of the various counties would have a board of school commissioners; each district would have a board of examiners (under the direction of the inspector) to examine and license teacher applicants; rural section boards of three trustees; increased government aid; and the schools were to be free to all pupils.

Developments after Confederation. - Nova Scotia was one of the original provinces to form the Dominion of Canada in 1867. Section 93 of the B.N.A. Act (see Chapter 1) placed the control of education in the hands of the provincial authority, and the reference to separate schools in the Act did not alter Nova Scotia's policy of not having any, as legislated in its Education Act two years earlier.

The rest of the 19 th century, after Confederation, was a period of growth and development. In 1881 the elementary curriculum was first organized on a grade-by-grade basis. In 1885 a high school course was first definitely formulated, and in 1892-93 the high school was divided into "years" with a provincial examination at the end of each - a policy that persisted until 1930. In 1892, also, teacher-training courses that were given in high schools were discontinued in favor of a concentration of all such courses at the normal college. Following 1892 "practical" technical and agricultural courses were introduced in the schools, and an agricultural college was opened in 1905.

The First Part of the 20th Century. - A Technical Education Act was passed in 1907. The decade 1910-1920 has been referred to as one of stagnation for Nova Scotia education. A Carnegie Report in 1921 indicated widespread apathy.

Transition to modern education began about 1925. Summer schools where teachers might improve their academic and professional standing were organized in 1927. The first teachers' pension system was started in 1928. The first total curriculum revision in the history of Nova Scotia education was undertaken from 1931-1936. During this time a 6-3-3 schonl system was organized. A Royal Commission on larger units of school administration was set up in 1938.

Education Events in the Past Quarter Century. In 1940, some teachers and normal college staff members who were in the active militia were called up for military service; otherwise, the Department of National Defence recognized that the operation of the schools in war time was a vital service. As the war continued male teachers from urban schools were enlisting in increasing numbers. In 1941 pupils bought almost a third of a million dollars' worth of War Savings Stamps and Certificates.

In 1942 the administrative school unit was still the school section as it had been since 1864. The cities and towns managed fairly well under this organization but many rural and village school sections had accumulated arrears in teachers' salaries and were unable to provide sufficient funds to prevent an exodus from teaching into other professions. In 1942 the provincial legislature established the municipal school unit in which the municipality assumed responsibility for a set "minimum program of education" in the rural and village schools and provided that local rates could be levied for services beyond the minimum program, such as for special teachers and local improvements. Taxes for teachers* salaries and the maintenance of school buildings, and additional local school rates were replaced by a uniform general tax over the municipality. The tax rate set was 10 p.c. below the median of local tax rates for the school year 1941-42. No attempt was made to equalize assessment in order to relate the tax burden to ability to pay.

By 1943, 19 out of 24 municipalities had adopted the larger unit of administration. Minimum salaries were increased, arrears in teacher salary payments (a half million dollars five years before) were eliminated, and tax rates were equalized over given areas and collected through municipal machinery. The shortage of teachers was acute. The next year, the provincial government increased financial support and applied this directly to teachers' salaries. By 1946 all municipalities wete organized in larger units: 1,500 school boards had been reduced to 66 ( 24 rural, 40 town, and 2 city).

The Department of Education was expanded to include a Director of Guidance in 1944, an Adult Education Division in 1945, and a Division of Curriculum and Research in 1947.

In 1946 federal family allowance legislation began to improve school attendance.

The new teachers' salary schedule of 1948 proved inadequate for some local sections of the provincial staff (a total of 5,000 in 1951), and a local strike for higher salaries was resolved in favour of the teachers.

The Journal of Education issued its centennial number in 1951.

In 1953 the Education Act was completely revised and rewritten for the first time since the passing of the Free Schools Act in 1864. In 1955
the legislature approved amendments which brought into effect most of the recommendations of the Royal Commission on Public School Finance. The following year Foundation Program legislation came into effect, and there was a great expansion in school facilities. In 1957 the Federal Government provided $\$ 1,200,000$ for the development of new vocational institutions.

The teacher shortage was still considered a serious problem $\ln$ 1959. In spite of the continuing shortage, teacher training policy in 1963 was changed to make the course at the Teachers College a twoyear program.

## B. Higher Education

Acadia University.- Queen's College was founded in 1838 by the Nova Scotia Baptist Educational Society in Wolfville. It was renamed Acadia College and given a provincial charter in 1840. In 1891 the charter was extended to give Acadia university status. It is open to persons of all religious persuasions. Beginning with arts and science, it has added slnce 1900 schools of engineering, theology, home economics, music, education, and secretarial science. In 1964-65 Acadia had a total registration of 1,418 .

Dalhousie University. - Founded in 1818 along the lines of the University of Edinburgh, Dalhousie did not offer instruction until almost half a century later. The first B.A. was awarded in 1866. It is independent of religious tradition, although it was first supported by the Presbyterian Church. It began with arts, then added medicine in 1868, science in 1877, law in 1883, dentistry in 1908, and a faculty of graduate studies in 1949. In 1964-65 Dalhousie had a total registration of 3,165 .

University of King's College. - Established in 1789. King's began operation as a college in 1790 and gained university powers by royal charter in 1802. After the College buildings at Windsor burned in 1920, the Carnegie Corporation provided enough money for rebuilding in Halifax. This led to an association with Dalhousie. King's has retained control of its Divinity school but does not exercise its degree-granting privileges in other schools and faculties that form part of Dalhousie's operations. In 1964-65 King's had a total registration of 258.

Maritime School of Social Work. - This school was incorporated in 1941 and during the same year drew students from leading Maritime universities that had helped in its establishment. The school operated in borrowed quarters until 1957 when it purchased a building. It is fully affiliated with Acadia, King's, Mount Allison, Saint Francis Xavier, and Saint Mary's. In 1964-65 the Maritime School of Social Work had a total registration of 51 .

Mount Saint Vincent College. - An academy and normal school followed the coming of the Sisters of Charity to Halifax in 1849. The academy was set up as a college at the turn of the century and in 1914
affiliated with Dalhousie. In 1925 Mount Saint Vincent College in Rockingham, Halifax County, was granted its own charter, although Dalhousie faculty continued to teach there until 1941. In 1954 the Mount Saint Vincent normal school became an integral part of the College. Courses are offered in arts, science, home economics, secretarial studies, nursing, and education. M.A. courses have been offered since 1959. In 1964-65, Mount Saint Vincent College had a total registration of 591.

Nova Scotia Agricultural College, - An agriculture school established in Truro in 1885 and a horticulture school in Wolfville in 1893 merged to form the Nova Scotia Agricultural College in Truro in 1904, opening officially the next year with a twoyear course. Today the College offers a diploma course, and a degree course, the latter usually completed at Macdonald College (McGill) or at the Ontario Agricultural College (Guelph). In 1964-65 the Nova Scotia Agricultural College had a total registration of 166.

Nova Scotia College of Art. - The Victoria School of Art and Design founded in 1887 in Halifax became the Nova Scotia College of Art in 1925 on receiving a charter. The College prepares teachers of art and accepts Dalhousie education students. The federal-provincial vocational training agreement permitted expansion in 1962. Affiliation with Dalhousie in 1963 made possible the granting of the degree of Bachelor of Fine Art by Dalhousie, while the College continued to grant diplomas. In 1964-65 total registration was 143 .

Nova Scotia Teachers College. - A normal school opened in Truro in 1854, became a normal college in 1908, and was renamed Nova Scotia Teachers College in 1962. Since 1963 it has offered a two-year program for the preparation of elementary and junior high teachers, kindergarten-primary, school music, industrial arts, and home economics teachers. A twoyear program for physical education teachers was added in 1964. The academic courses at the College are accepted for up to a full year's credit by Maritime universities. Reglstration in 1964-65 was 520 .

Nova Scotia Technical College. - Established in 1907 and holding first classes in 1909, this College has a cooperative arrangement with Maritime
universities which provides three-year courses in pre-engineering and pre-architecture. The College awards bachelor degrees in chemical, civil, electrical, mechanical, mining, and metallurgical engineering. Since 1961 its school of architecture has offered a bachelor's degree course. Graduate work since 1947 has led to master and Ph.D. degrees. In 1964 65 , total enrolment at the Technical College was 446.

Convent of the Sacred Heart. - This institution, which opened in Halifax in 1849, has a junior college as part of its education program. Its graduates complete their arts degrees at Dalhousie or other universities. In 1964-65 the junior college registration was 31 .

Saint Anne's College. - Collège Sainte-Anne at Church Point was incorporated with university powers in 1892. It offers a four-year bilingual B.A.. secondary school years, and a preparatory preclassical course. It conducts some graduate work at the M.A. level. In 1964-65 the registration at the university level was 177.

St. Francis Xavier University. - This university was founded as a college in 1853 at Arichat and transferred in 1855 to Antigonish. Full university
powers were conferred in 1866. When Mount Saint Bernard affiliated in 1894, St. Francis Xavier became the first Roman Catholic co-educational university in North America. Courses now lead to bachelor degrees in arts, commerce, education, science, home economics, and nursing. Master degrees are awarded in arts, arts in teaching, education, and social work. In 1964-65 total registration at St. Francis Xavier (including Xavier College at Sydney) was 2,656.

St. Mary's University. - St. Mary's Academy began in Halifax in 1802, was incorporated as a College in 1841, reorganized on a new campus in 1903, and moved to its present campus in 1951. From 1913 the Christian Brothers of Ireland directed the College, and in 1940 the Jesuit Fathers assumed direction. In 1952 it became a University offering bachelor degree programs in arts, science, commerce, and education. It has master degree programs in education and social work. In 1964-65 the total registration was 994.

In addition to the foregoing universities and colleges in Nova Scotia, Mount Allison University in New Brunswick takes students from Nova Scotia. In 1964-65, 369 students from Nova Scotia attended Mount Allison.

## C. The Department of Education

The organization of public education in Nova Scotia, as in most of the provinces, provides a single line of instruction with a hierarchy of units from pre-school classes through university and, in addition, provides terminal vorational and professional courses at the secondary and post-secondary levels for those who wish to enter employment and for those who are unsuited to profit from higher academic education.

The present organization of the Department of Education in the province has stemmed from the appointment in 1850 of a Superintendent of Education to advise and assist the government. After almost a centurv, a re-organization took place in 1949. In that year Nova Scotia first appointed a Minister of Education, and in 1950 abolished the post of Superintendent and appointed a Deputy Minister. Under the Deputy Minister, the Department executes the provisions of the Education Act.

Under the Act, the Lieutenant-Governor in Council administers public education and for this purpose is vested with powers to make regulations concerning:
(1) payment of grants from legislative appropriations:
(2) location, construction and control of schools;
(3) conduct and management of schools for persons over the age of sixteen:
(4) classification, granting, cancellation or suspension of teachers' licenses;
(5) minimum salaries for teachers;
(6) closing schools where the enrolment is below ten and providing other schooling for the pupils concermed;
(7) medical examinations of teachers and modifying teachers' contracts where necessary as a tesult of the examination.

In addition according to the Act the LieutenantGovernor in Council may:
(1) make regulations covering the operation of school loan funds;
(2) appoint inspectors and prescribetheir duties;
(3) cancel or suspend teachers' licenses;
(4) determine appeals resulting from the decisions of school boards; and
(5) prescribe textbooks, courses of study and apparatus for public schools.
The Minister of Education. - The Minister is selected by the Premier of the province, subject to pleasure, to head the Department of Education and speak for education on the floor of the legislature. In his official capacity, but subject to regulations of the legislature, he may:
(1) direct the expenditure of all sums prescribed for educational purposes by the legislature;
(2) determine regulations covering the work of the Nova Scotia Teachers College and the admission and graduation of student teachers;
(3) divide the province into inspectorates;
(4) classify teachers and grant licenses to them;
(5) set the dates for school sessions; designate holidays and vacations:
(6) prescribe school registers and forms for administering the schools:
(7) approve plans for schools and other school buildings:
(8) appoint qualified persons to a board of examiners for the high school grades;
(9) establish and operate a Nova Scotia School Book Bureau for the purchase, sale and distribution of school books and other materials;
(10) exercise general supervision and direction over inspectors of schools, the Nova Scotia Teachers College, and public and other educational institutions receiving provincial aid (except universities); and
(11) require returns and reports from teachers, trustee boards and others administering public schools.

The Deputy Minister of Education. - The Depuly Minister is a civil servant and a specialist in education. He advises the Minister and, as his executive officer, administers the program set out by the Minister.

There are five divisions in the Department of Education, each with a director responsible to the Deputy Minister. The divisions are: Elementary and Secondary Education, Vocational Education, Educational Services, Administration, and Adult Education. The Provincial Library (including Reference, Regional. Teachers and Legislative libraries) and the Nova Scotia Museum (with Scientific and Historical sections) are auxiliary services of the Department of Education. Their directors are responsible to the Deputy Minister, as is also the Principal of the Nova Scotia Teachers College.

Other Officials of the Department. - Responsible to the Director of Elementary and Secondary Education are:
(1) a Chief Inspector of Schools, with divisional inspectors and supervisors of schools in fifteen inspectoral divisions throughout the province; inspectors of home economics, industrial arts, physical education and recreation, music, and special education;
and supervisors of physical education and recreation, attendance, alcohol education, and television instruction;
(2) a Chief Supervisor of Curriculum and Research, with supervisors of: curriculum, research, pupil personnel and guidance servi ices, audiovisual education, and radio and television education; a registrar and a supervisor of provincial examinations;
(3) a Chief Supervisor of Publication and Information, with a supervisor of publication and an editorial assistant (who is also secretary of the University Grants Committee);
(4) a Registrar of Teachers' Licences and Certificates, with a supervisor of teachers' licences and certificates; and
(5) a Registrar and a Curriculum Co-ordinator for the Nova Scotia summer school.

Responsible to the Director of Alministration are supervisors of: accounts and budgets, school grants and statistics, school book bureau, pensions, and student aid.

Responsible to the Director of Adult Education are: a supervisor of adult education, a program adviser, six field representatives, a supervisor of arts (with advisers in music, drama, and art), and a supervisor of handcrafts.

Responsible to the Director of Educational Services are: a supervisor of pupil transportation and school equipment, a co-ordinator of pupil transportation services, a school architect, and a draftsman.

Responsible to the Director of Vocational Education are: (1) a Chief Supervisor of Vocational Schools, with supervisors of provincial vocational schools (including the Nova Scotia Institute of Technology, a Land Survey Institute, a Marine Engineering School, and a Marine Navigation School). regional vocational schools, special vocational training, vocational evening schools; and field officers; (2) a Chief Supervisor of Vocational Training Services, with supervisors of curriculum, information, services, small business management training; technical assistant for training in industry; and registrar of proprietary schools; (3) an Administrative Assist$a n t$, with a supervisor of equipment and a chief clerk of accounts and claims.

## D. Municipal Organization and School Boards

The Province of Nova Scotia with an area of 21,068 square miles is some 350 miles long and varies in width from 50 to 105 miles. The Island of Cape Breton forms the northeast portion while the mainland is connected to New Brunswick by the Isthmus of Chignecto. On the Atlantic side the mainland is generally rocky and deeply indented with good harbours for fishing fleets. The Annapolis
valley, lowlands in the centre of the province, and the northern shore along the Northumberland Strait provide fertile plains and river valleys adapted to fruit growing and mixed farming. Other leading industries include: manufacturing, mining of coal and other minerals, and fishing. In 1961 the province had a population of 737,007 of whom 320,216 were rural and 416.791 urban dwellers.

The province is divided into 18 counties. Twelve of these are municipalities while the remaining six are divided into two municipalities each, making a total for the province of 24 . A municipality has the exclusive right to vote, levy, collect, receive, applopriate and pay all sums required for the conduct of its affairs. The right to borrow money and pass by-laws is subject to the approval of the Minister of Municipal Affairs. For municipal purposes cities and towns are separated from these municipalities.

In Nova Scotia a city is a self-governing unit within the limits of its charter, which cannot, however, violate provincial legislation. The three cities are incorporated by special charter. With the exception of Glace Bay the 39 towns are incorporated under the Towns Incorporation Act which requires 1,500 persons in an area of 640 acres or less. Each incorporated town is governed by a mayor and town council of not fewer than six.

The residents of unincorporated localities of more than 100 persons within a municipality may organize boards of commissioners under the Village Service Act to manage and administer such services as water and sewage, laying out of streets, fire protection, etc.

Administrative Units. - For administrative purpases in education there are 66 municipal units, 24 rural or non-urban, 39 towns, and 3 cities. For inspectoral purposes the province is divided into 15 areas each in charge of a school inspector. Most of these areas coincide with county boundaries, or districts composed of parts of two counties. For local school administration the units are rural school sections comprising about four square miles, village and urban school sections, as well as regional and municipal school areas.

Municipal School Boards. - In 1942 the move to re-organize rural and village schools under municipal school boards began. In 1953 the municipal boards were modified slightly in that the municipal clerks were to be replaced on the board by a member appointed by the municipal council for a period of two years. The boards consist of seven members of whom four are appointed by the municipal council and three by the Lieutenant-Governor in Council for terms of three years. Casual vacancies are filled by the appointing bodies for the unexpired terms.

Each municipal board meets at least twice each year when convened by the chairman. Members are paid an allowance plus travelling expenses as determined by the municipal council. The first meeting each year elects the chairman. A bond is required of the secretary-treasurer who is a permanent appointee during pleasure.

The municipal school board has exclusive control and management of the public schools in the municipality including buildings, garages, hostels, and equipment. Each board provides for the educa-
tion and instruction of all pupils according to the foundation program through employing teachers, providing adequate equipment, maintaining and operating schools, paying for boarding pupils, paying for the conveyance of pupils or making provisions for vehicles for their transportation and the payment of tuition for pupils from the municipality in outside schools.

In addition to providing the foundation program, the municipal board may consider it desirable to engage additional teachers, provide medical, dental and nursing services, provide school lunches, prizes and bursaries and provide education for those persons below age 5 and above age 21 . With the Minister's approval it is empowered:
(1) to alter the boundaries of any school section;
(2) to create new sections;
(3) to fix the number of trustees where two or more sections have united and generally consider rights, properties, and liabilities relevant to the union:
(4) to number the sections in the municipality consecutively;
(5) to condemn any school building which cannot then be used in its present state after the current year;
(6) to determine the portion of a border section which lies within the municipality;
(7) to accept and hold any property given for school purposes or use the proceeds for school purposes; and
(8) to rent or lease property under an agreement which gives the board full control of the property.

The board pays its costs of administration including office space, supplies, equipment, clerical and administrative help, expense connected with taking a school census and enforcing compulsory school attendance, and may not consider these a part of the foundation program. The funds of a municipal school board may be disbursed only by the board, and if the board decides to avail itself of some services by arrangement with the trustees of a school section payment for such services may be made only on certification of accounts by the board of trustees and the municipal school board.

Rural and Village School Sections. - In the rural and village school sections the annual meeting elects three trustees, one each year after the first year, to hold office for three years. The annual meeting of the ratepayers and their spouses receives and considers reports, determines amounts to be requested from the municipal council through the municipal school board to be raised through local area rates for special purposes not covered by the foundation program, appoints a public accountant as auditor or two other persons as auditors, and considers other matters.

Until 1942 the control and management of the public school or schools within a school section rested with the elected trustees of the section. Since the establishment of the larger unit of administration these responsibilities have been largely assumed by the municipal school boards. The municipal school board may at its discretion variously delegate certain of its functions to local boards of trustees. The degree to which local trustees participate in an administrative or advisory capacity in the detail of local school administration is largely a matter of local "give-and-take"; in some cases trustees continue to take a keen and active interest in the welfare of the local school, in others most detail of inventory and management has passed into the hands of the municipal school board, which is the ultimate budgetary authority.

District Schools. - The municipal board with approval of the Minister may establish a school district from two or more rural or village sections within a municipality for the education of some or all of the pupils in the sections. The trustees of the school district so formed exercise all of the functions of trustees of a section.

Annual meetings called by the trustees are conducted similarly to those of a rural or village school section. Special meetings may be called by the inspector.

Trustees remain in of fice for three years except that after the first election one trustee holds office for one and a second for two years. A trustee may be re-elected. Trustees of the sections that unite retain their powers and duties in relation to schools of the sections but have no powers in the district school.

Regional School Board. - The Lieutenant-Governor in Council may establish a "Regional School Board" to administer a regional school serving the pupils in a city or town and an adjacent municipality.

The board consists of seven appointed members. Two are appointed by the municipal school board annually: one must be a member of the municipal school board and the other a person who resides in the area served by the regional school board. Two are appointed by the board of school commissioners annually, one of whom must be a member of the board of school commissioners and the town council and
the other a person who resides in the area served by the regional board. Three other members are appointed for three years by the Lieutenant-Governor in Council.

A regional school board may enter into agreement with the urban and municipal councils and Minister for the use and operation of a regional school building, the education of the pupils, relevant payments to be made by the boards of the city or town and adjoining area.

The board appoints and pays the teachers, a secretary, janitors and other necessary employees, pays current operating expenses, and with approval of the Lieutenant-Governor in Council makes rules and regulations for the conduct and operation of the school. The secretary must be bonded.

Board of School Commissioners. - According to the Towns Incorporation Act a town is a separate school section managed by a Board of Commissioners under the Education Act. Three members, of whom at least two are councillors, are appointed by the town council at its first meeting and at least one of them is to be reappointed the following year if he remains in the council. The Lieutenant-Governor in Council appoints two other members; and after the first year each holds office for three years provided that the persons appointed may not be members of the town council and must resign if elected to the council. Women are eligible for appointment.

The Board of Commissioners has all the authority of a municipal school board and of a board of trustees as defined in the Education Act to carry out an agreement with the Lieutenant-Governor in Council to provide, improve and equip land and buildings. The town holds title to the buildings, but it must reimburse the Province with its share of the proceeds if the land and buildings are sold, unless the money is used for other approved construction.

The Town Cletk is clerk and treasurer of the board.

The board provides a complete estimate of current expenses for the year soon after the annual municipal election; the town council sets the rate and collects the amount needed. Estimates for new land or buildings and repairs or improvements are not included.

## E. Teachers

In 1964-65 Nova Scotia employed 7,665 elementary and secondary school teachers of whom 5,897 were women, 1,768 men. Of the full-time teachers 2.116 were university graduates, 7.413 had teacher training diplomas, and the remaining 252 were untrained.

Teachers are trained in the Nova Scotia Teachers College and in six co-operating universities, and they are certificated by the provincial Department of Education. In 1954 a Council on Teacher Education
was formed. The Council which meets regularly, has representatives from the Department of Education, the Nova Scotia Association of Urban and Municipal School Boards, the Nova Scatia Teachers Union, and the universities. An early recommendation of the Council was that academic courses taken at the Nova Scotia Teachers College be credited as university courses. Professional certificates are granted all teachers who have four or more years' professional and academic training beyond high school, and licences are issued to those with less training.

Certificates and Qualifications. - Teachers are employed by the school boards subject to the regulations under the Education Act.

The following structure of certificates, licences, and permits was agreed upon in 1956: Professional Certificates Class IA, I, II, and III; Teachers' Licences Class 1, 2, 3, and 4 ; and Teaching Permits, Class 1 and 2. (Since 1958 Class 1 Permits have not been granted.) A revised classification of certificates was scheduled to go into effect in 1966.

Professional Certificates Class IA may be granted to a candidate who has a Professional Certificate Class I, has had at least five years' experience as a teacher or school administrator, and a Doctor's Degree, or has completed all the course requirements leading to a Doctor's Degree.

Professional Certificates Class Imay be granted to applicants who have a General Professional Certificate Class II, three or more years of successful teaching experience and: (i) a Master of Education degree; (ii) a Master of Arts or Science or the equivalent; (iii) an honour's degree in Arts or Science or the equivalent; (iv) one year's work towards a Master's degree in Education, Arts or Science where the course requires more than one year, or ( $v$ ) the degree of Master of Arts or Science and not less than half a year in Education at a recognized university. Such a certificate is not granted where a Special Professional Certificate Class I may apply.

A general Professional Certificate Class II may be granted to a candidate who has a Bachelor's degree in Arts, Science, or Commerce and a Bachelor of Education or its equivalent; or to a person with a Master of Arts or Science and who has attended two summer school sessions of three courses each, and who has had one year's teaching experience. A certificate valid for one year may be granted to a candidate after completion of three courses at summer school.

A general Professional Certificate Class III may be granted to candidates with a Senior Diploma in Education or the equivalent and three years of successful work it a university.

A Teacher's Licence Class 1 (general) may be granted to a candidate who has a Junior Diploma in Education or a Teachers College Diploma Class II and two years of university credit. This licence is valid for three years and may be made permanent after completion of one year's successful teaching and one summer school session.

A Teacher's Licence Class 2 may be granted to candidates who have completed Grade XII and have a Teacher's College Diploma Class II. This is valid for five years but may be made permanent after two summer sessions and one year's successful teaching. (These are issued now only when a student at Teachers College fails to get complete standing in one or more subjects.)

The Minister may extend the time allowed to make a certificate or license permanent because of extenuating circumstances.

Class 2 permits, valid for one year, are granted to persons with Grade XI or better who are recommended by the local school inspector to fill a vacancy which the Board certifies cannot be filled otherwise.

The Minister may also issue special certificates and licences in Industrial Arts, Home Economics, Physical Education, Primary Education, Auxiliary Education, Art, Handcraft, Music, Commercial Education, Vocational Education and Teaching of the Deaf. Except for Vocational Education, these are classed under the three professional certificates and three teachers' licence classes and are designated as Specialist or Non-Specialist. Each applicant is awarded the class of certificate merited according to the study completed in the general academic field, and the field of professional education. An Industrial Arts certificate or licence may be granted to a person who has completed Grade XI and has obtained an Industrial Arts Diploma from Teachers College. Home Economics, Industrial Arts, Physical Education and Primary Education Certificates require completion of Grade XI and appropriate diplomas from Teachers College or University. The Primary Education Certificate is temporary but can be made permanent in the same way as are the teaching licences. An Auxiliary Education Certificate may be granted to a qualified teacher with two years' experience and one or more years' special training in teaching retarded and handicapped children. Art, Handcraft, and Music certificates require Grade XI standing and specialized training of two or more years in the subject of specialization.

A Professional Certificate Class III-Commercial may be granted to a candidate who has successfully completed two years of university work including advanced courses in two commercial subjects, one year of commercial training, one year of teacher training, and one year of business experience.

A Professional Certificate Class II - Commercial may be granted to a person who has successfully completed three years of university work including advanced courses in two subjects, one year of teacher training, and one year of business experience.

A Professional Certificate Class I-Commercial may be granted to a person who has a Master of Education degree, or its equivalent, with a major in commercial education, or has completed one year of work towards the degree of Master of Education if the course for the degree requires more than one university year.

Vocational Teachers' Certificates. - A person who is not otherwise licensed to teach in the public schools of the province, and who has been appointed a full-time teacher on the staff of a vocational school may be granted by the Minister a Vocational Teaching Permit valid for a period of six years from the date of appointment. When a person who holds a Vocational Teaching Permit has not qualified for a Vocational Teachers' Licence within the term of the Permit, the Minister may extend the term of the Permit.

Class I and Class II Vocational Teacher's Licences and Class I and Class II Vocational Teacher's Certificates are issued by the Minister.

A Vocational Teacher's Licence Class II may be granted to a person who has completed Grade XI. has completed teacher training courses requiring the equivalent of three-fifths of the university year, including courses in principles and practices of vocational education, teaching methods in vocational education, job analysis and vocational course construction, and setting and evaluating examinations, has completed at least eight years of recognized work-training and experience (of which at least one year must be training and at least four years must be experience), and has completed not less than three years' successful teaching in a vocational school.

A Vocational Teacher's Licence Class I may be granted to a person who has completed Grade XII or one year of university work, has completed teacher training courses requiring four fifths of a university year, including all the courses required for the Vocational Teacher's Licence Class II, and has completed all the other requirements of work and teaching experience of the Class II Licence.

A Vocational Teacher's Certificate Class II may be granted to a person who has completed one half of the work required for a university degree, and has completed teacher training courses requiring the equivalent of a university year, including all of the courses required for the Vocational Teacher's Licence, and has completed all the other requirements of work and teaching expertence of the Vocational Teacher's Licence.

A Vocational Teacher's Certificate Class I may be granted to a person who has completed three quarters of the work required for a university degree and has completed all the other requirements of teacher training courses and of work and teaching experience of the Vocational Teacher's Certificate Class I.

Teachers' Salaries. - To help in computing the cost of the foundation program, scales of teachers' salaries are provided. These are, essentially, a minimum acceptable scale and a higher or "new foundation" scale up to which the salary is sharable by the province; this latter may be exceeded by the school boards. The scale makes provision for remuneration for years of teaching, class of licence or professional certificate, and also shows salaries for correspondence study supervisors and permit teachers. Additional remuneration is paid to the principal according to the number of rooms he supervises and for a vice-principal where there are elght rooms or more.

A teacher's salary is determined, according to the salary schedule, by his service and qualifications as of August 1.

Other regulations cover hours of employment for special teachers, accrediting of teaching experience outside the province and remuneration for conducting classes for adults, veterans, and immigrants.

Teachers may be dismissed by the school board for incompetence, persistent neglect of duty, or immoral conduct. The board must report to the Minister and local inspector immediately, and must furnish a copy of its report to the teacher. The teacher so dismissed may appeal to the LieutenantGovernor in Council which may confirm, reverse of alter the order of the school board. A teacher's pay stops from the time of dismissal unless he is reinstated.

All prospective teachers must have a chest X-ray examination not more than three months before commencing to teach and each year following. Teachers who have active tuberculosis may not teach, nor can they resume teaching until provided with a certificate by a sanatorium or the Divisional Medical Health Officer stating that the condition is arrested.

Duties of Teachers. - Each teacher is required:
(1) to teach diligently the subjects and courses of study prescribed under the Education Act or the regulations, as assigned to him by the school board:
(2) to maintain proper order and discipline;
(3) to report immediately to the trustees or to his immediate superior any case in which he has dismissed a persistently defiant or disobedient pupil:
(4) to keep an accurate attendance register according to regulations;
(5) to conduct such tests and examinations as are necessary to classify and grade pupils according to their abilities and attainments and advise the school board of the results when requested by the board to do so;
(6) to encourage in the pupils by precept and example a respect for religion and the principles of Christian morality, for truth, justice, love of country, humanity, industry, temperance, and all other virtues;
(7) to give appropriate instruction regarding alcohol and drugs;
(8) to give constant attention to the health and comfort of the pupils, to the cleanliness, temperature, and ventilation of the school rooms, and to the aesthetic condition of the rooms, grounds, and buildings;
(9) to report the incidence of infection or contagious disease and of unsanitary conditions, as prescribed by the Public Health Act:
(10) to report the names of all pupils with marked disabilities to the inspector:
(11) to care for school books and equipment, and the school library;
(12) to conduct a public examination of the school at the end of the school year after giving notice to parents, ratepayers, and board members;
(13) to keep all prescribed records and make them available to board members, inspectors, principals and supervisors.

Subject to the authority of the school board, the teacher has general oversight and supervision over school premises during school hours, and may exclude from those premises any person who disturbs the school wark.

Teachers' Pension Act. - A pension fund for teachers was established in 1928 by the Nova Scotia Teachers Pension Act. The fund originally consisted of a contribution from the Provincial Treasury and a contribution by the teachers each at the rate of 16 p.c.. of the amount of provincial grants to teachers. The Teachers' Pension Act, 1949, replaced the Nova Scotia Teachers' Pension Act 1928 and continued the benefits earned and payable under the 1928 Act to ensure security for teachers and their dependants.

The 1949 Act provides for a contribution by teachers, and by the Province of Nova Scotia. All teachers contribute $6 \mathrm{p} . \mathrm{c}$. of salary to the Pension Fund and a matching amount is paid to the Fund by the Province of Nova Scotia.

In addition to matching the contributions from the teacher, dollar for dollar, the provincial government is required, by the Act, to pay for 35 years the sum of $\$ 325,000$ annually.

Pensions are payable to teachers where the sum of the teacher's age and the number of school years he was employed is 95 or more. Where the sum of the teacher's age and the number of years he was employed is less than 95, the teacher if employed for 35 years or more is also entitled to receive a pension reduced by 4 p.c. for each year the total is under ninety-five. Where the teacher is employed for 20 or more school years and is 60 years of age or over, he is also entitled to a pension reduced by 2 p.c. for each year the sum of his age and the number of years he was employed is less than 95.

The pension is 2 p.c. of the average of the last 10 years' salary for each year of teaching service. In computing the pension one year's service before 1928 counts for one-half year and from 1928 to 1949
for three quarters of a year of service. Full credit is given for service from 1949 on. An amendment to the Act provides for the payment by a teacher to bring the one-half and three-quarters years to the equal of full years.

Female teachers with 30 or more years of service but who lack the age requirement are eligible for pensions at a reduced rate. This provision expires on July 31, 1967.

The Act provides for the payment of disability pensions to teachers who become mentally or physically incapacitated to a degree which prevents them from continuing to be employed as teachers. In order to qualify the teacher must have been employed 15 years, the disability must be permanent and application must be made within two years of ceasing to teach.

In the event of the death of a teacher who was employed at least 15 years, or the death of a pensionet, one half of the pension is paid to the spouse. and/or to any children until they reach the age of 18.

In addition to time employed as a teacher, for pension purposes, teachers may include the following: one year during which the teacher was enrolled in an academic or professional course of study approved by the Teachers Pension Commission; period of full time employment by a teachers' association approved by the Commission; provided that the required contribution is paid. Teachers may contribute for one year of approved leave for travel and study; a teacher who has taught in Nova Scotia for 15 years, of which at least the last five were immediately prior to retirement, may count for pension purposes teaching experience in any part of the commonwealth if he has paid an amount equivalent to twice the amount that he would have paid into the fund if employed in Nova Scotia plus 4 p.c. interest compounded half yearly. Provision is also made to include years of active service, special war service, hospitalization as a war casualty.

The Act is now integrated with the Canada Pension Plan in a manner which provides for "integration" of "service" pensions and "decking" for disability pensions and pensions to dependents.

## F. School Attendance

Compulsory school attendance covers ages 6 to 16 ( 7 to 14 in rural areas, subject to change by vote of the ratepayers). Children must complete the year during which their sixteenth (or fourteenth) birthday occurs, and are subject to the attendance limits in the schools in which they are enrolled whether such schools are within or outside the sections in which they reside.

Parents or persons who have custody of a child of school age are responsible for seeing that he attends school. However, a child may be exempt because of his physical condition, because he is under 10 years of age, more than $2 \frac{1}{2}$ miles from school
with no conveyance, or because there is insufficient accommodation in the school, so long as he is receiving training and instruction equivalent to that given in school; or if he is mentally unable to benefit from school, temporarily ill or absent for unavoidable cause, or excused under the Public Health Act; or if he is receiving education at home or from a private school which is acceptable to the inspector or supervisor. Those attending private school are required to attend regularly. Upon receiving a written request a principal may permit a child of 12 years of age or over to be out of school for not more than 30 school days, not necessarily consecutive, each year to help at home. Should a principal question the
advisability of granting such permit he may refer the application to the Supervisor of Attendance who shall decide. An employment certificate may be granted to a child 13 or over who in the board's opinion needs the work. He may be required to take a physical examination and authority to grant such certiffcate may be delegated to a supervising principal. The form of the certificate is set, showing employer and nature of work, and permission is always for a specific job. Where there is no attendance officer, an employment certificate must be approved by the Supervisor of Attendance who as officer issuing the certificate must be kept informed of the employment.

Attendance Officials. - The Supervisor of Attendance is appointed by the Minister. He directs enforcement of the Act relating to attendance, directs and supervises all attendance officers and co-operates with all organizations interested in child welfare. All rural school boards in charge of 100 or more children of school age and all urban school boards by September 1 each year appoint one or more attendance officers and notify the Supervisor of Attendance of this. Several boards may appoint the same official. When requested by the school boards, a municipal council may appoint an attendance officer for all or some of the schools in the area.

Duties of the attendance officers are: from a weekly absentee list issued by the principal, to investigate all cases of possible violation, warn the parents or guardians in writing and if necessary instigate proceedings against them; to return a child suspected of truancy to his home or to school: to visit public and private establishments where children may be employed or congregate and in November and May, or on request, to examine the conditions of children who may be employed. The attendance officer reports to the principal of the school and to the Supervisor of Attendance as required.

An attendance offlcer has the authority of a Peace Officer. He may at reasonable times enter and inspect places of amusement and places of work.
require an employer to produce payrolls, and take into custody any child whom he has reasonable grounds for suspecting of truancy. The principal or teacher reports weekly to the attendance officer giving the name, age and residence of all absentees. and reports monthly to the Supervisor of Attendance. In a section where no attendance officer is employed, the teacher is expected to investigate cause of absence and endeavour to persuade the child to attend school.

A school census is taken by the school board every three years, in May, listing name and age of all children residing in the district who will be between the ages of 3 and 18 as of September 1, along with the name and address of their parents or guardians: and a copy is forwarded not later than June 15 to the Supervisor of Attendance. The names of all children maintained in institutions in the section are included. The census taker is appointed by the board.

A penalty of up to $\$ 10$ for the first offence, $\$ 20$ for the second and $\$ 30$ for subsequent offences for failure to cause a child to attend school is provided. Only one warning notice need be given each year. The parent is not liable if he cannot induce the child to attend school. The magistrate may suspend the sentence.

Penalties are provided for anyone employing a child of school age during school hours without an employment certificate and for obstructing the task of an attendance officer. A child who is habitually absent or disobedient may be committed to a reformatory through juvenile courts which consider such absences or disobedience as a form of juvenile delinquency.

Children aged 5 are admitted to school up to September 20 each year, but such children need not be admitted for the first time in any term after that date. "Five years of age" means that a child's fifth birthday is on or before October 1.

## G. School Finance

The public schools of Nova Scotia are administered by:
(1) municipal school boards in rural municipalities;
(2) boards of school commissioners in each of the cities and towns:
(3) boards of trustees of regional schools which administer the regional school established in a town for the education of some or all of the pupils in the town and in the adjacent rural municipality;
(4) vocational education boards.

The present financial structure supporting education in Nova Scotia is based essentially on three partnership principles. First, the municipal units and
the province share the cost of providing the foundation program of educational services, the municipal unit's share being based on its ability to pay as determined through an equalized valuation of all taxable property in the unit. Second, no municipal unit will pay a greater share than 75 p.c. of the basic cost of foundation program services. Third, the municipal unit may provide for services additional to those prescribed in the foundation program with the understanding that these services are generally provided at the expense of the municipal unit.

These principles are intended to ensure that each school board has adequate resources to discharge its responsibilities with revenue from local taxation and provincial grants. The grants paid to
school boards, in so far as possible, are adapted to ability to pay and are intended to guarantee the foundation program. When the present grant policy was introduced, grants previously paid for general and specific purposes such as teachers' salaries, high schools, special subjects and the like were rescinded and the provincial grant became a proportion of the cost of providing the foundation program at specified rates for the various services. It was decided that the proportion paid by the province would vary according to ability to pay on the part of the municipal unit but would never be less than 25 p.c. of the foundation program and other specified services. Grants may be paid for expenditures at rates in excess of the scales provided in the regulations when approved by the Minister.

Local levies by rural sections can be voted only for additional equipment, additional teachers' salaries and benefits, for special education services beyond the foundation program, and the payment of any obligation of the board of trustees that existed on January 1, 1956. When school sections vote to raise money for these purposes they must apply to the municipal council through the municipal school board to have such sums collected by an area rate under the Municipal Act.

Payment of Grants.-Grants are paid as a percentage of the cost of educational services and computed separately for each city, town and municipality. The scale of cost was determined for the year 1953-54 for which year data on expenditures were collected. These were related to ability to pay and the provincial and municipal proportions were determined as follows:

To determine the general grant towards the foundation program compute:
(a) the cost of the foundation grant as of the year 1953-54 for teachers' salaries, maintenance, and operation of schools, tuition and convevance and boarding of pupils for city, town and municipality; and
(b) the return from a levy of $80 \phi$ per $\$ 100$ levied on the full value of taxable property as determined by the Royal Commission on Public School Finance, 1954.

If " $b$ " equals or exceeds " $a$ " the municipal proportion of the cost is 100 p.c. If " $b$ " is less than " $a$ " the municipal proportion is $\frac{\text { amount " } b \text { "" }}{\text { amount " } a \text { " } \times 100 \text { p.c. }}$
The provincial proportion is 100 p.c. minus the proportion computed above.

In determining the cost of the foundation program, teachers' salaries are calculated according to prescribed scales and other services according to scales of costs, or their actual cost if that is lower. Salaries of teachers not included in the foundation program but approved by the Minister are also determined according to the prescribed scales.

In no case can the provincial proportion be less than 25 p.c. in respect of foundation program services and salaries of teachers of special subjects, approved by the Minister.

The legislation provides that, by the foregoing calculation, if the province's total contribution to all boards during any year is greater than 55 p.c. or less than 45 p.c. the original rate of $80 \$$ per $\$ 100$ may be proportionally increased or decreased to restore the provincial share to a level between 50 p.c. and 55 p.c. The tate is now $\$ 1.20$ on each $\$ 100$ of equalized assessment.

Provision is made for the payment of the actual (no minimum) provincial proportion of other approved education services not included in the foundation program, e.g. school lunches.

Capital Grants. - The 1955 Amendments to the Municipal Act transferred the title of school buildings from boards of trustees of rural and village school sections to the municipality in which the building was situated, and transferred the interest and/or title held by the province in regional and rural high schools to the municipality in which these schools were located. These amendments also required the municipality to assume the obligation for all debentures, bonds, promissory notes or other indebtedness of the school sections incurred for the purpose of providing school buildings. These obligations are to be retired by the municipality according to their original terms. All sinking funds, money, securities and accounts provided by the school section to assist in the redemption of such indebtedness became the property of the municipality. School sections were permitted to retain title to their building along with any indebtedness. In such cases the municipality was prohibited from making any capital expenditure in that school section and the Act made no provision for any additional expenditure by the trustees of the school section. The ratepayers might subsequently rescind such a motion, and the title would then be vested in the municipality.

Subsequent amendments to the Act provide for the payment of the provincial proportion, at the lesser of the regulation rates or actual costs, of amounts expended out of sums other than sums borrowed for capital purposes. Before capital grants are paid, all expenditures for capital purposes must be approved by the Department. Each municipal unit is responsible for the erection of school buildings within its boundaries. A rural municipality and a town may enter into an agreement respecting the erection of a regional school in the town with the capital costs being borne by the respective municipal units in proportion to the anticipated enrolment in the school from each of the municipal units.

The provincial proportion of the amount required by the municipal unit to pay the interest and principal of the sums borrowed by towns and cities prior to January 1, 1956, and the amounts for which the rural municipality became liable on January 1, 1956, is paid as a capital debt service charge grant. The amount of such grant payable to cities, towns and
rural municipalities on moneys borrowed after January 1, 1956, for capital purposes is the provincial proportion of the amounts borrowed, calculated at the rates prescribed in the regulation or the actual cost, whichever is the lesser.

The rates prescribed by the regulations in order to determine the provincial proportion of the costs of erecting, acquiring, purchasing of adding to school buildings are the lesser of the actual costs, of amounts computed from the sum of:
(a) $\$ 12.500$ per academic classroom of standard size;
(b) $\$ 15$ per square foot of area for: libraries, up to $\$ 14,000$; science laboratories, up to \$17.000; household science departments, up $\$ 18,000$; industrial arts departments, up to $\$ 20,000$; auditorium-gymnasiums, $\$ 13.50$ per square foot, up to $\$ 75,000$; cafeterias to $\$ 25,000$; and the lesser of $\$ 13.50$ per square foot or the cost of furnace and boiler rooms.

For capital items covering the furnishings and equipping of schools:
(a) $\$ 1,500$ for registet classrooms;
(b) \$1,500 per register classroom-grades VII to XII - for special areas other than register classrooms;
(c) and other amounts for equipment and furnishings as may be approved, for grant purposes, by the Minister.

The cost of operating regional schools is divided between the municipal school boards and the board of school commissioners. The cost per school year is divided in proportion to the number of pupils enrolled in each part of the calendar year.

Revision of Sharing Proportions. - Provision was made for the reassessment of cities, towns and municipalities at intervals, for the recomputation of the provincial percentage and for appeals from the reassessment valuations. More specifically, the Lieutenant-Governor in Council, every year, appoints a commission to examine the assessment of the municipal units and to determine the full value of property liable to taxation under the Assessment Act. A recalculation of the provincial and municipal proportions is then made, based on the costs of providing the foundation program of services in the
immediately preceding school year. The revised sharing proportions become effective in the next calendar year. A board of review may from time to time be established to hear complaints from any municipal unit dissatisfied with the valuation determined by the reassessment commission.

Local School Section Area Rates. - A majority of the ratepayers present at a regular school meeting may determine that an amount be raised to provide for supplementary services such as:
(1) books for the school library, maps, apparatus, equipment and supplies;
(2) additional money for teachers" salaries, establishment or support of pensions, annuities, insurance, hospitalization or similar benefits for teachers or other employees of the board of trustees;
(3) a salary to the secretary;
(4) periodic medical and dental examination of pupils;
(5) necessary legal expenses, the cost of school lunches, scholarships, bursaries and prizes, and the cost of educating children below the age of five and of persons above the age of twenty-one;
(6) any obligation of the board of trustees that existed on the first of January, 1956;
(7) the payment of the cost of the conveyance of pupils within the section that the municipal school board is not empowered, under the Education Act and the regulations, to provide as part of the foundation program.

The amount required for the foregoing services is raised by the levying and collecting of an area rate by the municipality at the request of the school section transmitted through the municipal school board.

Municipal Share of School Costs. - The amounts required by the school board in each municipal unit for its share of the cost of educational services and administering these services must be provided by the municipal unit. The school board may borrow money from other sources should the municipal unit refuse or neglect to make provisions for or to provide the sums requisitioned by the board and the sums so borrowed become a charge against the municipal unit.

## H. Technical and Vocational Education

The Vocational Education Act establishes authority for public vocational education below university level to help persons to enter and make progress in gainful occupations. The Act permits the Lieutenant-Governor in Council to appoint a Director of Vocational Education and to establish or to enter into agreements with municipalities to establish vocational schools. The Director is responsible for recommending the establishment of all vocational
schools and for the general supervision of all such schools and services established and operated under the Act. He is expected to promote the establishment and efficiency of vocational schools, to report annually to the legislature on the state of vocational education in the province and to report to and advise the Minister of Education on all vocational education matters under his supervision.

There are in operation in Nova Scotia thirteen full-time vocational schools, an apprenticeship training program, vocational correspondence courses, and several part-time vocational evening and coal minirg schools. Vocational school facilities are in the process of being considerably expanded to create, in conjunction with the other public schools, a fully comprehensive system of education.

These schools and services, with the exception of the apprenticeship training program and vocational training programs at the Nova Scotia Agricultural College and the Fisheries Training Centre, have been established and are operated under the Vocational Education Act. Schools for apprentices are operated under the Act and by Agreement with the Nova Scotia Department of Labour.

At present, six full-time regional high schools are operated under the terms of agreements between the Province and the municipalities of each of the regions served by the schools. Two of these schools have been in operation since 1950. The remaining four began operation in 1963. The combined capacity of the six schools is approximately 2,800 student stations.

Each school is operated by a vocational education board and the Minister of Education. Members are appointed to the board by the Province and the municipalities served by the school.

The Provincial Government will shortly assume the full responsibility for the establishment and operation of these schools. The Minister of Education and a vocational education board, to be appointed by the Province, will administer each of the schools, which will be known as regional vocational schools. These schools will offer vocational, general and related courses designed primarily to meet the need of youth. The student is required to spend at least 50 p.c. of his time on his vocational course. The vocational courses offered are specific to such occupations as architectural drafting, carpentry, electrical construction wiring, machine shop, mechanical drafting, motor vehicle repair, plumbing, radio and television repair, welding, stenography, bookkeeping, and clerical office practice. The student spends the remainder of his school time on English, mathematics, science, and social studies.

## Full-time Provincial Vocational Schools

1. The Nova Scotia Institute of Technology in Halifax began operation in September, 1963. The Institute has a capacity of 700 student stations and operates a program for training electrical, electronic and mechanical engineering technicians, and medical laboratory technicians. It also operates a program for training tradesmen, principally for trades designated under the Apprenticeship Act, such as building trades (carpentry, brick laying, plumbing, and pipefitting), motor vehicle repair (body and motor), machine shop and other plant operations.
2. The Nova Scotia Land Survey Institute in Lawrencetown, Annapolis County, began operation in 1949. The Institute has a capacity of 60 student stations and operates courses in land survey, photogrammetry, and cartographic drafting. The courses in land survey are designed to prepare students to write examinations set by a Board of Examiners constituted in accordance with the provisions of the Land Surveyors' Act.
3. The Nova Scotia Adult Vocational Training Centre at Point Edward, near Sydney, began operation in 1965. The Centre has a capacity of approximately 800 student stations and offers vocational courses at the trade level as well as general subject courses, primarily for persons selected for training under the Unemployed Persons Training Program and the Disabled Persons Training Program. Instruction in the general fields of communication, mathematics, and science are provided for those needing up-grading to the level required for enrolling in the vocational courses for which they have been selected. Sixteen vocational courses are offered at the Centre, providing instruction in occupations such as cooking, painting, machine tool operations, mechanical drafting, pipe fitting, radio and television servicing, welding, stenography, and clerical work.

A program of training on-the-job was established in 1963 in order to assist new or expanding industries to secure a skilled work force and to assist persons selected for training under the Unemployed Persons Training Program or under the Disabled Persons Training Program to secure employment where training is required. The facilities of private trade schools are used also to train persons selected for training under these two programs.
4. The Nova Scotia Marine Engineering School began operation in 1948. The School is located in the Nova Scotia Institute of Technology and has a capacity of 32 student stations. Instruction is also provided by correspondence in order that students may continue to study while at sea. Twelve courses in marine engineering are offered at the school. The courses are designed to prepare seamen to write examinations given by the federal Department of Transport for the "Certificate of Competency" issued by that Department. Twelve classes of certificates are issued, four classes for each of steam, motor, and steam and motor combined.
5. The Nova Scotia Marine Navigation School began operation in 1946. The School is located in the Nova Scotia Institute of Technology and has a capacity of 50 student stations. The courses prepare seamen to write examinations given by the federal Department of Transport for the "Certificate of Competency" issued by that Department. The courses prepare candidates for any one of twenty-five certificates up to and including Foreign-Going Master. Courses in Radar are also offered.

Part-time vocational courses are operated chiefly for persons who are employed during the day and wish to advance themselves in their occupations
through study during the evening. Such courses are offered by means of vocational evening classes, coal mining, and a few apprenticeship classes.

Vocational evening schools were established in 1908 and have been in continuous operation since that lime. These schools provide instruction in courses specific to industrial, commercial, and homemaking occupations. They are administered by the Province but are supported jointly by the school boards of the regions where the classes are conducted, the Province, and the Federal Government, in accordance with the provisions of the FederalProvincial Technical and Vocational Training Agreement.

Coal mining schools have been in continuous operation for more than 55 years. The courses are offered to candidates for certificates as mine offi-
cials, who attend classes to prepare for examinations set by the Nova Scotia Department of Mines. These classes are operated by the Province.

A few apprenticeship classes are held during the evenings for apprentices who cannot attend such courses during the day.

A program for training fishermen was established in 1946. Short courses were provided at local ports at various points throughout the province. A permanent Fisheries Training Centre was established at Pictou in 1956 and its facilities were expanded in 1963. The capacity of the Centre at the present time is approximately 30 student stations. The program is operated by the Nova Scotia Minister of Fisheries and offers courses in marine engines, navigation, nets and gear, electronics and cooking.

## CHAPTER X

## EDUCATION IN PRINCE EDWARD ISLAND

## A. Some Education Highlights in Prince Edward Island's History

What is now Prince Edward Island was visited by Cabot in 1497 and by Cartier in 1534. In spite of these events, settlement did not occur until 1728; and no church or school was in evidence as late as 1789 when the population was between 5,000 and 6,000. The lag in academic, cultural, and religious development can be ascribed simply to the difficulty of survival in a hostile environment. The tasks of clearing the forest, making roads, and providing food and shelter were made more difficult and precarious because of British-French colonial rivalry, with some Indian trouble included. The island had its name changed twice, its political control several times, and the nineteenth century was almost onequarter over before schools were finally established. The Abbe Beaubien engaged a literate young man to teach a class in 1816, and a National School was opened in Charlottetown, the capital, in 1821. The first college, St. Andrews, opened in 1831 under Bishop Angus MacEachern, but closed in 1845.

The island was Ile St. Jean from 1710 to 1758 , Island of Saint John from 1758 to 1800, the colony of Prince Edward Island from 1800 to 1873 , and a Canadian province since 1873.

Before 1710, in addition to Cabot and Cartier, there is reference to the native Abenaki and Micmac Indians and to the granting of the island to French navy captain Sieur François Doublet for fishing purposes in 1663.

Ile St. Jean. - France claimed the island in 1710 and obtained official title to it under the terms of the Treaty of Utrecht in 1713 . In 1728 , sixty Acadian families moved in; and there is fragmentary reference to some instruction given at Malpeque by Abbe Courtin, probably to the Indians, in the 1730-33 period.

The fall of Beauséjour, Nova Scotia, in 1755 led to a doubling of the population on lle St. Jean as expelled Acadians arrived. But their new haven was short-lived. In 1758 Lord Rollo and his men, sent by General Amherst, invaded the island; and 3,500 Acadians moved again before the end of the year.

Island of Saint John. - Possession by conquest in 1758 was confirmed in 1763 under the terms of the Fontainebleau Treaty of Paris, and the island became part of the colony of Nova Scotia.

First Lord of the Admiralty Egmont in Britain suggested a manorial organization for the island, he to be lord paramount with several barons under
him, but his scheme was rejected. Instead, an equally ridiculous plan of land distribution was adopted, a plan that inhibited development and that fostered discontent for the next hundred years. It was a feudal, proprietary system by which the island was divided into 67 townships or lots and given to absentee landlords on the condition that the land be settled and quit-rents be paid. Significant to education is that, in addition to 100 -acres "glebes" to be provided in each lot for clergymen, 30 acres were to be set aside in each lot for a schoolmaster's residence and school. This was in 1767. For another half century almost nothing was done to implement the intention.

In 1770 the Island of Saint John broke its political connection with Nova Scotia, and in 1773 it formally became a separate colony with an operating Assembly.

The American Revolution occasioned the arrival of 380 Loyalists, but still, apparently, there was no move to establish schools. In 1797 school legislation was passed by the Assembly but was rejected by the Council.

Prince Edward Island. - Because of confusion of names with St. John's, Newfoundiand, and Saint John, New Brunswick, the islanders requested a change of name. The decision finally was "Prince Edward Island", effective January 1, 1800.

Population increased shortly after the turn of the century when 800 Highlanders, often referred to as the Selkirk Settlers, arrived in 1803.

In 1814 the "deplorable" state of education in the colony was noted by Lieutenant-Governor Smith who found no glebes or schoolmaster's acres among the township lots.

The opening of a National School in Charlottetown in 1821, successful school legislation in 1825, the establishment of a Board of Education in 1830, and the founding of the Central Academy in 1834, all happened in a short space of time - a period tinat saw a large influx of Scots. Irish, and English, bringing the population to 32,000 in 1833 (an increase of 25,000 over the 7,000 population in 1805).

In 1837 a "visitor" or superintendent was appointed to look after the island's 51 schools and 1,649 scholars. At the end of his tenure in 1847. there were 120 schools and 5,000 scholars. About six years later a chief education officer was appointed on a permanent basis.



The Free Education Act of 1852 provided for an assessment of all householders for school purposes, and for the payment of the greater part of the salaries for teachers from the provincial treasury, a practice which was continued into the twentieth century. Other developments around this time included opening of the first normal school in Charlottetown in 1856, establishment of Prince of Wales College in 1860, the opening of the latter to women, and amal gamation of the two in 1879.

Confederation, - The first conference regarding confederation was held in Charlottetown; and Prince Edward Island is sometimes referred to as "the Cradle of Confederation" although the island did not join with the others in 1867 but waited until 1873 to throw in its lot with the new Dominion of Canada. To commemorate this first meeting, the Fathers of Confederation Centre (housing a theatre, art gallery, library, and achives section) was opened by the Queen in October, 1964.

Section 93 of the B.N.A. Act (See Chapter I) made little difference to the existing education system in the new province. It is a free, public, nonsectarian school system.

By 1877 education had advanced to the point where a Public School Act established a Department of Education and set up an educational system from which the present organization stems, it provided for the appointment of a Chief Superintendent of Education and the formation of a Board of Education composed of the members of the Executive, the principal of Prince of Wales College and the Chief Superintendent.

The Board was empowered to establish normal schools and model departments, appoint school inspectors, examine and license school teachers, prescribe school books, organize school districts of no more than four square miles; and to collect school revenue to include (1) grants from the provincial treasury for teachers' salaries and costs of administration, (2) the proceeds from local assessment inclusive of a poll tax of $\$ 1$ and a land tax, and (3) loans drawn for seven years or less for capital charges and other expenses. Children between the ages of 8 and 13 were required to attend school for at least twelve weeks per year, six of which must be consecutive. The school system was to be nonsectarian. The Board of Education was to help the districts procure library books. Holidays in the rural areas were to comprise three weeks in May, the first week in July, and three weeks in October.

The first consolidation of the Public school Act was effected in 1903 . Others followed ten years or more after.

In 1931, the first Minister of Education was appointed, and the Education Office became the Department of Education, which absorbed the functions of the Board.

Education Events in the Past Quarter Century. - In 1940, Grade XI was made the minimum entrance requirement to normal school. (Previously, teacher training was taken along with the academic subjects of Grade XI.) As World War II progressed, married women who had been teachers helped relieve the shortage. After the War, teacher training was gradually up-graded. In 1948, the teacher training course at Prince of Wales College was devoted exclusively to professional training. In 1953, Grade XII became junior matriculation to the university, and in 1958 this became the minimum entrance to teacher training. Also in 1958, a board on Teacher Education and Standards was established. In 1963 a teacher training course of two years' duration beyond Grade XII was introduced. General salary scales for teachers were revised in 1959, 1964, and 1966.

Minimum leaving age was set at 15 in 1941. With the introduction of Family Allowances in 1946 and the appointment of an attendance officer, there was a sharp increase in both enrolment and attendance. In 1952, van service was provided for 15 districts to enable them to get their pupils to adjoining schools. In 1963, the maximum school age was extended from 18 to 20 years.

The Department of Education Act of 1945 introduced school administration changes, most of which have been continued to the present. The Minister was still responsible for the management and direction of the Department, but there was to be a new, non-political head combining the functions of Deputy Minister and Chief Director of Education. To assist him there were to be: a Secretary of Education (appointed by the LieutenantGovernor in Council) and such other officers, supervisors, and clerks as were deemed necessary. The Act also provided for a representative body of citizens to act as an Advisory Council to the Minister.

Regional High School Areas and the establishment of high schools within the areas were provided for in legislation in 1948. One large unit was in operation on an experimental basis in 1949. In 10 years the idea spread widely, and by 1962 eleven regional high schools were in operation. Then, in 1963, the first large unit for the administration of both elementary and secondary education was established.

The vocational school reverted entirely to civilian classes with the completion of the veterans' training program in 1949. In 1961, the Island entered into the new Federal-Provincial Technical and Vocational Training Agreements, and a full-time Director of Vocational Education was appointed. The following year, the Provincial Vocational Institute was established.

The Council of Education dealt with such topics as: revision of curricula; grants for school improvement; school attendance; vocational school
activities; work of the Property Evaluation Board; and proposed legislation. In 1954, 'Teachers' Federation representation on the Advisory Council was increased from one to three.

1952 marked the 100 th anniversary of free duation on Prince Edward Island.

A new statute in 1954 gave Prince of Wales College a board of trustees. The Royal Commission on Higher Education appointed in 1964 reported in January, 1965. That year the status of Prince of

Wales College was raised from that of a junior college to that of a degree-granting institution.

Special officials were added to the Department. In 1957, the School Act was amended to give an Official Trustee the same powers as a regularly elected board of trustees. The first Director of Physical Education was appointed in 1960. The first full-time Director of Vocational Education was appointed in 1961. A provincial Director of School Music was appointed in 1962. The first Registrar and Director of Curriculum assumed office in 1963. The first Director of Dramatic Arts was appointed in 1964.

## R. Higher Education

Prince of Wales College. - This college was established in 1834 as the Central Academy and renimed in 1861 on the occasion of a visit of the then Prince of Wales. The expressed purpose of the Rademy and the College was to provide for the vouth of Prince Edward Island the fundamentals of a higher education without the necessity of having 10 proceed to the educational institutions of nearby colonies.

In September of 1933 Prince of Wales was constituted a Junior College, and since that time it has been offering: (a) the final two years of high school; (b) preparation of candidates for provincial teachers' licenses; (c) a two-year commerce course; and (d) the first two years of university arts and science.

In June of 1965 it was given its own degreefranting powers, the first degrees expected to be granted in 1968. The final high school grade will be removed in 1967.

In 1964-65, the full-time enfolment was 250 , parttime 60 . Also, 542 were enrolled in collegiate grades.

St. Dunstan's University. - St. Dunstan's College was founded in 1855 by the second Roman Catholic Bishop of Charlottetown. In 1917 it was incorporated as a university with all the usual rights and privileges. A president is in charge of administration and is subject to the Board of Governors.

Courses offered lead to degrees in arts, science, commerce, and education. Other courses lead to diplomas in engineering, secretarial studies, and to certificates in teaching.

In 1964-65, the full-time enrolment was 552 , part-time 162.

## C. The Department of Education

In Prince Edward Island the broad education palicy is determined by the Minister of Education, with the Council of Education acting in an advisory capacity. The Minister is selected by the Premier to be a member of the Cabinet and represent education on the floor of the House.

Through his Department, the Minister executes the laws and orders of the province and administers public business relating to education.

Duties of the Minister include:
(1) to divide the province into supervisory areas, prescribe the qualifications and duties of the school superintendents, and appoint one for each area;
(2) to divide the province into school districts, alter district boundaries or create new districts, having due regard to number of children and ability to support a school;
(3) to disband any district which fails to maintain a satisfactory school, annexing its territory to a contiguous district and providing for the education of the children;
(4) to arrange with the school boards of districts to close the school and convey the children elsewhere when expedient:
(5) to unite two or more school districts into one administrative unit when requested;
(6) to create a large rural school district from two or more rural districts, define its boundaries, and generally provide for the new board to take ovet the dutles and responsibilities of the former boards concerning land, debentures and such;
(7) to divide a larger district into separate, smaller districts;
(8) to appoint an official trustee to replace the elected trustees where they have defaulted in meeting financial obligations or where the trustees have resigned by reason of disharmony in the district, and it is difficult to elect replacements; and to provide for the eventual election of a board of trustees when conditions warrant it;
(9) to make regulations for: the organization, government and discipline of schools; the arrangement and order of school premises; school equipment and furnishing; the classifications of schools; prescribing textbooks and apparatus and books for libraries: school plans; and courses of instruction;
(10) to classify any school in which enrolment is low and instruction elementary as second or third class and pay the teacher accordingly;
(11) to provide for health inspection by the staff of the Department of Health of school premises, teachers, pupils, janitors, school bus drivers, other employees and voluntary workers; and make provision for immunization and vaccination of all employees whenever it is deemed necessary;
(12) to establish the terms under which teachers may receive additional allowances for quality and length of service and for advanced academic qualifications, or for teaching subjects not in the regular curriculum;
(13) to suspend or cancel the licence of any teacher for persistent neglect of duty, incompetency, drunkenness or immoral conduct, provided that any teacher may appeal to the Lieutenant-Governor in Council;
(14) to declare a trusteeship vacant if any doubt exists as to the regularity of filling the position;
(15) to determine appeals from the decisions of of the school superintendents;
(16) to accept aid or co-operation from any person or association for the welfare of education; and
(17) to make regulations concerning the administration of the School Act.

The Deputy Minister, who is also the Chief Director of Education, is the chief executive official under the Minister, He is empowered with the general supervision and direction of the Department. He normally remains in office, as do other members of the Department, despite government changes. His staff includes: a Registrar and Director of Curriculum; an Administrative Officer of the Pay Division; an Administrator of Regional High Schools, transportation grants, and the Teachers' Superannuation Fund; a Supervisor of Correspondence Instruction and Attendance Officer; a Director of Physical Education and Alcohol Studies; a Director of Music;
a Director of Dramatic Arts; a Superintendent of Libraries; a Director of Audio-Visual Aids; a Manager of the School Supply Branch; and the Property Evaluation Board.

The Administrative Officer (Pay Division), formerly the Secretary of Education, keeps the financial records and related statistics of the Department.

The Supervisor of Teacher Training is head of the teacher training at $P$ rince of Wales College.

The Supervisor of Correspondence Instruction and Attendance Officer has charge of the Correspondence Study Branch which acts as a clearing house for lessons passing back and forth between pupils and tutors. Lessons are available for Grades I to X, inclusive. As Attendance Officer, the supervisor co-operates with the local Director of Family Allowances. Seven superintendents of rural schools (visited at least twice a year) assist the Attendance Officer and submit monthly reports to him. Charlottetown and Summerside each employs a full-time superintendent.

Duties of the Deputy Minister and Chief Director of Education. - Duties include:
(1) supervising and directing the Department and all institutions which are under the jurisdiction of the Department of Education Act;
(2) issuing certificates and licenses to teachers in accordance with regułations of the Department;
(3) withholding all provincial aid from a district presenting a false or insufficient return and dealing with forfeited balances as directed by the Minister;
(4) enforcing provisions of the School Act and Regulations of the Department;
(5) preparing and submitting to the Minister from time to time recommendations for the improvement and extension of educational services;
(6) furnishing each superintendent with the number and boundaries of his districts;
(7) reporting annually to the Minister of Education on the actual state of education throughout the province, including such statistics and information generally as the Minister may require; and
(8) dealing with all other matters which may be del egated to him from time to time.

Duties of the Superintendents of Schools. - Each superintendent of schools is expected:
(1) to visit all schools and school houses within his district at least twice a year and report on his visitations to the Director;
(2) to see that the school law is obeyed;
(3) to give trustees and teachers information respecting the Public School Act and performance of theis duties, and consult with and advise them so as to promote their efficiency;
(4) to report on any teacher who is considered inefficient and any district which fails to make reasonable provision for the health, comfort and progress of its pupils;
(5) to promote the advancement of education and the improvement of school houses and grounds through brochures, public meetings and discussion;
(6) to establish teachers' institutes:
(7) to aid the Director in carrying out a uniform system of education; and
(8) to appoint a trustee, or trustees, when necessary, and to investigate all complaints arising out of the election of trustees.

## D. Municipal and School Organization

Prince Edward Island, the smallest province of Canada, is about 135 miles in length and varies from 2 to 35 miles in width. It is separated from New Brunswick and Nova Scotia by the Northumberland Strait, which is about 30 miles wide at either end but narrows to 9 miles from Borden to Cape Tormentine. The terrain is comparatively level and the climate is tempered by the waters of the Gulf of St. Lawrence, Agriculture and fishing are the chief industries.

The Island has a relatively stable population: 108,000 in 1965 , made up of two-thirds rural and one-third urban dwellers. The urban dwellers are found in the city of Charlottetown with a population of 18,500 and seven towns ranging in population from 750 to 8,600 .

In 1964 there were 432 schools in operation, of which 295 were one classroom in size. There were 1,175 teachers and 27,135 pupils.

Each school is normally managed by a trustee board of three to five members. Charlottetown and Summerside are permitted larger boards.

The School Districts. - All districts, showing their boundaries, must be registered with the Director of Education. Changes involve re-registration.

Where the Minister decides that disagreement or disharmony is preventing a board from functioning satisfactorily, he may dismiss the members and appoint others to hold office until the next annual school meeting. An appeal may be made and reviewed by a judge of the County Court.

The annual meeting in each district is held on the first Tuesday in June at $8 \mathrm{p} . \mathrm{m}$. Notice of the meeting is published for two consecutive days in a newspaper having a general circulation in the district, and at least six days before the meeting,

A chairman is elected by the meeting from among the qualified voters. Ratepayers whose taxes are not in arrears, theit spouses and every woman who is the mother, step-mother or adoptive mother of a child of school age may vote. If the
secretary of the board is present he acts as secretary of the meeting, otherwise the meeting selects someone as secretary. The minutes of the meeting are read and approved before the meeting closes, then given to the board of trustees for safe keeping.

Each meeting hears the minutes of the last annual and any special meetings, receives the annual report of the trustees, elects an auditor for the ensuing year, recelves the superintendent's report, votes supplements to teachers and other moneys for school purposes, elects trustees to fill vacancies and conducts other school business.

Should any person be challenged as to his right to vote, he must make the prescribed declaration. Anyone making a false declaration is liable to a fine of from $\$ 5$ to $\$ 20$.

The meeting decides on school accommodation, determines the grade or class of teacher to be employed, amount to be raised towards the teacher's salary, and what sum, if any, is to be raised for the purchase, building or improvement of school houses and grounds and the conveyance of the pupils of the district to schools of other districts.

The trustees may call special meetings to fill an occasional vacancy on the board or for purposes other than voling money. The majority of volers may call a special meeting for the voting of money after giving due notice in writing of at least six days and stating the purpose of the meeting.

Charlottetown and Summerside. - Charlottetown and Summerside are separate districts with boards of nine and seven members of whom four, including the chairman, are appointed by the LieutenantGovernor for four years or during pleasure. The remaining five in Charlottetown are appolnted for five years by its city council and the three in Summerside for three years by its town council. Neglect by the city council in making an appointment does not affect the legality of the board. A majority of the members constitutes a quorum. Women are eligible for appointment. Two trustees, one appointed by the Lieutenant-Governor in council and one appointed by the appropriate council
retire each year on the third Tuesday in June. Trustees may resign after giving notice in writing to the body appointing them. Occasional vacancies may be filled by the proper authorities,

The trustees serve without remuneration and may not be interested in any contract of the board. They appoint a secretary and meet at least once a month. Special meetings may be called by the chairman.

Duties are similar to those of trustees in rural districts except that the responsibilities are greater in that they must provide accommodation for Grades I to X ; and their relationship to the city or town council requires that they notify the council of the amount required for yearly support and maintenance and report annually on moneys expended. To obtain money the board may issue school debentures with interest at 6 p.c. or less as a charge on the district. For Summerside the total may not exceed $\$ 350,000$ and for Charlottetown $\$ 400,000$ except for interest and maintenance.

The school land is vested in the school board which may alter the school buildings at its discretion.

The financial school year of the public schools in Charlottetown and Summerside corresponds to the financial civic year and the boards deliver estimates to the councils in January. The boards may provide for medical inspection.

Large Rural School Districts. - Where a large rural school district is created from smaller districts, the minister will normally subdivide it into two or more divisions for administrative purposes. All subdivisions elect the same number of trustees to the board of trustees of seven or more members. The chairman is appointed by the LieutenantGovernor in Council, at pleasure. All trustees are elected for three years except at the first election when board members are elected for one, two or three years according to the number of votes re ceived. The secretary of each subdivision holds an election each year, not more than one week preceding June 15 after having posted notice of the poll in five prominent places and in a local newspaper. Nominations signed by two or more ratepayers must be filed ten days before the poll. The poll is held on the same day in all subdivisions. Candidates must be resident ratepayers. Elections are carried out by deputy secretaries and poll clerks in each subdivision and voting is done between twelve noon and $9 \mathrm{p} . \mathrm{m}$. by secret ballot. The deputy secretary counts the votes and in case of a tie declares the candidate whose nomination paper was filed first the winner. The ballots are retained for one month. Should there be no candidates for an office the Lieutenant-Governor in Council may fill the vacancy.

The Regional Board of Trustees is made up of 5. 7, 9, or 11 members, the chairman of which is appointed by the Lieutenant-Governor in Council, and the others are elected by vote of the trustees of the individual school districts. Members of the first Regional Board serve one, two, or three years as determined by lot; trustees elected thereafter serve for three years.

The regular annual meeting of the Regional District is held on the third Tuesday in September, and only the trustees of the individual districts vote.

The powers and functions of the regional school boards are the same as those of district boards. Approval of the Minister as to site and plan is necessary. Costs are apportioned among the districts according to the real estate valuation. The board determines the district assessment and submits an annual budget to the Minister.

Provision is made for individual school districts to join an established Regional District if recommended by the Boundaries Commission.

Regional High School Units. - Subject to approval, two or more Regional Districts may form a Regional High School Unit. Its board is the combined boards of trustees of the Regional Districts, and the chairman is appointed by the LieutenantGovernor in Council. The Unit Board does not have the same duties as the Regional Boards out of which it is composed, but it may levy and collect taxes, deal with requisitions and grants, and arrange transportation facilities.

Boards of Trustees. - The School Act makes provision for the following boards of trustees: (1) boards of the regular school districts which normally operate one school in a rural area not greater than four square miles; (2) boards of Charlottetown and Summerside; (3) boards of regional high schools; and (4) boards of large rural school districts. Methods of selection of trustees for these vary somewhat, but the powers and duties of the boards are essentially the same.

Each rural trustees board normally consists of three trustees of whom two must be parent ratepayers when appointed, provided however that the Minister determines the number for a large district and that any district operating six or more classrooms may increase its board to five members. At the first election the trustees are selected for one, two and three years, respectively, and vacancies are filled from then on for three years by election

Regional High School Districts. - With the approval of the Lieutenant-Governor in Council, the Minister may establish Regional districts consisting of a total of at least 20 classrooms for the purpose of operating a Central or Regional high school giving instruction in any or all grades from IX to XII, and other grades as approved by the Minister.
at the annual meeting. Where the number is five the numbers elected are two, two and one after the first y ear. Trustees may become disqualified because of non-payment of taxes or through being voted out of office by the meeting and may be replaced at the annual meeting. Occasional vacancies for other causes may be filled for the period remaining. Trustees may be re-elected. Resignation should take place at an annual meeting but may occur at any time with consent of the other trustees and the superintendent.

A penalty of from $\$ 10$ to $\$ 20$ is provided for a trustee who fails to act, by refusing to take the declaration, by failure to attend meetings or failure to perform required duties.

Whenever a district fails to elect trustees or to fill a vacancy the school superintendent may select someone to act, if requested by seven ratepayers in writing. Other regulations state that a teacher may not act as trustee and a trustee who is related to a teacher may not take part in engaging him. Trustees may not be directly or indirectly interested in any contract with the board except for the sale or purchase of land or the erection of a school. They may be held personally responsible for negligence.

## Duties of Trustees. -

(1) The board of trustees takes custody of all school property and moneys and administers them as directed by the school meeting;
(2) it provides schooling for all children of school age ( 6 to 20 years inclusive) of the district free of charge; if there is room it may permit children over-age to enrol, and with permission of the Director may enrol children of other districts who are required to pay reasonable tuition fees;
(3) it consults with the teachers and allocates pupils or grades to the several departments, and suspends or expels any persistentty disobedient pupil;
(4) it employs teachers by written contract, or suspends or dismisses them for gross neglect of duty, misconduct or immorality, notifying the Minister of its action and the causes for it;
(5) the board may visit each school under its charge at least monthly;
(6) it gives notice of the opening or re-opening of school in the district, provides health services and appoints an officer to supervise attendance.

Where pupils are not provided with school books, after due notice the board may provide them from district funds exempting indigent parents but otherwise collecting the amount from parents or guardians.

The trustees may, when authorized by the school meeting:
(1) purchase and rent land and buildings for school purposes, contract for the erection and furnishing of school buildings, repair and insure them, purchase maps, apparatus and books and generally provide school services;
(2) borrow money for the purchase of improvement of school lands, buildings and furnishings by certificates or debentures; and pay this back, in twelve or fewer instalments for amounts up to $\$ 3,000$, or twenty instalments for greater amounts, from the proceeds of taxes; and
(3) select a suitable school site which is at least 50 yards from a dwelling house in rural areas; and should the Minister decide that the accomodation is not satisfactory he may order the trustees to collect such moneys as are required for the necessary alterations; where necessary the Minister may appoint an official trustee to carry out his orders.

Where land must be expropriated for school purposes it is surveyed and copies of the plan, description, and price offered are filed and registered, and sent to the Minister and owner. If the owner is unknown, a copy is delivered to the occupants or, where the land is unoccupied, three copies are posted in a public place. The owner may appeal to the courts within fourteen days. The judge may confirm, increase or reduce the amount of the valuation and the owner is responsible for reasonable costs for three witnesses if the amount is not increased.

Every board of trustees is expected to meet as soon as is practicable after the annual election. It appoints a chairman from among its members and a secretary who need not be a trustee. The secretary must supply a bond, kept by the board, with two sureties for an amount equal to that raised during the year. Should the board fail to secure a bond, the members are personally responsible for any default.

Duties of the Secretary. - The secretary, who receives a salary from the board, keeps records, accounts and moneys for the board and disburses school moneys according to orders. He prepares and distributes such reports as directed, mainly: (a) a report of the district for the annual meeting, and (b) an annual report for the Director of Education.

At least two weeks before each annual meeting, the secretary submits to the auditor the accounts for the year, all vouchers, agreements, and other documents. The auditor reports on the accounts to the annual meeting and indicates any items which he considers unlawful.

## E. Teachers

A candidate for a teacher's licence must be at least 17 years of age, be of temperate habits, be of good moral character, and have attended an approved university or teacher training institution and have obtained therefrom the necessary certificate of competency, Candidates may be granted special licences in music, home economics, woodwork, or other arts or crafts if the Minister considers they are duly qualified. Qualified teachers from other provinces may be granted a licence to teach in Prince Edward Island. Teachers under age 21 may not teach in their home school without the Director's consent.

Duties of the Teacher. - Every teacher is expected to:
(1) keep a daily register;
(2) diligently and faithfully teach all branches required by his agreement and the school Act;
(3) maintain proper order and discipline;
(4) suspend any pupil for one month who wilfully and habitually opposes his authority and disobeys the rules of the school;
(5) supervise the health and comfort of the pupils and report the appearance of any contagious or infectious diseases;
(6) assist health inspectors to perform their duties;
(7) notify the trustees and parents and hold a visitors' day annually;
(8) when requested by the trustees see that the pupils give notice of meetings to their parents; and
(9) prepare and forward to the Department all required forms and reports, and complete an affidavit according to the prescribed form for the annual report.

Each teacher manages his school according to the school law and regulations. He may suspend a pupil for cause; but expulsion of a pupil from school is a power vested only in the board of school trustees. After one or more suspensions, a pupil may be expelled unless improvement is shown.

Teachers are expected to attend regular meetings of their institutes; issue report cards regularly for the information of parents; keep school on all authorized days; be punctual, and require the pupils to be the same; and practice Christian virtues without interfering with the religious tenets of the pupils.

Teachers' Salaries. - Salaries are provided from provincial funds. A scale of salaries, based on type of licence and years of experience, ensures that the teacher will receive at least a minimum salary, Districts may increase the amount on the minimum scale and, indeed, most districts do by at least 25 p.c.

For 1966-67, grants towards the salaries of public school teachers were paid in accordance with the following scale, which is also considered a scale of minimum salaries.

|  | Licence |  |  |  | Certificate |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { of } \\ & \text { experience } \end{aligned}$ | Third and permit | Second | $\begin{gathered} \text { First } \\ \hline \end{gathered}$ | $\underset{A}{\text { First }}$ | A | 1 | 2 | 3 | 4 | 5 |
| 0 | 1,350 | 1,500 | 1,700 | 1,800 | 2,250 | 2, 400 | 2,625 | 2,850 | 3,189 | 3,750 |
|  |  | 1,650 | 1,800 | 1,950 |  | 2, 505 | 2,739 | 3,000 | 3,375 | 3.975 |
|  |  | 1,800 | 1,950 | 2, 100 |  | 2,610 | 2,850 | 3,150 | 3,564 | 4,200 |
| 3 |  | 1,950 | 2,100 | 2,250 |  | 2,715 | 2,964 | 3,300 | 3,750 | 4,425 |
| 4 |  | 2,100 | 2,250 | 2,400 |  | 2,820 | 3,075 | 3,450 | 3,939 | 4,650 |
| 5 |  | 2,250 | 2,400 | 2,550 |  | 2,925 | 3,189 | 3,600 | 4,125 | 4,875 |
| 6. |  |  |  |  |  | 3,030 | 3,300 | 3,750 | 4,314 | 5,100 |
|  |  |  |  |  |  | 3,135 | 3,414 | 3,900 | 4,500 | 5,325 |
|  |  | 2,400 | 2, 550 | 2,700 |  | 3,240 | 3,525 | 4,050 | 4,689 | 5,550 |
|  |  |  |  |  |  | 3,345 | 3,639 | 4,200 | 4,875 | 5,775 |
| $10 . .$. |  | 2. 550 | 2,700 | 2,850 |  |  | 3,750 | 4,350 | 5,064 | 6,000 |
| 15. |  | 2. 700 | 2,850 | 3,000 |  |  |  | 4,500 | 5,250 | 6, 225 |
| 20. |  |  |  |  |  |  |  |  | 5,439 | 6,450 |

Superannuation of Teachers. - By the Act of 1931 teachers contribute 5 p.c. of their total salary towards superannuation. Retirement is possible after 30 years of teaching if the teacher is 55 years of age or older. A teacher may also be superannuated after 15 years of service upon a physician's certlficate indicating mental or physical incapacity to continue. The superannuation allowance is $1 / 60$
of the average salary for the five consecutive years of highest salary, multiplied by the total number of years' teaching up to 40 years. Teachers leaving the profession before that time receive any contributions made beyond those for the first two years. The amount for the first two years is forfeited to the fund. The fund is guaranteed by the provinctal government.

## F. Miscellaneous Regulations

School Year. - The school yeat usually consists of 200 teaching days less days allowed for teachers' conventions and workshops. Rural schools may have two to three weeks' vacation in the autumn by reopening school in August. Other schools reopen the day after Labour Day. Saturdays, statu= tory holidays, and days proclaimed by the provincial or federal authorities are school holidays.

School is held five hours daily, with intermissions of ten minutes in the morning and aftemoon. The noon recess is usually from one hour to one and a half hours.

Attendance. - All rural children of the compulsory school attendance age ( 7 to 15 years) are required to attend school 85 p.c. of the days in which school is in operation each month. A 90 p.c. attendance is required in the towns of Summerside and Charlottetown. Parents and guardians who fail to send their children to school for the required percentage of open school days are liable to a fine of $\$ 20$ and to have their family allowance payments suspended.

On application to the school superintendent, parents may procure work certificates for not more than six weeks in any school year for their children 12 years or older to remain out of school to do work at home. Work certificates are not granted to enable pupils to hire out for labour.

Superintendents and attendance officers may investigate all questions concerning school attendance and enter into action against defaulting parties according to the Act. In urban areas they may take into custody any child of school age found loitering in public places and deliver him to
the secretary who may direct him to the principal of the school where he is entolled. The incident is recorded.

A parent of guardian may send his children to any school where he is assessed, provided that the board may exact reasonable fees from a nonresident ratepayer if approved by the supervisor,

All pupils must be vaccinated against smallpox.
Other School Regulations. - The schools are non-sectarian. Reading of the Bible without comment is permitted where parents desire it, but children are excused from attendance if their parents request it.

Incorporated towns may introduce and maintain medical inspection of pupils and buildings.

Regulations state that the school yard should be not less than one acre for one and two room schools and with increased area for larger schools. There is a prescribed course of studies which the teacher follows. Penalties are provided for anyone, including trustees, who withholds school property or wilfully disturbs a school in session.

Examinations for Grade XII are set and evaluated by the Atlantic Provinces Examining Board.

Tuition assistance may be provided for pupils receiving instruction in a public school of another district because their school is closed. The cost is shared by the Department and the board.

Assistance in providing transportation may be granted to schools closed because of small enrolment or for high school puilis, but the rate may not exceed $60 \mathrm{p.c}$. of a reasonable cost for such service.

## G. School Finance

The financing of schools in Prince Edward Island resembles that of Newfoundland in that the provincial government provides the greater part of the money for teachers' salaries, and resembles Quebec in that they are the only two provinces in which the trustees actually levy and collect taxes.

District Assessment. - At any meetıng having power to vote money, the voters may determine the amounts required in excess of the amount provided from the provincial treasury for school purposes, such as the purchase and improvement of school grounds, the erection and maintenance of school houses and equipment, interest on borrowed money
and other necessary expenses. The amount so determined is assessed, levied and collected as provided.

Every person over the age of 21 and under 65 residing in a district may be assessed annually for a poll tax of from $\$ 5$ to $\$ 50$ if he is assessed for rent, property, or maintains a domestic establishment as owner, tenant or occupant. Other male residents of a district of at least one month duration who are not otherwise assessed for taxes may be required to pay the poll tax of from $\$ 5$ to $\$ 50$ if between the ages of 21 and 65 . Wives of property owners who pay poll taxes may not be assessed for poll taxes.

Any balance required is assessed and levied on all real property in the district, except cheese and butter factories, public halls, orphanages, cemeteries, parochial residences, hospitals and churches so long as they do not control more than five acres in the district. The trustee boards may assess at only 25 p.c. of the regular rate, the real property of any person, partnership or corporation engaged in processing primary products for a period of five years from the date of commencement of operation.

Districts are able to vote to adopt two rates: (1) a general rate, and (2) a farm property rate equal to half the general rate. After 1959 the special property rate has been mandatory in all areas where more than half the population is engaged in non-farming activities.

Factories or other buildings used for commercial purpose adjoining the shore line are within the district for taxation purposes. Non-residents, trustees and personal representatives, corporations, companies and firms, members or partners of corporations are assessable for real property. Real estate may be assessed against the owner, apparent owner, his wife, her husband, the president, manager, secretary or agent of a corporation, a mortgager in possession of land, and the heirs of an estate Other provisions ensure that all land can be rated and taxes collected, and that money due for taxes become a special lien on the real estate having preference over all claims, liens or encumberances except thase of the Crown.

The ratepayers may vote to exempt from taxation persons who cannot contribute because of age, infirmity or poverty. If exempted, they may not vote.

Should a majority of the parent ratepayers wish to employ a teacher of higher grade than approved by the meeting, they may as a group hire such teacher but must apportion the additional amount needed among the parent ralepayers. Similarly, parent ratepayers may pay a higher salary than the minimum where the meeting is not in agreement.

Assessment Roll. - Each year before September 30 each board of trustees completes Schedule $A$ which lists all taxpayers alphabetically, indicating whether they are resident or non-resident, householder or not, their occupation and a general description of their property, number of acres and total value. However, where the Property Evaluation Board has valued the land for regional high school area purposes, or on request of a school board outside the area, when approved by the Lieutenant-Governor in Council and published in the Gazette, that evaluation is used. However, the trustees may report any change in valuation of any parcel(s) of land and the Property Evaluation Baard will bring its roll up to date. Where necessary the board may make temporary adjustments for one year.

The board will deduct the amount to be realized from the poll tax and set the rate to collect the balance from the real property. When the schedule is complete, and certified by the secretary, a copy is sent to the Director. The board then instructs the secretary in writing to levy and collect the taxes by personal visit or through correspondence. Patepayers may appeal their valuation to the Judge of the County Court for the county in which the land is situated after giving notice of intent to the secretary of the board. After four days' notice the judge may hear the appeal at such time and place as he decides. Where the appeal is sustained and the assessment reduced, the judge informs the secretary and Property Evaluation Board. Any person selected by the Director may attend the hearing called by the judge who hears evidence and gives judgment. The costs follow the event unless otherwise ardered by the judge.

The secretary furnishes a statement of taxes paid by taxpayers whether poll or property tax, within 30 days of receipt of the list; and when ordered pays over the amount voted towards the teacher's salary. The aggregate amount of assessment may exceed the amount ordered by 25 p.c. or higher with prior approval of the Minister. The various sums voted by the meeting are added and neither for assessment nor collection may they be regarded as separate sums.

The board of trustees may at any time amend the roll to bring it up to date but must inform the Director of this. Where this affects the amount payable by other taxpayers their rates may also be corrected.

The secretary may sue delinquent taxpayers or estates at any time, 20 days or more after demand or notice, after having posted notice in three public places or having published such notice giving names and amount and making application for judgment against the lands. Interest may be charged after January 1 at 6 p.c. per annum. To contest such suit the defendant must have given notice with reasons to the secretary as to why he was going to contest the suit.

Where a judgment due to default of taxes is given against any land, the judge may order the sheriff to sell by public auction all or any part of the parcel of land after having published notice for four consecutive weeks. The purchaser has title to the land, but the owner may redeem possession within two years, by refunding the purchase price with interest at 10 p.c. per annum. Any surplus from the sale is paid into the provincial treasury. However, the owner, on proving his right to it may by order of the Judge of the County Court receive an order of payment.

Should the annual meeting fail to authorize necessary expenditures, an official trustee or board of trustees estimates the amount required for the year, informs the superintendent of schools, and provides him with all necessary details. The superintendent informs the Director who may authorize the board to coll ect the amount needed.

Debentures. - Debentures may be issued by a board for $\$ 1,000$ or more. The debentures are submitted to the Provincial Treasurer with assurance that the school will be insured. When countersigned, the interest and principal, when amortized over a period of 20 years or less, is guaranteed by the province, and if not paid by the trustees is paid
from provincial revenue. The trustees are then so informed and must reimburse the Provincial Treasurer from the first school funds received.

Debentures are of the serial type with fixed principal amounts to amortize the debt; otherwise with permission of the Crown provision must be made for a sinking fund held in trust by the Provincial Treasurer.

Regional Schools. - The Boards of Management of Regional High Schools submit annual budgets including a statement of all capital expenditures. Revenue to meet all expenditures is acquired from the component districts and the provincial government. Each component district is assessed at $\$ 12$ per $\$ 1,000$ of real estate valuation by the Regional High School Board. In addition, the Regional High School Unit receives a grant per classroom on capital construction, or percentage grants on other capital outlays. Further, provincial grants are paid towards salaries of teachers and administrators; the operation of school buses at 76 p.c. and the operation and maintenance of the school at $40 \mathrm{p} . \mathrm{c}$. In order that the Regional High School Board may be able to offer a complete program to the students, the government may pay an equalization grant to such regional units which may be unable, due to insufficient property valuation, to raise adequate revenue to provide such a program.

## H. Technical and Vocational Education

As with the other provinces, the Federal Government shares in the costs of vocational education programs in accordance with the terms of the Technical and Vocational Training Agreement which came into effect April 1, 1961.

Prince Edward Island does not operate an institute for the training of technicians at the postsecondary level, and only in 1963 introduced a program of training for registered apprentices.

The two main centres for vocational education are the Provincial Vocational Institute in Charlotteto wn and Prince County Vocational High School in Summerside. Courses offered at these schools include:

| Boatbuilding | Beauty Culture | Bricklaying |
| :--- | :--- | :--- |
| Commercial Subjects | Commercial Art | Carpentry |
| Draughting | Home Making | Electrical |
| Electronics | Navigation | construction |
| Sheet Metal | Welding | Plumbing |

and basic training for skill development (an upgrading course for adults with a low level of general education). Evening courses and special short courses are also provided.

In addition to courses offered at the two main centres, commercial courses are also offered in several of the regional high schools.

## CHAPTER XI

## EDUCATION IN NEWFOUNDLAND AND LĀBRADOR

## A. Some Education Highlights in Newfoundland's History

A struggle for existence on the part of brutal adventurers, intrepid settlers, persistent missionaries, hapless natives, and greedy fishermen in the midst of oppression, violence, debauchery, licentiousness and drunkenness, in forbidding and desolate surroundings, forms the historical cosmos into which fit sporadic and poverty-dogged attempts at providing schooling for the children in what in 1949 became Canada's tenth province, Newfoundland and Labrador.

No appreciation of Newfoundland's system of education can be sufficient unless it includes, however briefly, historical, legendary, and sometimes glamorous incidents such as: Viking Leif "The Lucky" Ericson and his discovery of Helluland and Markland in the Year 1000; pêcheurs d'lsland from the English Channel Islands who may have wandered off course only to find more fish on other banks; King Henry VII's gift of $£ 10$ to John Cabot for discovering the "New Found Isle" in 1497; the saga of the Beothuck Indians; competition from French fishermen as a result of Cartier's discoveries, and competition from Portuguese and Spanish sailors; Sir Humphrey Gilbert's Royal Decree from Queen Elizabeth The First that marked the beginning of the British Colonial Empire in 1583; the colonizing schemes of John Guy about 1610; "planters" versus pirates; the Star Chamber rule that the first captain to arrive in any particular harbour was to be Admiral of the harbour for the season; bloodshed and bitterness as settlers retreated before legalized harrassment by fishermen and their commanders; merchant lobbying in the British Parliament that perpetuated restrictions against settlement; the extension of Navigation Laws to Newfoundland and the eclipse of the Fishing Admirals after 1764; suppression of land cultivation and a ban on erection of buildings; corrupt magistrates; religious sectarianism; and common sense at last after 300 years of strife when it was realized by the British merchants that resident fishermen could be an economic asset in that fewer personnel would have to be transported on ships to and from Newfoundland.

The Church Societies and Their Early Schools. As in other pioneer locations in North America, and indeed in many newly discovered territories all over the world, education was intimately linked with religion, and missionaries performed work under very severe conditions.

Church "Societies" that conducted schools in some form included:
(1) The Society for the Propagation of the Gospel in Foreign Parts;
(2) The Society for Improving the Condition of the Poor in St. John's:
(3) The Benevolent Irish Society;
(4) The Newfoundland School Society (later, the Colonial and Continental Church Society);
(5) The Wesleyan Society:
(6) The Sisters of the Presentation:
(7) Sisters of Mercy;
(8) The Irish Christian Brothers.

Missionaries who came to the island in the early 1800's were amazed to find large groups of settlers in isolated parts whose existence had hitherto been unknown to the authorities in St. John's. Because settlements were so remote and isolated, many educational efforts failed. The first school of any permanence was established by Reverend Henry Jones at Bonavista, about 220 miles north of St. John's. The exact date is doubtful; 1722 or 1723 is estimated by some, and 1726 seems to be the most popular. The project was the work of the Society for the Propagation of the Gospel in Foreign Parts, and this Society went on to establish a school in St. John's in 1744. During the following century complete responsibility for education, including finance, was the work of the churches, private individuals, and organizations. By the end of the eighteenth century, some 20 of 30 schools were in operation in various parts of the Island. School lasted all day, or from six in the morning to six in the evening, and it was thought that all children should attend from the age of six or seven. Teachers were paid 115 a year; and fees, often in quintals of fish, were paid by those who could afford them.

Secondary Education. - The first attempt to provide higher education was made in 1798 when a grammar school for boys and girls was started in St. John's by about twenty-five families who promised to raise $\{300$ annually to pay for the principal, who was an Anglican clergvman, and two assistants who would look after the rirls' department.

Church Schools in the Nineteenth Century, The Colonial and Continental Church Society became prominent in the early 1800's. Teachers from the Society's training school, Baldwin Gardens in London, introduced the Bell monitorial system. By 1842 the Society had established 60 schools enrolling about 3,500 pupils.

In 1833 the Right Reverend M.A. Fleming, O.S.F., Roman Catholic Bishop of Newfoundland, arranged with the Presentation Convent at Galway, Ireland, to establish a convent school at St. John's which would offer free education to Catholic girls. In 1842 he negotiated with the Sisters of Mercy in Dublin for the establishment of a convent school for the more well-to-do who could pay fees.


INSTITUTIONS OF PUBLIC EDUCATION IN NEWFOUNDLAND AND LABRADOR 1964


Bishop Fleming wrote to a friend in Ireland in 1843:
"When you take into account that for nearly eleven years more than 1,000 children have been in daily attendance at these schools, you can well estimate what a world of good have these pious ladies accomplished in that humble retirement that almost shuts out the world's praises, but gives them the happiest title to endless reward.'"

The Right Reverend Edward Feild, a Bishop of the Anglican Church, established a normal school in St. John's in 1855 which enrolled 60 teachers-intraining in 1882. He also enlarged the theological institution, established seminaries for boys and girls, and founded orphanages and many other educational institutions.

The Beginnings of State Education. - The state, Which entered the education picture after the first representative government to Newfoundland (1832), passed an Education Act in 1836. The object was to make schools non-denominational, but representatives of the various denominations would be exofficio members of the school boards. The island was divided into 9 education districts, and boards were appointed to administer the appropriations to the denominational school organizations. (The Government's interest was in supplying grants in aid of education to existing agencies, rather than in taking over the function of education.) Many complaints were lodged against a provision of this Act which prescribed the Irish National School Readers and the Bible for all schools, and an agitation was set on foot for a division of the grant.

The friction was mainly between Protestants and Roman Catholics on the same boards, and in 1843 an amendment to the Education Act divided them into separate boards looking after their separate interests. When Protestants other than the Anglicans became prominent, further separation took place, Methodist and Salvation Army groups gaining recognition. Thus, the Act of 1874 provided for separate boards for each numerically important denomination, and specified denominational representation in the central administration. This system has continued with little change to the present.

Since a child of one denomination was free to enroll in a school of another denomination (in most cases where he had no choice), the Act of 1874 specified that "no teacher in any college, academy or school aided by money granted under this Act shall impart to any child attending the same any religious instruction which may be objected to by the parent or guardian of such child."

The Beginnings of Central Organization. - A Department of Education was created in 1920, renamed the Bureau of Education in 1927, and reverted to Department of Education in 1935.

The Act of 1927 was a logical development of the Act of 1874 , and made provision for a uniform system of education within a denominational framework. Thus, the principle of denominationalism still obtained in central and local administration of education, in the distribution of government funds, and, with some exceptions, in the segregation of pupils in separate schools, but not in the matter of educational standards nor of curriculum (except in the teaching of religion).

In 1935, amendments to the Act effected radical changes in the departmental organization. The Bureau of Education and superintendents were superseded by a newly appointed Secretary for Education and two or three assistants, all subject to the Commissioner for Home Affairs and Education. The secretaries were chosen on a denominational basis, but they were not official representatives of their respective religious bodies. In order to maintain close liaison among the Department, the denominational schools, and the church organizations, an Advisory Committee, consisting of six members representing the Anglican, the Roman Catholic, and the United Church was appointed. Remote from problems of the Department, this committee was ineffectual. Towards the end of 1935 the office of Secretary for Education was abolished, and the office of General Superintendent was restored.

In 1939 the Education Act was again amended to restore an organization similar to that in effect prior to 1935. A Council of Education was established with the commissioner and secretary of the Department as chairman and vice-chairman respectively. The three assistant secretaries and the Salvation Army representative were known as Executive Officers. Three assistant executive officers were appointed in 1940, and an administrative officer was added to the Department staff in 1946.

The Council of Education. - Subject to the approval of the Minister, the Council is responsible for education policy, and the executive officers (now known as superintendents) carry out the policies affecting their respective denominations.

The B.N.A. Act and Newfoundland. - The education provision (section 93) of the original B.N.A. Act of 1867 was altered by Term 17 of the Terms of Union of Newfoundland with Canada:
17. In lieu of section ninety-three of the B.N.A. Act, 1867 , the following term shall apply in respect of the Province of Newfound land:

In and for the Province of Newfoundland the Legislature shal! have exclusive authority to make laws in relation to education, but the legislature will not have authority to make laws affecting any right or privilege with respect to denominational schools, common (amalgamated) schools, or denominational colleges, that any class or classes
of persons have by law in Newfoundland at the date of Union, and out of public funds of the Province of Nuwroundland, provided for education,
(a) all such schools shall receive their share of such funds in accordance with scales determined on a non-discriminatory basis from time to time by the legislature for all schools then being conducted under authority of the Legislature; and
(b) all such colleges shall receive their share of any grant from time to time voted for all colleges then being conducted under authority of the Legislature, such grants being distributed on a non-discriminatory hasis.

Thus, the B.N.A. Act of 1949 that united Newfoundland with the other Canadian provinces confirmed and continued the denominational system of school organization, and the arrangement stands at the present day.

Events since 1949. With the consummation of Confederation, Hon. S.J. Hefferton, formerly president of the Newfoundland Teachers Associaanl, became first provincial Minister of Education. fmportant happenings included: the raising of the satus of Memorial University College to a degreeomferring institution to be known henceforth as Memorial University of Newfoundland; the introduction of a new minimum salary scale for teachers bised on qualifications and experience; a new pension scheme for teachers; and a sick leave seleme.

At the time of Confederation, 40 p.c. of the Jopulation of 322,000 were living on the Avalon Perinsula, the south-east corner of the island. Aimost half of these $(57,500)$ were in the metropolitan area of St. John's. Another 20,400 lived in five larger centres along the trans-provincial railway line. The temaining 173,000 ( 57 p.c.) were in the intle outports scattered along 6,000 miles of coast. The members and adherents of four denominations, Anglican, Roman Catholic, United Church and Salvation Army, made up 96 p.c. of the population, roughly 33 p.c., 31 p.c., 25 p.c., and 7 p.c., respectively. The Seventh-Day Adventist was the Dily other denomination with schools of its own, and it had only three. Seven denominations were robugnized, but the remaining two - Congregational anil Presbyterian - no longer had any schools in 1949. By 1954 there were five recognized denominaLions: Roman Catholic, Anglican, United Church of Canada, Salvation Army, and Seventh-Day Adventists. In 1954 a sixth, the Pentecostal Assemblies of Newfoundland, was recognized for education purposes.

Inter-denominational Schools. - In addition to the denominational, there were three types of interdenominational schools: (1) Amalgamated, in industrial centres like Corner Brook, Buchans, and Grand Falls, numbered 15 in 1949. These schools
were formed by the co-operation of two or more Protestant denominations. (2) Community, in sparsely settled areas not containing a sufficient number of one denomination to form a school, numbered 13. These schools were established by the Department of Education. (3) Land Settlement, formed in the mid 1930 's for people transferred from depressed areas to areas having fertile soil, numbered 5 , all operated by the Department. (All Land Settlement schools have now been absorbed by the denominational.)

Departmental Reorganization. - The Act of 1950 assigned additional responsibilities to certain officers of the Department. The title "executive officer" was abolished and the traditional title of "'superintendent" was restored. Each of the superintendents was responsible for one or more of the following services: teacher training, amalgamated schools, audio-visual education, scholarships, home and school associations, examinations, attendance and statistics, book bureau and news bulletin. The superintendents had joint responsibilities for curriculum and supervision.

Examinations. - In 1952, for the first time in Newfoundland, the end of the year public examinations for Grades IX and X were marked by a regular marking board. Bishop Feild College in St. John's was made available as the marking centre, and 66 teachers (working an average of 25 days each) marked a total of 81,300 papers.

School Adendance Act. - in 1952 the school leaving age was increased from 14 to 15 , and an amendment provided that a child who attained his 15th birthday on or after September 1st in any school year must continue in attendance throughout the school year. The beginning compulsory school age is 7 , but in 1964 about 19,187 children attending school were in the 6 year and under age group.

Education by Radio. - In the Department Report for the year ending March, 1954 reference was made to a special school broadcast project which was organized by the audio-visual division. A special series of school broadcasts was based directly on the Newfoundland course of study. This series, aimed to assist teachers and pupils through direct teaching by radio, was the first of its kind to be planned, prepared and produced in Newfoundland expressly for its schools. The CBC provided free air time and additional staff. The Department presented approximately 100 lessons for elementary and high school grades.

During 1954-55, an experiment was set up to evaluate the results of radio education and to measure how effective such series of programs proved to be. Participating were 109 schools which had been selected by the four superintendents and which had been supplied with locally manufactured radios. Upwards of 400 schools were equipped with one or more school-ipproved radios.

The Attack on Teacher Shortage. - During the school year $1955-56,37.2$ p.c. of the total number engaged in teaching were either probationers (6) weeks' summer training after Grade XI) or emergency supply teachers (no professional training). Government decisions aimed at combatting the shortage of qualified teachers were as follows:
(1) a special academic summer school was to be established beginning with the summer of 1957, which would enable persons short one or more matriculation subjects to make up their deficiencies and qualify for admission to university;
(2) beginning with the 1957-58 academic year, a special bonus would be given teachers holding the Doctorate ( $\$ 720$ ) or Master's (\$408) degrees:
(3) senior teachers needing financial assistance to attend university could obtain it from a loan fund established in 1957-58;
(4) a teachers' residence loan fund gave impetus to the movement of building residences for teachers and renting them at a moderate rate in communities where it was very difficult to find suitable living auarters for them;
(5) regulations governing the certification of taachers were to be modified in the interest of former teachers returning to the profession, who under existing regulations would be seriously handicapped with regard to their reinstatement;
(6) the Teachers' Pension Act was to be amended in favour of married teachers returning to the profession. Such teachers would automatically join the pension scheme, but they would have two years in which to write themselves out;
(7) correspondence tuition was to be developed. The purpose would be to determine to what oxtent the burden presently being carried out hy the teachers in one and two room schools might be effectively lessened. In many cases these schools were attempting to teach the work of the high school grades in addition to that of the elementary grades;
(8) the government policy of voting half a million dollars a year for the building of regional high schools was extended for another ten years;
(9) university teacher training facilities were to be expanded;
(10) the grant for training of teachers was to be increased.

Further measures to alleviate the teacher shortage were taken in 1958: teacher recruitment in the United Kingdom and Ireland: teacher training indentures available outside Newfoundland; teacher retirement age might be extended to age 65; and school boards were empowered to employ teachers on a part-lime basis.

Administrative Structure in 1960 and Since. The Council of Education consists of the Minister as chairman, the Deputy Minister as vice-chairman, and representatives of the Roman Catholic, Anglican, United, Salvation Army, and Pentecostal Assembly churches.

The Department of Education consists of the Minister, the Deputy Minister, an administrative officer, a professional assistant to the Deputy Minister, an accountant, and a registry clerk in the general administration.

The denominational education services includes a Roman Catholic superintendent with an assistant; an Anglican superintendent and assistant; a United Church superintendent and assistant; a Salvation Army Superintendent and assistant; and a Pentecostal Assembly superintendent. Amalgamated school services are under a director. There are 21 district school supervisors. General education services are handled by a director of curriculum, a director of public examinations, a director of audiovisual education, a director of corres pondence tuition and scholarships, a director of vocational education, a director of community leadership development, a director of adult continuation classes, a manager of the book bureau, and a chief school attendance officer.

Equalization of Educational Opportunity. - In Februarv, 1958, lines of development of considerable significance for education in Newfoundland were delineated. The new policy promised expansion at all levels and in all areas, and specifically mentioned university construction, more scholarships, increased salaries and bonuses for teachers, increased maintenance and special grants, and vocational education expansion. The new program was estimated to cost $\$ 20,000,000$ annually when in full operation. By 1959 the budget for education passed the $\$ 15,000,000$ mark, almost four times the budget of 1948-49.

Concern about Drop Outs. - In the fall of 1963 some stock-taking revealed that not many more than 25 p.c. of the Grade II class of 1963-64 would be expected to complete high school in nine years' time. Two positive forces were developing: (1) the centralization program (Newfoundland now had 82 regional and central high school systems housing approximately two thirds of the high school population); and (2) the vocational program, which offered an alternative to the one-track academic system. However, it was surmised that these alone would not solve the problem completely. The following causes of drop outs were lister in the Department's News Letter of October, 1963:
(1) lack of ability of pupils to do present school program;
(2) lack of desire on part of student;
(3) lack of interest on part of parents, community and perhaps the teacher;
(4) poor teaching in the elementary school;
(5) poor teaching in the high school;
(6) lack of supervision and of planned remedial program, that should result from supervision;
(7) inadequate guidance or lack of guidance altogether;
(8) Inadequate school facilities. This refers not only to a comfortable building but to teaching aids, teaching equipment, and especially to books.

A program of research and remedial action consisting of guidance, supervision, remedial programming, and the provision of teaching aids was recommended.

New Teacher Grading Regulations. - Retroactive to September, 1962 one course in religion would be accepted as a course in education; the definition of matriculation was widened to include matriculation requirements of any recognized university, not only in Newfoundland; the Council of Education was assigned the responsibility of approving universities, normal schools, teachers' colleges, and other institutions for purposes of grading; a teacher's licence or certificate could now be awarded to an individual as in July of any year if his 17 th birthday accurred before December 31st of that year; a regulation laid down general rules under which all teaching certificates might be granted.

School Organization in 1963. - The most general plan is 8-3, with some 6-5 in a number of outports, and a few instances of $7-4$. The recent emergence of a 6-3-2 system in St. John's designated elementary school grades up to and including VI, junior high grades VII, VILI, and IX, and senior high of X and XI. The weakness of a small all-grade school was noted as being very hard on the teacher; its advantage lay in the development of pupil selfreliance and sense of responsibility. The all-grade school with from 6 to 11 rooms was cited as the average school in the province. The work load is still heavy for teachers and principal, and the course tends to be "text-bookish." The large allgrade school has many of the advantages of the regional and central high schools, but supervision is difficult and discipline is hard to maintain because of the wide heterogeneity of the pupils. This is remedied by the homogeneous high schools, one handling pupils from Grade VII to XI and the other from VIII to XI. The question of a strictly Junior High School (VII, VIII, IX) was considered. The advantages of a central high school (VII to XI) were listed as: better pupil adjustment to school atmosphere and changing teaching methods; the leachers get to know the pupils better; Grades VII and VIII are used as a period of preparation for high
school; and the closer supervision of pupils possible. The larger regional high school (IX, X, XI) is more difficult to supervise, but it permits a more adult type of discipline, a wider choice of subjects in each grade, and more scope for teachers who have specialized in one or two subjects.

The pupil-teacher ratio in 1953-54 was about 34:1. Ten years later, in 1963-64, the ratio was about $28: 1$.

Specialization in Teacher Training, - In 1951-52, Memorial University offered one course in elementary methods and one in high school methads for first year student teachers. There were as well, for second year education students, half courses in the Technique of Teaching in the Primary School, and in the Elementary School.

In 1954-55 a course in Primary Methods was introduced for student teachers in their first year.

In 1956-57 the half courses in Primary and Elementary teaching techniques given in the second year were expanded to full courses. A course in teaching techniques for high school teachers was added at the same time.

In 1959-60 a five year program leading to conjoint degrees in Arts or Science and Education was introduced. Its aim was to give greater training in depth to high school teachers. Simultaneously the number of professional courses in the B.A.(Ed.) program for high school teachers was reduced from 7 to 6.

In 1963-64 the professional content of the first year's work for elementary teachers was increased to four courses from three.

Four well-defined programs were offered to student teachers:
(1) a four-yeas course in elementary education (or primary) leading to the B.A.(Ed.);
(2) a four-year course for high school teachers a "generalist" course intended for teachers in all-grade schools leading to the B.A.(Ed.);
(3) a five-year course for high school teachers planning to specialize in one or two subject areas leading to a B.A. or B.Sc. plus a B.Ed.; and
(4) a special one-year course (all professional) for university graduates leading to a Diploma in Education. (This program has been dropped because few persons showed interest in it.)

## B. Northem Newfoundland and Labrador

In 1961 the total population of the Province of Newfoundland was 457.853 . Of these, 1.411 were Eskimos and Indians living mainly in northern Newfoundland and Labrador, the ratio being almost three to one in favor of the Eskimos, and together they formed about 10 p.c. of the population in the
region. The schooling of the white children is conducted by the same denominations that operate throughout the province, the Indians by Roman Catholic teachers, and the Eskimos by the Moravian Missions. In addition, some educational work is carried on by the International Grenfell Association
which receives assistance from all denominations. A survey of educational problems in northern Newfoundland and Labrador was reported in November, 1960 by the Honourable William M. Wall (Canadian Senate).

The Moravian Missions. - In response to a request for assistance in stopping the feud between the Eskimos and Newfoundland fishermen, the Moravian Missions were established on the Labrador coast around 1771. The original proposal to start a mission in Labrador was made in 1750 by John Christian Erhardt, one of the Moravian brethren, a Christian sect in central Europe. After two decades of negotiations, the Moravians were invited to christianize the Eskimo and were given jurisdiction over some 700 square miles of mainland and adjoining islands.

In 1926 the Hudson's Bay Company established trading posts in the Moravian territory, and in 1942 the Department of Natural Resources took over these spots and accepted responsibility for the well-being of the Eskimo. Co-operation between the government departments of Natural Resources, Education, Health and Welfare and the Moravians produced good results.

In recent years the Moravian Missions experienced difficulty in securing qualified teachers. Ideally, teachers should speak both English and Eskimo, while other abilities such as music or crafts are added assets. Problems of educating the Eskimo children, children of mixed Eskimo-white marriages and children of missionaries and post managers make teaching difficult. The children of the latter were generally sent out of the country, although correspondence courses have been used whenever suitable supervision could be provided.

The Moravian Missions presently conduct boarding schools at Makkovik and Nain with accommodation for day pupils, and day schools at Hopedale and Hebron.

Grenfell Mission Schools. - A young English doctor, Wilfred T. Grenfell, decided after one summer (1892) of medical service on the Labrador coast that the people of Labrador and northern Newfoundland needed him. Thereafter he spent his life in active work for these people, not only by giving of his own medical skill but by raising money to supply social services, one of them being schooling.

After the construction of its hospital and the Children's Home (the Orphanage) in St. Anthony in 1905 and 1906 respectively, the Grenfell Mission
began to concern itself more actively with the education of the children of the Coast. A succession of devoted teachers did service, not only at St. Anthony but in many small and isolated settlements in northern Newfoundland and in Labrador. Summer volunteer teachers from American colleges conducted small summer schools at places like Indian Cove, Battle Harbour, Spotted Islands, Square Island, Brig Bay, Red Bay, Griquet, Black Duck Cove, Snug Cove, and elsewhere. This volunteer summer schools work continued into the 1920's and 30's, and the official Grenfell publication carried many accounts of the experiences of these service-minded young people.

With the financial assistance of its many benefactors, the Grenfell Association began to operate the so-called "Mission Schools" at strategic centres in order to provide year-round instruction for the children of northern Newfoundland and Labrador. These year-round schools, with their substantial facilities, were located at St. Anthony, St. Mary's River, Cartwright, and at North West River,

After Confederation in 1949, these Grenfell Mission schools were turned over to the Newfoundland Department of Education, and they are now administered by local boards of education in which the International Grenfell Association has active membership.

In November, 1960, the Hon. William M. Wall of the Canadian Senate reported to the Board of Directors of the I.G.A. on educational problems in selected areas of northern Newfoundland and Labrador, after a field study visit during the months of June, August, and September of 1960. General suggestions and recommendations included: (1) that the Department of Education and the Department of Welfare discuss greater financial assistance to the I.G.A. in connection with non-resident students; (2) the early consideration of a student-aid plan which might be called "Grenfell Scholarships and Bursaries"; and (3) formulation of general operating principles with respect to admission rules and practices in connection with I.G.A. dormitories.

Adult Education. - The adult education movement dates from 1929. Instead of offering the same studies in the same way as to day pupils, administrators changed "Night Schools" into "Opportunity Schools" in which special teachers gave 25 hours' service a week, about 18 to 20 hours of which were spent in homes, on invitation. As the years went on, the problems changed, and now adult education follows the regular school curriculum, taught in the evening.

## C. Higher Education

There is only one University in Newfoundland, and it is situated in the capital city of St. John's.

Originally named "Memorial University College" the institution became Memorial University after Confederation in 1949. Conceived as a memorial to the Newfoundlanders who fought and
particularly to those who died in World War I, it was opened in 1925 as a junior college. Its founding was due principally to the efforts of Dr. V.P. Burke, Deplity Minister of Education, Dr. W.W. Blackall, Anglican Superintendent of Education, and Dr. Levi Curtis, Methodist Superintendent of Education. The first President was Dr. J. Lewis Paton of England.

He remane: until 1933 when he was succeeded by Dr. A.G. Hatcher, a native Newfoundlander. Since 195.? Dr. Raymond Gushue has been President.

The building was begun in 1922, opened in 1924 as a normal school, and in September, 1925 upened as a junior college with 57 students in sduition to teachers-in-training. Two-year courses ware offered in arts and sciences, three-year courses in education and engineering, and various 3 mamer and night courses. Today, undergraduate duprees offered include: B.A., B.Sc., B.A. (Educa4Din), Conjoint B.A.-B.Ed. or B.Sc.-B.Ed., Bichelor of Commerce, Bachelor of Physical Eiucation, and Honours Arts, Science, and Comndrce. Diploma courses are offered in Engineering. Abriculture, Architecture, Forestry, and Education. Stiduate degrees include: Master of Arts in ecousmics. English, History, Mathematics, or Sociology : :n Anthropology; and Master of Science in Biology, Chemistry, Geology, and Physics.

Affiliations have been entered into with several Gadian and American universities, by which students admitted to those universities receive full credit for what they have done at Memorial. On the oher hand, two Newfoundland colleges have become attiliated with Memorial University: Queen's and st. Bride's.

For several years the expenses of administration were met out of funds supplied by the Carnegie Corporation of New York, but the institution is now maintained by the government of the province. The governing body of the college at first was the Bureau of Education, consisting of the Prime Minister, the Secretary of Education, the three superintendents of education and six otherpersons. The Bureau was replaced in 1935 by a Board of Governors, with Dr. V.P. Burke as Chairman. The first Board of Regents and Senate were appointed in May 1950, and on June 3rd of that year the first Convocation was held and the first degrees granted. In 1952, the Right Honourable The Viscount Rothermere of Hemsted became the first Chancellor.

The Constitution of Memorial University provides that the management, administration, and control of the property, revenue, business and affairs of the University be vested in a Board of Regents consisting of the Chancellor, the President, two members elected by Convocation, and fifteen members appointed by the Lieutenant-Governor in Council.

From a total enrolment in 1925-26 of 57, the university grew to a total enrolment in 1964-65 of 2.652.

## I). Department of Education

The Newtondland Department of Education is prestided over by the Minister of Education, who !. Sits office during pleasure.

The Deputy Minister is responsible under the Minister for the administration of all business relating to education. During the Deputy's absence, IIs functions are performed by the superintendent 4h is senior in terms of date of appointment.

Next to the Deputy Minister are five Superinchicnes of Education, one from each of the Anglican Clurch, the Roman Catholic Church, the United Church of Canada, the Salvation Army, and the Pentecostal Assemblies. They are appointed by the Limutenant-Governor in Council. Within the Department they are the recognized representatives on wlucation matters. As members of the Council of Education they have an important role in the formulation of policy covering elementary and seccondary education. As officials of the Department they carry out the policies of the Council in the schools of their religious group through relations with the school boards, college boards of directors, schools, colleges, and teachers.

Three Assistant Superintendents of Education sarry on the general work of the denominational branches of the service under their respective superintendents.

A Director of Amalgamated Schools is in charge of schools operated for two or more denominations in a community.

A Professional Assistant has responsibility for the publication of the Departmental Newsletter and assists the Deputy Minister with correspondence and matters of a professional nature.

An Administrative Officer assists the Deputy Minister and looks after the business aspects of the Department's work.

The Director of Curriculum, subject to the approval of the Council of Education, selects suitable texts, and is in charge of curricula revision which he effects with the aid of committees. He is also in charge of radio and film programs and distribution.

The Director of Public Examinations is in charge of the program of examinations in Newfoundland and maintains liaison with other members of the Atlantic Provinces Examination Board. He is also responsible for the administration of the Department's Correspondence Study and Scholarship Program.

In recent years the government has greatly expanded its scholarship and bursary program in an effort to equalize opportunities in the province. Students attending one-room, two-room, or threeroom schools may qualify for bursaries to enable them to attend schools of six or more classrooms for their high school work. Scholarships are also available at the completion of high school for students going on to university. The present vote for
bursaries and scholarships totals over a half million dollars annually. In addition, there is a vote of $\$ 640,000$ to enable prospective teachers to attend university for courses in education.

The Director of Technical and Vocational Education is responsible for all technical, vocational, and industrial education in Newfoundland and for such programs arising from federal-provincial agreements. He is also responsible for setting up night school and upgrading courses. Institutional programs are provided at the Sanatorium, Orthopedic Hospital, Penitentiary, Children's Rehabilitation Centre, Hospital for Mental and Nervous Diseases. Citizenship classes are organized where there is a need.

The Director of Community Leadership has full responsibility for $4-\mathrm{H}$ Club work in the province.

The Director of the Book Bureau purchases textbooks and educational materials to sell to pupils at reduced rates through the principals of the schools.

The Accountant is responsible for checking financial transactions and keeping the financial records of the Department.

The Department has a staff of District School Supervising Inspectors who inspect elementary and secondary classrooms located in territories where
distances between schools often are great and travelling conditions time-consuming. In some cases parts of districts must be covered by boal and such travel is dependent on favourable weather conditions. The supervisors function as liaison officers between the Department and districts. Recruited from among the teachers, their main purpose is to assist teachers and improve educational conditions in Newfoundland.

As part of their in-service training they are convened at headquarters for a conference lasting from three weeks to a month, at least once a year, usually in January, but may meet for shorter conferences in September and March.

These conferences enable the field men to become thoroughly familiar with the Department policies and trends and the men in the Department become familiar with the situation throughout Newfoundland. Supervisors are appointed from members of the five denominations.

Each year since 1952 members of the supervisory staff have attended the C.E.A. - Kellogg short courses in educational leadership. Each year some of the supervisors constitute the teaching staff of summer school conducted by the Department for beginning teachers. Those not so engaged are employed at office work in the Department.

## E. Municipal Organization and School Boards

The Island of Newfoundland, roughly triangular in shape and covering some 42,700 square miles, lies across the mouth of the Gulf of St. Lawrence. At its northern point it is separated from Labrador, which has been a part of the province (or colony) since the 18 th century, by the narrow Strait of Belle Isle. Labrador covers 110,000 square miles or some three per cent of the area of Canada.

The people of Newfoundland, for the most part, dwell in some 1,176 different and distinct scattered settlements which hug the meandering shore of bays and inlets, and live off the sea during the summer and work in the timber lands at other times of the year. About half of Newfoundland's population of 457,853 in 196 I is found in the Avalon Peninsula, 90,838 of them in greater St. John's. For the most part Newfoundland does not have municipal governments (much progress is being made in this direction at the present time, however) as in the other provinces nor are its schools, except in eight districts, supported by a direct tax on property.

About one third of the people are dependent in one way or another on the fishing industry. The second largest group is employed in some phase of forestry or mining.

Practically all of the smaller settlements developed on a denominational basis. In part this accounts for Newfoundland's education system
developing denominationally; in part it explains why overlapping of education services does not constitute a major problem, despite the fact that a great majority of the schools are denominational. Only in the larger more industrialized settlements have workers of all faiths been attracted to settle together. In these communities several schools would be necessary, whatever the organization. About one pupil out of every eight attends a school of some denomination other than his own.

While the schools are denominational, the main differences are to be found in religious instruction and basic readers. All schools follow the same curriculum and for the most part use the same texts. Virtually all teachers follow the same training courses. Certification of teachers is uniform. The same policy of supervision is carried out in all schools. Actually there is but one system of education operating through a number of denominational branches.

Over 93 p.c. of the people are of English. Irish or Scottish descent and English-speaking. On the west coast a group of French descent speak English which is, for the most part, better than their French. They have no special schools. Some 800 Eskimos in Labrador are cared for by the Moravian Mission and some 420 Indians by the Roman Catholic missions.

School Districts. - The province is divided into educational districts for each of the organized religious denominations, and the Education Act sets the geographical limits of each district. Districts may overlap for different denominations, and the entire province may constitute a district for some denomination. Upon the recommendation of the superintendent for any one denominatior, and by an Order in Council, the number or boundaries of the districts for that denomination may be changed. Such orders are published in the Newfoundland Gazette and confirmed in the ensuing session of the legislature.

The province is divided into 287 districts of which 95 are Anglican, 41 Roman Catholic, 90 United Church, 18 Salvation Army. The remaining four comprise the whole province separately for Presbyterian, Congregational, Seventh Day Adventists, and the Pentecostal Assemblies.

The Government, on the recommendation of the appropriate superintendent, appoints a school board
consisting of five or more persons of the religious denomination of the residents of the district, one of whom must be the senior clergyman in the district. A member remains in office for 5 years and may be re-appointer. A majority of members forms a quorum.

The Education Act provides for the establishment of school boards on an inter-denominational basis for two or more denominations. Some of the largest schools are of this kind and are known as Amalgamated Schools.

In 1965 there were 1,266 schools and 4,915 classrooms. Of these, 349 were one-room units. There were 5,351 leachers, of whom 2,010 were men and 3,341 were women. Of these, 495 men and 221 women had 4 or more years' university training; 169 men and 125 women had three years; 272 men and 357 women had two years; and 440 men and 1,399 women had one year. The remaining were probationers or were teaching under $A, B$, of $C$ licences.

Newfoundland and Labrador School Statistics for 1964-65

| Denomination | Total population | Schools | Classrooms | Teachers | Pupils |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Roman Catholic | 163, 618 | 366 | 1,822 | 1,979 | 55,760 |
| Anglican | 130,688 | 385 | 1,201 | 1,282 | 34,493 |
| United Church and Presbyterian | 100,396 | 309 | 939 | 1,022 | 25,469 |
| Salvation Army | 36,258 | 87 | 301 | 325 | 8,672 |
| Pentecostal Assemblies | 20,361 | 57 | 169 | 177 | 4,459 |
| Seventh Day Adventists | 595 | 5 | 15 | 15 | 356 |
| Amalgamated | - | 57 | 468 | 551 | 14,920 |
| Totals |  | 1,266 | 4,915 | 5,351 | 144, 129 |

Duties, Functions, and Powers of a School Board. - The Act empowers school boards to exercise the following functions when expedient:
(1) provide and maintain adequate school housing with ample light and ventilation, furniture and apparatus; place such schools where most convenient for a majority of the residents; and, when expedient, use other accepted means of providing an education for the children;
(2) care for the school buildings and premises, and awaken public sentiment in favour of education:
(3) arrange for fuel and for janitor service (for which pupils may be charged special fees):
(4) purchase, hold, sell and convey property of every description for education purposes, provided that local inhabitants must raise an amount at least equal to any grant made;
(5) manage and expend all money allocated for educational purposes:
(6) keep the proper superintendent informed concerning the expenditures of school money, and management of the school;
(7) prepare duly audited annual returns and transmit these to the proper superintendent;
(8) appropriate any surplus funds for other approved schools within or outside the district;
(9) horrow and raise money through debentures or loans, subject to the approval of the proper superintendent and by resolution of the board;
(10) determine a scale of fees for all schools in the district. Fees are to be paid in advance but may be waived in the case of a fatherless child whose guardian is not in a position to pay, or where fees cannot be paid because of poverty. Any teacher or chairman may recover defaulted fees by law;
(11) ensure the safe-keeping of all land titles;
(12) promote night schools and continuation classes when funds permit;
(13) appoint and when necessary dismiss teachers and inform the superintendent about all vacanies and appointments:
(14) arrange for members of the Board of Visitors to visit the schools;
(15) appoint one or more school visitors for those schools which cannot be visited easily by the chairman or members of the board;
(16) prescribe courses of studies and textbooks with approval by the superintendent;
(17) set the vacation periods;
(18) provide an approved register, a log-book, and supplies for each school;
(19) provide for regular medical inspection of the pupils at least twice a year, if possible;
(20) make by-laws, rules and regulations in accordance with the provisions of the Act, all of which must be approved by the Lieutenant-Governor in Council;
(21) hold an annual meeting on the first Wednesday in July or as soon as practicable thereafter, and such other meetings as deemed necessary to conduct the business of the board, (regulations govern the conduct of such meetings);
(22) arrange for a conference of the board and teachers on the last Saturday in September, if possible, or any Saturday up to no later than the last Saturday in October to consider the needs of the district.

The accounts of each board are audited. Boards may sue and be sued.

Vacancies in the board occur whenever a member resigns, moves to another district, or is absent for six months.

The Lieutenant-Governor in Council may remove or replace any board when it is considered expedient.

In a district where no board exists, the appropriate superintendent functions in lieu of the board until one is appointed.

In communities where one or more boards do not wish to maintain separate schools, or where a majority of the children do not belong to any of the religious denominations which maintain schools, provision may be made for joint school services with the property vested in the Minister of Education and the school administered by an officer of the Department with assistance of a local committee.

## F. Teachers

Teachers are employed by the school hoards using prescribed contract forms. The contract is terminable by either party giving one month notice at the end of the school year, or three months. notice during the school year. The board may terminate the teacher's contract summarily for drunkenness, immoral conduct or conviction for a criminal offence. Teachers who do not teach for the full year are paid proportionately for the number of days taught. Income tax may be deducted annually by the Department of Education from the teacher's salary. All teachers are required to:
(1) hold school regulatly, teaching diligently and faithfully all branches required by the Schedule of Studies;
(2) maintain proper order and discipline and exercise reasonable care of school property; and arrange for regular physical exercise for pupils:
(3) requisition apparatus, materials, and repairs, and report on fuel supply;
(4) see that the school is properly cleaned and the ventilation controlled;
(5) collect and account for fees if any:
(6) keep a log-book recording matters of special interest such as pupils' transfers, examinations, promotions, disciplinary action, needs; keep a visitor's book; and a record book showing attendance, promotion, for all pupils:
(7) deliver up the register or other school property in his possession on the written request of the board chairman or of a majority of the board;
(8) give the proper superintendent access to the register and other school records and furnish information respecting anything connected with the operation of the school; and give these also to any other person on the written order of the superintendent;
(9) conduct an examination for each grade periodically and a final examination to determine promotions;
(10) refrain from imparting any religious instruction to pupils whose parents might object.

Principals, including teachers in charge of a one-room school, make all reports required.

Teacher Training. - The Lieutenant-Governor in Council appoints a Board of Examiners of from three to five members for each denomination with not less than 10,000 members. Each board examines candidates and grants certificate or licence to each according to Department regulations. A board may cancel a teacher's certificate for drunkenness or immoral conduct. It may make rules and regulations necessary for the discharge of its duties.

Two or more boards may agree to form one Board of Examiners with representation as recommended by the Council of Education.

No person may teach without a certificate or a licence from the appropriate Board of Examiners permitting him to teach for one year.

The Council of Education is empowered to recommend regulations specifying number and names of teachers' certificates and their validity; admitting and indenturing pupil-teachers; and stipulating the training, examining, grading and certifying of teachers.

Teacher training is conducted at Memorial University. The academic and professional training is integrated. Similarly the summer school is conducted at Memorial University and the work integrated with the regular courses. In addition, since July 1950, the Department of Education has conducted a special summer school for beginning teachers. Prior to 1946 professional training was given as a more or less self-contained year's work and the various certificates were based on the completion of this course plus one or more years of academic work. The new course covers four years and is so organized that in each succeeding year greater emphasis is based on academic subjects. In order to assist teachers-in-training, grants of $\$ 800$ are available with the understanding that candidates would teach in Newfoundland for at least two years.

All regulations issued by the Department must be published in the Newfoundland Gazette and laid before the legislature within 15 days of date of opening of the next session.

Teachers' Certificates and Licences (1963). In order to become a teacher in Newfoundland a candidate must be at least 17 years old, produce a recommendation of moral character and a satisfactory medical certificate, and in addition pass certain academic and professional courses. On meeting the requirements, teachers mav be eligible for one of seven grades of certificates or for a licence.

A Grade VII Certificate requires 7 years' training beyond junior matriculation giving the candidate a doctorate, two master's degrees, one master's and two bachelor's, or one master's and one bachelor's
and an approved diploma in education; and, in addition, it requires either credit in 5 education courses or one year's normal school training, or an education degree.

A Grade VI Certificate requires 6 years' training beyond junior matriculation plus the other requirements for Grade VII.

A Grade V Certificate requires 5 years beyond matriculation plus teacher training.

A Grade IV Certificate requires a B.A. or its equivalent plus teacher training.

Grades III, II and I require 3,2 and 1 university years beyond junior matriculation plus teacher training.

An " $A$ " licence is granted to those with junior matriculation plus teacher training.

A Probationer's Licence is for those who do not qualify for an A licence.

In addition to the foregoing, there are Specialists Certificates in the fields of music, physical education, home economics, commercial education, art, library, science, industrial arts, and in the teaching of retarded children.

Ranges in basic salary scale for Newfoundland and Labrador teachers effective September, 1966, were as follows:

## Salary range

\$


In addition to the foregoing, there are bonuses to principals and vice-principals, to teachers in sole charge schools, to teachers in isolated sellements, and to teachers who have additional qualifications in a specialist field.

Retirement Act.-Every teacher in college, public school, or special school who is paid by the Department retires at age 60 ; or sooner if he is unahle to continue his duties because of permanent physical or mental incapacity. Any teacher may be retired after the number of his vears of pensionable
service plus his age equals 92; or a teacher in certain specified circumstances may retire on a deferred pension on or after age 55 if he has 30 years of pensionable service.

The amount of any teacher's pension is obtained by dividing the average of any five years of his salary by 45 and multiplying by his years of pensionable service up to 30 . Payments are monthly.

Teachers retiring at age 60 with 10 or more years of service receive a pension. Those retiring at age 55 because of disability, which has been certified by a doctor as likely to be permanent, will have their pensions adjusted according to the number of years needed to qualify for a deferred pension. Teachers with 30 years of service may retire at any time after 55 on a deferred pension.

The widow of a pensionable teacher receives one half the pension payable to her husband if he had reached pensionable age, if she was not more than 20 years younger than her husband and if her husband had taught for at least 10 years or had retired on a deferred pension, provided further that the husband had paid the extra 1 p.c. premium required. An orphaned child of a pensionable teacher receives one half of the amount of the pension until he reaches 16 ; or, where there is more than one child the pension is divided equally among them and the amount is paid over to the guardian. Similary children of a widow (who dies while receiving a pension) receive the pension until reaching age 16 .

Every married male teacher or widow actively engaged at the date of the passing of the Act was required to elect before August 31, 1950, whether or_ not he or she wished to be excluded from the
provisions of the Act. Alt teachers who had paid into the fund under the previous Act for one year or more might elect to remainunder it and be pensioned accordingly. Within six months of being married, becoming the widow of a teacher, or resuming teaching, a teacher must elect to come under the Act. Members of religious orders may come under this Act if they so elect. Similarly any others who become eligible must elect whether or not they wish to come under these provisions.

Regulations clearly state what service may be counted as pensionable.

The premium, to be paid monthly, is $3 \mathrm{p} . \mathrm{c}$. of annual salary and 4 p.c. of salary where provision is made for a pension for a widow or dependants. The Department may deduct payments from salary as they fall due.

The right to a pension may be forfeited should a. teacher's certificate be cancelled.

Rebates may be made to retired teachers who had taught for six years or more, according to an established sliding scale under which 100 p.c. is returned after 15 years of leaching service. In case of death, where the rebate is $\$ 250$ or less, the amount may be paid directly by the Minister for burial expenses or to the heirs. When a teacher who is eligible for a rebate has received a pension which was less than the premium paid, the difference may be paid to his estate.

There is a Teachers' Pension Board of not fewer than three members appointed by the Lieu-tenant-Governor in Council, of whom at least one member is nominated by the Newfoundland Teachers' Association.

## G. School Attendance

Principals record the names of all children under age 15 on the school register and report all absences on the last day of the month or whenever requested by the Minister. Compulsory school attendance, introduced in 1942, covers children 7 to 15. Parents or others having the care of a child of age 7 to 15 years, inclusive must have such a child enrolled in a school within one month unless:
(1) the supervisor or chairman of the district cortifies that the child is under efficient daily instruction outside school;
(2) the court is satisfied that the child is being efficientiy instructed elsewhere;
(3) the child is unable to attend school due to sickness or other unavoidable causes;
(4) it is necessary for the child to support himself or someone else, and he has been issued a certificate valid for not more than two months by a magistrate, or other person designated by the Department, and a copy has been forwarded to the Minister.

Penalties are provided for all other persons who neglect to send children under their care to school. A bond may be required instead of a fine. The school register may be used as evidence of absence. However, no parent or guardian is liable to any penalty if:
(1) the child cannot be enrolled at the school selected by his parents because of insufficient accommodation;
(2) the child is under 10 and the nearest school of his denomination is more than one and one-half miles distant, or more than two miles for children of any age; or
(3) a board of education has excused the child because of difficulties of transportation.

Any police constable, ranger or other person appointed by the Crown to enforce the Act may send any child suspected of truancy home or to school and may enter any public place, or places, where
children might be employed or congregate. Any person who attempts to prevent children from attending school, of officers from enforcing the Act, is liable to a fine for each such offence.

A principal may, upon certification from a competent authority, excuse from attendance any child who is unable to prorit from instruction, of may with approval from the board, suspend for one week or less any child for a serious breach of
discipline. Parents of the child are given an opportunity to make representation in writing.

Teachers may refuse to admit any child under five years of age, and children under six may be refusedadmission by the board when the attendance exceeds 30 in one-room schools, or 50 in two-room schools. Boards may in certain circumstances close schools to children under six and even to children under seven in the afternoon.

## H. School Finance

A larger percentage of school revenue comes from the provincial Department of Education in Newfoundland than in any other province in Canada. Of the total 1962-63 expenditure by the province of about 134 million, more than $\$ 22$ million or 16.5 p.c. came from the provincial treasury. Of this provincial expenditure, $\$ 86,450$ or 0.39 p.c. went for administration: $\$ 19,510,845$ or 88.2 p.c. for elementary and secondary school services (salaries, pensions, building, maintenance, textbooks, scholarships, transportation); $\$ 97,536$ or 0.4 p.c. for adult education: $\$ 69,219$ or 0.3 p.c. for audio-visual education; $\$ 1,834,903$ or 8.3 p.c. for vocational education: $\$ 56,686$ or 0.2 p.c. for community leadership development; $\$ 190.806$ or 0.9 p.c. for library services; and $\$ 241,503$ or 1.1 p.c. for other services (uni versity and colleges, national education organizations, temperance education, retarded children).

The Government, upon the recommendation of the Council of Education may:
(1) make regulations which provide, on a nondiscriminatory basis, the method of calculating salary grants;
(2) establish a scale of salaries based on teachers' qualification and experience;
(3) prescribe limiting factors governing different classes of teachers and schools;
(4) determine the number of teachers in schools and colleges for whom grants will be paid consldering enrolment and conditions under which part of any grant will be paid:
(5) allocate money voted for maintenance and repair of schools or equipment and supplies;
(6) make regulations governing sick leave and special leave for teachers; and
(7) provide for subsidizing transportation of pupils.
All regulations must be published in the Newfoundland Gazette and laid before the legislature within 15 days of the date of opening of the next session. They become effective from the date of publication or as stated in the regulation.

The Department may recover any overpayment through deductions from the grant and may make pension and income tax deductions.

Returns from the latest public census are used to apportion appropriations to denominational authorities for capital expenditure; for assistance to student teachers; and some minor grants. Other grants are non-denominational.

Regulations of the Department govern grants paid to all schools and teachers and ensure that they will be made on a non-discriminatory basis. Upon the recommendation of the proper superintendent the Department pays five sixths of the approved amount to each Board of Education in 10 equal. consecutive, monthly instalments beginning in September; and each board pays the teachers for days taught. The remaining sixth is paid by the Department to the teacher in July and August so long as the annual report has been received in order. (The Minister of Education may authorize the payment of the instalments at shorter intervals than one month.)

When recommended by the appropriate superintendent, the Department likewise pays monthly instalments to the board of directors of every college established under the Act for each teacher emploved. In all cases, July and August instalments may be withheld unless the prescribed annual return has been received.

Similarly, moneys set aside for maintenance, repairs, equipment and supplies are paid to the appropriate school boards according to a set scale. Other sums provided for assistance to pupilteachers, for board contingencies, for industrial education and for the erection and equipment of public schools are apportioned among the several religious denominations according to their respective populations.

Teachers are paid by the day for parts of months worked; except that for a teacher who dies salary for the whole month is paid into the estate. In case of death, if the amount of salary owing does not exceed $\$ 1,500$, the amount in hand is paid directly into the estate of the deceased. Where the amount exceeds $\$ 1,500$, the Minister may withhold it until the estate is settled.

Where an error has occurred in salary payments to teachers the Department may increase, reduce or suspend the necessary future payments to make up the difference.

The number of salary units, or teacher grants, for schools of six rooms or more is determined from the previous year's enrolment, omitting all pupils below age six and above age 15 who were in attendance for fewer than 40 days. For schools of fewer than six classrooms the regulations are similar except that pupils who were not yet six years of age by December 31 cannot be counted. In computing total enrolment, pupils transferred in are counted and those transferring out are omitted. Enrolment for new schools for the opening year is the current enrolment. No salary is provided where enrolment does not exceed five pupils, and salary for one teacher for half a year is paid where enrolment exceeds five but is below 11. One salary unit is provided where enrolment is from 11 to 35 , two salary units for entolment of 36 to 70 , three salary units for enrolments from 71 to 106 , four salary units for enrolments from 107 to 140 , and an additional salary unit for each additional 35 pupils in excess of 141.

In schools other than Regional and Central High Schools the number of specialists and additional salary units allocated shall be on the basis of one specialist or additional teacher for every six classrooms.

In a regional high school there is one salary unit for the principal; three units for 81 or more pupils and three classrooms; four salary units for

120 pupils or more and four classrooms; and an additional unit for each additional three teachers provided that where there is more than one of these, half the salary units are to be provided for specialist teachers.

A certificated teacher with credits for special courses and approval of his superintendent may be employed as a specialist if he spends one third or more of his time as a specialist.

In a central school there are two salary units where there are two classrooms enrolling 36 or more pupils; three salary units for three classrooms and 71 or more pupils; four salary units for four classrooms and 106 or more pupils; and an additional salary unit for each additional 35 pupils above 106. Additional salary units for each three additional teachers may be allowed provided that one half of these are for specialists and further provided that the number of teachers may not exceed the number of classrooms and special rooms in the school.

When directed, the Auditor-General, or his appointee, audits the accounts of any board and reports to the Lieutenant-Governor in Council. Any board member refusing to co-operate in the audit may be dismissed from office.

## 1. Technical and Vocational Education

Vocational education in Newfoundland operates under the direction of a division of the Department of Education, while apprenticeship training comes under the jurisdiction of the Department of Labour. Most of the courses are given in the College of Trades and Technology and in the College of Fisheries, Navigation, Marine Engineering and Electronics, both in St. John's, and in eleven District Vocational Schools strategically scattered throughout the province. Commercial coutses are offered in about ten secondary schools.

The College of Trades and Technology, which is operated by the Department of Education, provides a variety of courses:
(1) post-secondary, two-year courses for technicians in various fields, leading to a Diploma of Applied Arts or a Diploma of Technology:
(2) nine-month courses for a variety of trades and occupations, such as barbering, beauty culture, shorthand, typing, bookkeeping,
commercial art, commercial cooking, dressmaking, electric appliance repair, printing, and watchmaking:
(3) courses for apprentices in bricklaying, carpentry, motor-vehicle repair, sheet metal work, welding;
(4) special courses in forestry, stationary and marine engineering; and
(5) courses in basic training and skill development for unemployed persons.

A wide range of nine-month accupational courses is offered in the District Vocational Schools under Programs 3,5, and 6 of the FederalProvincial Agreements.

The College of Fisheries, Navigation, Marine Engineering and Electronics provides trained personnel for Newfoundland's important fisheries and marine industries. In addition, the Division of Extension Studies of this college operates itinerant fisheries schools in a number of localities throughout the province.

## CHAPTER XII

## THE FEDERAL GOVERNMENT'S ROLE IN EDUCATION

## A. Federal Government Departments and Agencies


#### Abstract

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


National Research Council. - The Awards Office provides pre-doctorate and post-doctorate scholarships in sclence and engineering and research grants to university staff members. Address: National Research Building, Sussex Drive, Ottawa, Canada,

Canadian Broadcasting Corporation. - With the cooperation of provincial departments of education. universllies, and others, the CBC produces radio and TV programs at the public school, university, and adult education levels. Addresses: (a) P.O. Box 478, Terminal "A". Ottawa 2, Canada, or (b) 1500 Bronson Avenue, Ollawa 1. Canada.

Canada Council. - Established by an Act of parliument for the encouragement of the arts, humanities, and social sciences, the Canada Council provides scholarships and grants to individuals and organizations, fosters Canadian cultural relations abroad, provides the secretariat for the Canadian National Commission for UNESCO, and operates a capital grant fund for assistance to university construction in the arts, humanities, and social sciences. Address: Victoria Building, 140 Wellington Street, Ottawa 4, Carada.

Canadian National Commission for UNESCO. This Commission advises the government on the the UNESCO program, provides liaison between UNESCO and Canadian agencies, and publicizes the work of UNESCO. Address: 140 Wellington Street, Ottawa 4, Canada.

Department of Veterans Affairs. - The Rehabilitation Division offers academic and vocational correspondence courses for public servants, members of the armed forces, merchant seamen, tuhetculosis hospital patients, and inmates of penal institutions. Address: Veterans Affairs Building, Lyon and Wellington Streets, Ottawa 4, Canada.

## Department of Indian Affairs and Northern Development. -

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

Address: 400 Laurier Avenue West, Ottawa 4, Canada.

Dominion Bureau of Statistics. - The Education Division collects, co-ordinates and publishes statistics and information on all levels of education, public and private. Its sections include: elementary and secondary education, vocational, higher education, adult education, research, and finance. Address: Tunney's Pasture, Ottawa 3, Ontario.

External Aid Office. - This office provides educational and technical assistance to other countries. Its divisions include: planning and policy co-ordination, education, capital assistance, and technical assistance. Address: Fuller Building, 75 Albert Street, Ottawa \&, Canada.

Department of Justice. - Inmate Training of the Canadian Penitentiary Service is responsible for education and training among inmates of penitentiaries. Address: Justice Building, Wellington Street, Ottawa 4, Canada.

## Public Service Commission of Canada. -

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

Address: Jackson Building, 122 Bank Street, Ottawa 4, Canada.

National Film Board. - This agency produces education slides, film strips, and films. Address: 150 Kent Street, Ottawa 4, Canada.

Department of Agriculture. - The Information Division edits and issues departmental publications, releases information to the press and radio, prepares motion pictures for screening and television use, and provides exhibits for display at fairs and exhibitions. Address: Confederation Building, Wellington street, Ottawa 4, Canada.

Historic Sites and Monuments Board of Canada. This Board advises the Minister of Indian Affairs and Northern Development on the marking and commemoration of places of national historic interest and significance in Canada. Address: 400 Lauriet Avenue West, Ottawa 4, Canada.

Department of National Health and Welfare. This Department has charge of all matters relating to the promotion and preservation of the health, social security, and social welfare of the people of Canada over which the Parliament of Canada has jurisdiction. Divisions of the Welfare Branch include: Family Allowances and Old Age Security, Social Aid, and Unemployment Assistance. The Civil Defence College at Arnprior is the principal Civil Defence Training Centre in Canada. Address: Brooke Claxton Building, Tunney's Pasture, Ottawa 3, Canada.

## Department of Manpower and Immigration. -

(a) The Research Branch is concerned with research on the supply and demand of technical and professional manpower
(b) The Technical and Vocational Training Branch assists in the development of a manpower training program, distributes federal grants to further this development, assists the provinces in establishing interprovincial standards, and provides technical
assistance of a general nature to all provinces. Sections include: apprenticeship training, technician training, secondary vocational education, training in industry, supervisory and management training, standards development, teacher training, and occupational analysis.
(c) The Women's Bureau is primarily concerned with the role of women in the labour force and with encouraging women to enter the labour force, hence emphasis on vocational education, job training, and occupations for women.

Address: Sir Wilfrid Laurier Building, 340 Laurier Avenue West, Ottawa 4, Canada.

The Public Archives. - The purpose of the Public Archives is to assemble and make available to the public a comprehensive collection of source material relating to the history of Canada. The main divisions deal with manuscripts, maps, pictures, books, and the storage of dormant government records. The Manuscript Division contains manuscript collections and public records, each arranged in groups including: private papers of governors, intendants, explorers, missionaries, as well as a major portion of the correspondence of a great many leading Canadian statesmen. A central microfilm unit is attached to the administration division. Address: Public Archives Bullding, 330 Sussex Drive, Ottawa, Canada.

Department of Public Printing and Stationery, The Publications Branch is a service agency concerned with the distribution of Canadian Government publications. It discharges five primary functions:
(1) the compilation and issue of monthly, annual, and separate catalogues and price lists;
(2) the sale of publications;
(3) the distribution of publications to designated depository libraries and to other institutions and persons entitled to receive them free of charge:
(4) the maintenance of a complete mailing service for government departments and agencies; and
(5) the publication of the Canada Gazette and Statutes of Canada.

A branch also has the exclusive agency in Canada for the sale of publications of international organizations including: the United Nations, UNESCO, Food and Agriculture Organization, World Health Organization, Organization for Economic Cooperation and Development, Internationał Atomic Energy Agency, Commonwealth Economic Committee and Council of Europe. Address: Sacred Heart Boulevard, Hull, Quebec.

## B. Indian Education

Provisions of the Indian Act. - The Minister of Indian Atfairs and Northern Development is authorized to maintain schools for indian children. He may also provide education services through:
(1) the government of a province;
(2) the commissioner of the Northwest Territories;
(3) the commissioner of the Yukon Territory:
(4) a public or separate school board; and
(5) a religious and charitable organization.

The Minister is empowered; to make regulations with respect to standards for buildings, equipment, teaching, inspection, and discipline; to provide for pupil transportation; and to pay for the maintenance of an Indian child at a residential school.

Compulsory school attendance is from age 7 to 16 years, but the Minister may require an Indian child who is 6 years of age to attend, and he may also require attendance up to age 18. (Many Indian children voluntarily attend kindergarten at age 5. .)

An Indian child must attend the school designated by the Minister, but the child may not be enrolled in a Protestant school if Catholic, or viceversa, except by written permission of the parent.

An attendance officer who has the powers of a peace officer may be: a member of the Royal Canadian Mounted Police; a special constable appointed for police duty on a reserve; a school teacher; or a chlef of a band, when authorized by the superintendent. After investigation, the attendance officer may serve written notice on the parent or guardian to cause a child to attend regularly. If the child still fails to attend, the person who received the notice may be fined up to $\$ 5$ or sent to jail for 10 days, of both. The original notice remains in effect throughout the school year. Habitual lateness may be construed as absence. A child who has been expelled or suspended from school or who refused to attend may be considered a delinquent within the meaning of the Juvenile Delinquents Act.

In general, the religious denomination of a teacher is the same as that of the majority in a band. A religious minority, if latge enough, may have a separate day school or separate classroom on the reserve.

Headquarters Administration. - The organization of the Division Headquarters at Ottawa includes sections responsible for:
(1) education in federal schools;
(2) education in non-federal schools;
(3) adult education;
(4) vocational training and guidance.

Personnel at the Division headquarters in Ottawa include:
(1) a director and his assistant who are concerned with policy and general supervision;
(2) a chief superintendent, for supervision and curriculum:
(3) an assistant chief superintendent to administer the joint-school program;
(4) education officers concerned with vocational training, special services, guidance, and adult education;
(5) a registrar who keeps a teachers' registry;
(6) an administrative officer concerned with school equipment and supplies, clerks and stenographers:
(7) a finance officer;
(8) an officer who compiles and publishesIndian education statistics; and
(9) an officer in charge of the building program and school accommodation.

The Education Division administers and operates all government-owned Indian day, seasonal, and hospital schools. The 62 federally-owned residential schools are operated by religious denominations under agreement with the Department. The Department pays per capita grants to church denoninations which own and operate residential schools. There are four such schools.

The Field Organization. - For administrative purposes, the country is divided into regions with boundaries roughly coterminous with provincial boundaries, Regional school superintendents interpret education policy for field officials in their regions and, assisted by district school superintendents, direct the supervision of instruction in the Indian schools. Education Division regulations are relayed by the school superintendents to the teaching staff. Annual conferences of regional school superintendents are held in Ottawa and, where possible, teachers of Indian schools attend conventions used to disseminate Division policy and regulations. An Indian Iffairs Manual, issued by the Indian Affairs Branch, contains regulations for operations of the schools.

In-service training courses are held for teachers, principals, and counsellors. Annual conferences are held in each region, and are attended by residential school principals and regional officers. In addition, an annual conference is held for all the residential and public school principals in Canada.

These are attended, too, by headquarters officials for the purpose of discussing moblems relating to the administration of these schools.

Since a large per cent of Indian chitdren entering school do not sperak English or French, there is a special problem of communication and instruction. Since 1960 action-research programs have yiedded a special langrage-arts course which has betu tevaiopet tor use in at latim sohools.

Government Policy on Indian Education. - The ith report of the Roval Commission on covernment organization recommended an intensification of the integration program in process. As a result, education of the Indian chiddren is becoming more dovelailed into the provincial systems, the co-ordination litiong place at the regional level.

Generally, the curriculum followed in the Intian schooss is that of the province containing the schools, but adapted for Indian children. These schools are supervised jointly by provincial school superintendents and the regional school superintendent and his field staff. Joint-education is a (wo-way process, with Indian children attending provincial schools, and in somo cases nom-Indian hindeu atenting mxian schoos.

The Ehucation Division ins few secondary schools, prefering to provide diversified programs for Indian adolescents in the provincial high schools and technical institutes.

The Federal Government provides financial assistance to Indian students for academic, professional or vocational courses as long as they show promise and determination to work. In 1957, a system of scholarships was instituted as an incentive to gifted students. Today, every Indian child on a reserve or in an Indian community can receive the education he desires or can profit from, and the Federal Government will pay the total costs. if necessury, through university.

The Organization and Function of School Committees. - Indian school committees, each consisting of three members appointed by the Band Council, assume active responsibility in the areas of: school attendance, care of school property, community use of school buildings, special disciplinary problems, management of some school funds, scholarships, acquisition of sports and playgrounds equipment, ficld days, school fairs and festivals, educational field trips, and other extracurricular activities. The committee acts in an advisory capacity on a variety of other school matters. There are over 50 Indian school committees active at the present time. They constitute a basic step towards Indian bands assuming responsibility for operation of the schools on the reserves. Plans are being formulated for the estahlishment of autonomous Indian sclonol boarls in selected arons.

Mumbers of a School Committee must have bani membership, be 21 years of age or over, and he literate. In addition, members must be representative of the parents whose children are eligible to attend schoo1. The three members of the committee are appointed for one, two, and three years respectively in the first instance and thereafter for a period of three years.

Each June the Committee submits a budget for the year commencing September 1 st, and administers the resulting fund made up of contributions from the Indian Affairs Branch and Band funds for such pusposes as: janitor duties, sports equipment, and miscellaneous expenditures (field day, music festivals, film rental, publication of school papers or year books).

The Financing of Indian Fducation.-Apart from the cost of constructing and running its own schools, the Federal Government makes capital contributions to local provincial school boards for school construction. By 1966 the federal government had contributed about $\$ 15,000,000$ towards the construction of "joint schools" where classroom accommodation for Indian children would be assured. A tuition fee is paid for each Indian child attending, hut the Federal Government does not assume any jurisdiction over curriculum and supervision.

In 1965-66, expenditures on Indian education totalled about $\$ 41,700,000$. Day and residential schools accounted for 25.7 million, construction and acquisition 7.0 million, adult education 0.3 million, and administration and general 8.7 million.

Pupils. - In January 1966, 61,395 Indian children were enrolled in federal and provincial schools from a total population of about 220,000 Canadian Indians. This yields a pupil-population ratio almost identical with that for all Canada.

## School Enrolment of Indian Children as at January, 1966

| Type of school | Indians in federal schools | Indians in provincial schools | Total |
| :---: | :---: | :---: | :---: |
| Day. | 25,542 ${ }^{1}$ | 25,089 ${ }^{\text {a }}$ | 50.631 |
| Residential | 6.498 | 4. $266{ }^{3}$ | 10,764 |
| Totals. | 32,0404 | 29,355 ${ }^{5}$ | 61,395 |

[^3]Teachers. - During the 1965-66 academic year the Indian Affairs Branch employed 1.489 teachers: 1.056 in day schools, ten in hospital schools, and 433 in residential schools and hostels. For the benefit of Indian children unable to attend school during the regular school year, 7 teachers were employed at seasonal schools during the summer of 1965 .

The teaching staff included 963 females and 526 males. Of these, 114 or 7.7 p.c. were Indians. Annual staff turnover was 27 p.c.

Classification is based on qualifications and assignment of special duties. In 1965-66 there

Were 223 teachers with university degrees of whom 28 held a master's and 2 a doctorate. The percentage of unqualified teachers was 19.2.

Of particular importance is the work accomplished in organizing school committees and encouraging Indian women's organizations such as the Homemakers' Clubs. Improvement of home living conditions, juvenile delinquency problems, sanitary safeguards, development of child care and instruction, and home economics are aspects of the social worker's responsibilities which influence the whole educational program on Indian reserves.

## C. Education in the lukon Territory

The Yukon Territory was part of the Northwest Territories prior to 1898. With the discovery of gold in 1896 the population increased, and the Yukon Act was passed to create the present Territory as a separate political entity. In 1964, the population was 15,000 of which 2,500 were Indians.

The government is composed of a commissioner and an elected legislative council of seven members. The commissioner administers the Fierritory under instructions from the Minister of Indian Affairs and Northern Development. The Commis-sioner-in-Council is empowered to make ordinances dealing with education.

Types of Schools. - Although there is provision for three types of schools in the Yukon (public, separate, and Indian) most of the Indian chitdren attend either the public or the separate schools. There are two Indian residential schools in operation today under the Yukon Agency (which includes some of northern British Columbia), the Carcross Indian Residential School and the Lower Post Indian Residential School. The federal Indian Affairs Branch has made an arrangement with the Yukon Government whereby officials of the Yukon Tertitorial Department of Education supervise the instruction in the classrooms of these residential schools.

Yukon schools follow the British Columbia programs of study. Most of the teachers come from the four western provinces.

Growth in a decade is reflected by the following figures:

|  | 1953-54 | 1963-64 |
| :---: | :---: | :---: |
| Number of schools | 15 | 22 |
| Number of classrooms | 48 | 128 |
| Nuniber of teachers. | 52 | 146 |
| Number of pupils | 1,412 | 3,307 |

School Ordinance. - The Ordinance of 1962 and subsequent amendments govern the current conduct of schools in the Yukon.

The commissioner appoints a superintendent of schools whose duties include the usual ones devolving on a superintendent of a school system: progress and attendance of pupils, discipline, system of education, condition of school buildings; and rules and regulations regarding teachers, schools, pupils, books, and compulsory education.

Provision is made for the establishment of territorial schools run directly by the superintendent, who appoints principals and other staff.

While there is provision for school districts under the present Ordinance, as yet there is none in the Yukon Territory. All schools, both public and private (with the exception of the two Indian residential schools and the St. Mary's school), come under the direct ownership and operation of the Yukon Government.

The St. Mary's school is a quasi-private school operated by the Roman Catholic Church in Dawson City, and it receives substantial grants from the Yukon Government covering the complete costs of operation. The supervision of instruction is done by territorial education officials.

Teachers' Salaries. - A salary schedule for the school year $1965-66$ was approved by the commissioner and the financial advisory committee of the Yukon Legislative Council. This was based on years of training and provided for annual increments and special Yukon bonuses. Training referred to that received at a recognized university or teacher training institution. In the following table, the one-year category is senior matriculation plus one year of teacher training, or its equivalent.

| Years of training | Minimum | Increments | Maximum | Maximum with Yukon bonuses |
| :---: | :---: | :---: | :---: | :---: |
| 0 | \$3,500 | $3 \times \$ 200$ | \$ 4,100 | \$ 4.600 |
| 1 | 4,000 | $10 \times 225$ | 6,250 | 6,750 |
| 2 | 4,500 | $10 \times 225$ | 6,750 | 7,250 |
| 3 | 5,000 | $10 \times 250$ | 7,500 | 8,000 |
| 4 | 6,000 | $10 \times 350$ | 9,500 | 10,000 |
| 5 | 6.500 | $10 \times 350$ | 10,000 | 10,500 |
| 5 (Masters) | 6,750 | $10 \times 350$ | 10,250 | 10,750 |

## D. Education in the Northwest Territories

The Northwest Territories comprise all Canadian territory north of the 60th parallel with the exception of Yukon Territory and the northwestern lips of Quebec and Newfoundland, an area of $1,304,903$ square miles divided into three Districts: Mackenzie, Keewatin, and Franklin. The Northwest Territories Act of 1952 provides for a commissioner to administer the govermment of the Territories under instructions by the Governor in Council or the Minister of Indian Affairs and Northern Development. The commissioner is assisted by a council of 12 members, four of whom are elected in the Mackenzie District, three from the other Districts, and five appointed by the Governor in Council. The Northwest Territories Council may legislate on several matters, including education, in the Territories.

Since the birth rate of the Northwest Terricories is almost double that of Canada as a whole, the provision of school facilities is a rapidly growing undertaking in this vast and sparsely populated area.

The Northern Administration Branch of the Department of Indian Affairs and Northern Development, through its Education Division, operates and supervises the school system, including supervision of the three municipal school districts in Yellowknife and Hay River. The Federal Government, being the operating agency, makes the initial expenditure for the operation of the federal schools and pupil residences and recovers from the Territorial Government the pupil cost for children other than Indian or Eskimo, whose education is the responsibility of the Federal Government. Capital costs are shared in proportion to the number of pupils for whom each authority accepts financial responsibility.

The Northern Administration Branch also operates the federal schools in Arctic Quebec.

The N.W.T. School Ordinance. - Education is carried on under the authority of the Northwest Territories Act and the School Ordinance and Regulations issued thereunder.

The commissioner is empowered to make regulations for prescribing:
(a) the organization, operation and discipline of schools;
(b) the arrangement and order of school premises;
(c) school equipment and furnishings;
(d) classification of schools and teachers;
(e) textbooks and apparatus;
(f) the duties and powers of school inspectors;
(g) books for school libraries;
(h) plans for the construction and furnishing of school houses:
(i) standards of instruction and study:
(j) the length of the academic year, hours during which school is held, recesses, vacations and holidays; and
(k) duties of teachers and principals.

The School Ordinance covers such matters as the formation of school districts, both public and separate, alteration and disorganization of districts, and other matters as pertaining to school districts. The school Ordinance also covers such other subjects as the language to be used, religious instructions, kindergartens, night classes, compulsory education, truancy, conveyance of school children, teachers' associations, and penalties and prohibitions.

Administration. - For purposes of administration, the Northwest Territories and Arctic coastal regions of Quebec are divided into the Arctic and Mackenzie Districts, the line of demarcation following fairly closely the 105 th meridian. For each District there is a superintendent of schools who is responsib]e for the administration and operation of the education program; and each is assisted by three regional superintendents in each of the two Districts, and by district superintendents of vocational education and adult education. The superintendents are responsible for the supervision of the teaching staff and the operation of the regular school programs, vocational training programs, and adult education programs.

The Education Division in Ottawa. - The Education Division comprises six sections: administration, adult education, school services, vocational education, Eskimo linguistics, and curriculum. The division chief, who is also superintendent of education for the Northwest Territories, co-ordinates, supervises, and is responsible for the work of these sections and, through the Director of the Northern Administration Branch, also acts as head administrative officer over the superintendents in the Arctic and Mackenzie Districts. He also reports to the Council of the Northwest Territories in his capacity of superintendent of education.

The School Administration Section is responsible for general administration of education including: schools, the co-ordination of teacher recruitment, and pupil residences operated by the Department or by churches on a service contract basis.

The 1 dult Education Section develops programs for adults and varies the offerings with the progress of acculturation in a particular community. The purpose of this section is to assess the needs, suggest programs, and prepare materials, especially those necessary for a functional literacy program for people who have had little of no schooling. Kits of teaching aids, including workbooks, are prepared. Both the vernacular and English as a second language are used in adult classes.

The School Services Section is responsible for the collection of education statistics which are used in providing information for senior officers of the Department of Indian Affairs and Northern Development, other government departments and agencies, and for the general public as well. From the data provided, this section conducts long-range studies relating to the establishment of additional education facilities. It gives advice of the types of design and outlines the functional requirements of both schools and residences for pupils. The section also helps to formulate policy in connection with pupi] transportation, scholarships, teachers' salaries and certification, higher education, and other related matters. This section also handles the administration of the Northwest Territories' financial assistance program for university education, including the Canada Student Loans Plan.

The Vocational Education Section develops in-school programs relating to home economics, industrial arts, commercial, and other vocational subjects. Trainees from the Northwest Territories are enrolled in southern Canada trade schools, technical institutes, schools of nursing, and in other institutions offering courses which are not yet available in the Northwest Territories. In the out-of-school program, training is conducted (both in the Territories and the Provinces) in fur garment manufacturing, boat building, heavy equipment operating, carpentry, and in other occupations. Apprentice training is available in a variety of traditional trades including electrical, welding, motor vehicle repair, and for service with government departments operating in the north. Selection and placement officers in the regions carry out work similar to that of the Canada Manpower Centres in the provinces, selecting and placing workers, and carrying out labour force and job opportunity surveys. The administration of this service is carried on under this section.

The Eskimo Linguistics Section carries out training in the Eskimo language for government employees, including Eskimos who will act as inter-
preters and informants. The development and implementation of the new Eskimo orthography, a method of producing the Eskimo language in written form using the Roman alphabet, are major undertakings of this section.

The Curricutuml Section, in co-operation with teachers and curriculum committees, co-ordinates the work of curriculum construction for the regular in-school program. The work is carried out in both field and head office activities. The general aim is to develop courses of studies and instructional materials adapted to the needs and interests of pupils in the north. Supplementary readers built around the activities of northern communities have been produced. The curriculum section provides consultative services to all school and administrative personnel and co-ordinates the activities of local committees of teachers in the field.

Ten Years' Growth in Northern Education. The following figures are for all schools in the Northwest Territories and Arctic Quebec administered by the Department of Indian Affairs and Northern Development:

|  | 1955-56 | 1965-66 |
| :---: | :---: | :---: |
| Schools | 34 | 64 |
| Teachers | 72 | 384 |
| Eskimo pupils. | 407 | 3,015 |
| Indian pupils. | 618 | 1.281 |
| Other pupils | 1.042 | 2,884 |
| Total pupils | 2,067 | 7,180 |

In the vocational education program the following table reflects the growth in preparing northern residents for employment:


## E. Federal-Provincial Co-operation in Vocational and Technical Education

The Federal Government, through the Department of Manpower and Immigration, assists the provincial governments with expenditures in support of agreed-upon programs. In addition to financial assistance, the Department offers co-operation in research into: manpower development, forecasting manpower needs, relationship of training to economic developments, occupational analyses, and training materials.

The Technical and vocational Training Assistance Act of 1960. - This Act authorized the then federal Minister of Labour to enter into agreements with any province, for a period not exceeding six years, to contribute towards the capital expenditures and operating costs of vocational education. Under the resulting Technical and Vocational Training Agreement, which covers the period from

April 1, 1961 to March 31, 1967, the following programs were established, setting forth the conditions and regulations governing federal financial assistance. Significant amendments made in 1963 are incorporated.

Program 1: Technical and Vocational High School Training. - Program 1 covers any courses or programs of regular secondary school, technical. vocational, or composite high schools where the full-time courses have a minimum of $50 \mathrm{p} . c$. of time spent in instruction preparing for an occupation. Over the six-year period of the Agreement, the Federal Government agreed to contribute an annual amount of $\$ 3,000,000$ for operational costs, allocated among the provinces chiefly on the basis of the 15-19 age group.

Program 2: Technician Training, - Program 2 provides training at the post-secondary level in all areas not covered by the university. The Federal Govermment agreed to contribute 50 p.c. of provincial costs.

Program 3: Trade and Other Occupational Training. - Program 3 has a triple objective:
(1) to assist employed persons to upgrade their skill:
(2) to develop pre-employment skills on the part of those about to enter employment: and
(3) to provide training for those wishing to retrain for change of occupation.

To qualify for training under this program, trainees must have left elementary or secondary school and must be over the compulsory school attendance age. The Federal Government has agreed to pay 50 p.c. of the provincial costs.

Program 4: Training in Co-operation with Industry. - Program 4 includes training to allow employces to upgrade their skills (including basic training in mathematics, science, and languages), retraining for workers to learn new skills or jobs, and supervisory training. Training may be provided in public or approved private schools, in industrial establishments by means of full-time, part-time, day, evening, day release, sandwich, on-the-job type of program, or by correspondence courses. The Federal Government contribution is 50 p.c. of the operating costs of approved courses except in the case of programs of basic training for skill development, apprenticeship, and the retraining of workers who may become subject to displacement as a result of technological changes, when the federal contribution is 75 p.c.

Program 5: Training of the Unemployed. Program 5 is designed to provide training for unemployed persons to improve their employment opportunities by improving their basic education, trade, technical, or occupational competence. The F'ederal Government agreed to provide 75 p.c. of training costs and $100 \mathrm{p}, \mathrm{c}$. of a basic living allowance of $\$ 35$ per week plus 90 p.c. of an approved supplementary allowance based on the number of dependents supported by the trainee and on whether or not he is required to live away from home during training.

Program 6: Training of the nisabled. - Program 6 provides for the technical, vocational, or professional training, retraining, or vocational assessment of any disabled person who, because of a continuing disability, requires training to fit him for employment in a suitable occupation. The Federal Government agreed to contribute 50 p.c. towards approved programs.

Program 7: Training of Technical and Vocational Teachers. - Program 7 includes training for technical and vocational teachers, for supervisors and for administrators of technical and vocational programs. The Federal Government's share is 50 p.c.

Program 8: Training for Federal Departments and Agencies. - Program 8 provides for training for members of the Armed Services or the Public Service as requested by any department or agency of the Federal Government. The Federal Government pays for this in full if training is for federal employees: however, in the case of matine engineering and training for other ships' officers other than federal employees, which leads to D.O.T. certification, federal participation is at the rate of 75 p.c.

Prograın 9: Student Mid. - Program 9 is a means whereby financial assistance may be given to students at university and to nurses-in-training. The federal contribution is limited by a fixed allotment.

Program 10: Manpower Requirements and Manpower Training Research. - Program 10 is designed to stimulate and encourage research projects undertaken in the provinces for providing information relating to technical and vocational training and manpower requirements including the improvement of training programs and methods, and the determination of manpower requirements. The Federal Government contribution is 50 p.c. of provincial expenditures.

Capital Expenditures. - The Federal Government agreed to contribute 75 p.c. of the capital costs of approved projects completed by the provinces before March 31. 1967, until a province has claimed an amount equal to $\$ 480$ for each person in the 15-19 age group, and 50 p.c. thereafter during the period of the Agreement.

By the end of 1966,899 capital projects were approved providing 352,145 additional student places, and the federal share of the cost was estimated at $\$ 620,000,000$.

Other Agreements. - Since 1944, the Apprenticeship Training Agreement has provided for a federal reimbursement of $50 \mathrm{p}, \mathrm{C}$. of provincial expenditures for the training of apprentices in classes or their supervision on the job. This was continued under the new Technical and Vocational Training Assistance Act. Under the current agreement the Federal Government contributes 50 p.c. on approved programs of tradesmen's certification.

The Federal Government also contributes up to 50 p.c. of provincial costs of preparing, printing, and servicing approved correspondence courses which are available to all Canadians.

Implementation. - Vocational advisory committees are used extensively at federal, provincial, and local levels of government to assist in developing and operating the various programs. Generally these consist of government, employer and employee representatives, with representatives of other interested groups. They meet at regular times to consider types of courses needed, course content, and may assist in maintaining standards, sometimes acting as examining boards.

## F. National Defence and Education

The relationship of the Department of National Defence to education is immediate and direct in that the Department is responsible for the instruction and training of all who have joined the militia, naval, and air branches of the defence services of Canada, whether this entails classes for literacy, training for trades, or for officer training. Education endeavor has included: the construction of military colleges and a Natlonal Defence College; the establishment of officers' training corps in all universities and colleges which request such; and cadet services under local management and such supervision as advised by a cadet committee.

Purposes, - The Department of National Defence entered the field of education for three main purposes:
(1) to provide a well-trained corps of officers for the armed forces;
(2) to provide schooling for the children of armed forces personnel living in government quarters; and
(3) to assist existing educational institutions to catry on certain specialized forms of higher education and research work to further the defence effort.
The first step was taken through providing for the training of officers by the establishment of the Military College in Kingston, Ontario, 1876. Queen Victoria conferred upon the college the title of "Royal" in 1878. The Royal Military College Act of 1927 states (section 3): "There shall be an institution for the purpose of imparting a complete education in al! branches of military tactics, fortification, engineering, and general scientific knowledge in subjects connected with, and necessary to a thorough knowledge of the military profession, and for qualifying officers for command and staff appointments."

The college was closed from 1942 to 1948 when it was re-opened as a tri-service institution. It received a degree-granting charter from the province of Ontario in 1959.

Two other institutions complete the Canadian services college system: the Collège Militaire Royal de Saint Jean which opened in 1952, and Royal Roads which was established in 1942. These two colleges prepare cadets for entry to third year at the Royal Military College in Kingston.

Regular Officer Training Plan. - The Department of National Defence sponsors a program of university education and leadership training for selected young men who have the potential to become officers in the Canadian armed forces. Candidates with senior matriculation, junior matriculation, or university graduates taking suitable courses are eligible to apply for enrolment as officer cadets. Successful candidates become cadets at one of the services colleges or at a Canadian university and take full time training during the summer months. Academic courses leading to a degree in arts, science, or engineering are supplemented by
military studies and training, including summer training. Cadets' academic fees are paid and they receive uniforms, pay, allowances, annual leave. and other benefits.

The average annual enrolment from 1960 to 1964 has been about 700; however, the services colleges' optimum capacity has been about 384. The remainder have gone to Canadian universities.

Training within the Canadian Forces. - Training programs within the Canadian forces are designed to develop and maintain an adequate supply of competent tradesmen, lechnicians, and combat personnel for an adequate fighting force.

Integration of the Canadian forces has resulted in the development of a unified trade structure which will comprise 20 career fields, 120 trades, and 34,000 specialties, as compared with over 300 trades now in the three services. Although some trades will remain unique to sea, land, and air environments, others will become integrated. The integrated trades training will be co-ordinated by Canadian Forces Training Command. The new system, introduced in mid-1965, was expected to take approximately three years to complete. In the interim period, training in the three services continues as described hereunder.

Royal Canadian Navy. - Men joining the RCN are given new entry training in HMCS Cornwallis, Digby, NS, after which the majority of trades trainees join operational ships to obtain Trade Group one by one-the-job training. Some highly specialized trainees receive $\mathrm{TG}-1$ training by formal course before foining ships. There are approximately 45 trade specialties, and formal courses for trade advancement are given at the higher levels. A technical apprentice scheme is also available for selected personnel, who receive an intensive 39 month course.

The RCN Manuals of Advancement and Promotion, Volumes 1 to 4 , contain advancement regulations and detailed specifications of the various trades; and the catalogue of courses lists al! courses available to RCN personnel.

The Director General Training and Recruiting in CFHQ has the overall responsibility for training policy. The Commodore Personnel Atlantic Coast and Commodore Barracks Pacific Coast control local training.

Canadian Army. - Responsibility for training is divided between two branches within Canadian Forces Headquarters. All matters dealing with operational training policy are dealt with by the Director of Staff Duties and Operational Training under the Chief of Operational Readiness. All matters dealing with basic and professional training of individuals are centralized under the Director General of Training and Recruiting who is responsible to the Chief of Personnel.

The Soldier Apprentice Plan was initiated in 1952. The purpose of this plan is to train selected young men as soldier tradesmen and to provide them with a background which willenable them to advance to senior non-commissioned rank in the Regular Army. Applicants are enrolled at the age of 16 and attend one of six corps schools for two years before being posted to regular duties. Training involves military, academic, and trades courses.

The Canadian Army Manual of Trades and Specialties and the Canadian Army Manual of Courses contain the conditions and specifications governing army trades and specialties and serve as authoritative guides for grouping, certification, testing, and granting of trades pay. Courses are offered at various Army corps schools, training centres, and civilian institutions outside the service when expedient.

Royal Canadian Air Force. - Each officer and airman entering the RCAF is given military training at either Central Officers School at Centralia, Ontario, or at Manning Depot, St, Jean, Quebec; English language training is provided for Frenchspeaking recruits. The military training is followed by officer list, branch or airman trade training given at the various RCAF air and ground training schools. There are approximately 26 officer specialties and 80 airman trades in the RCAF. In addition to the basic courses the RCAF provides refresher, advanced, special, and conversion training as required. In 1964 over 20,000 students graduated from RCAF courses.

The Director General Training and Recruiting at CFHQ has over-all responsibility for training policy and plans in the RCAF. RCAF Training Command at Winnipeg, Manitoba, conducts all basic and most of the refresher, advanced, special, and conversion training. Some of these latter types of courses are obtained from other military agencies and civilian organizations.

Training given in the RCAF is in accordance with the officers' classification system and airmen's trade structure; standards are established by CFHQ. The Training Standards Establishment at Trenton is the central examining agency and is responsible for the preparation and marking of all trade and qualifying examinations.

University Officer Training Contingents. - The Department of National Defence, in co-operation with Canadian universities, sponsors a University Reserve Officer Training program, the purpose of which is:
(1) to introduce university undergraduates to service life so that they may make an intelligent appraisal of the advantages of a service career in the Regular Forces;
(2) to provide selected university undergraduates with the training necessary to qualify them for commissioned rank in the Regular or Reserve Forces; and
(3) to engender in university undergraduates an awareness of the needs, problems, and
responsibilities of the Armed Forces of Canada and an understanding of their role.

To administer this program many universities and some colleges have contingents of one or more of the three armed services on their campuses. The main features of the program include: theoretical training which is conducted during the academic year; and practical training which is conducted during the summer at military establishments.

Students who participate in the program are paid as for service in the armed forces.

Cadet Corps for Youth. - There are 1,001 cadet corps or squadrons of the three armed forces at present active in Canada. While cadet corps may be started on application of any responsible citizen, the majority are connected to a school or an installation of the armed forces, and most of the cadets are recruited from high school pupils who spend a limited amount of time in training. The aim of the army cadet organization is to provide the cadets with a sound knowledge of military fundamentals based on the qualities of leadership, patriotism, and good citizenship, and through association to encourage them to join the Canadian Army. Aims of the Navy and Air Force are similar. Manuals are prepared to guide the instructors.

Of the 500 active army cadet corps, 325 are school-sponsored and enroll 54,142 of the total 67,666 cadets. Of the total, 6,233 are found in the Atlantic provinces, 53,994 in the central provinces, 7,314 in the western provinces, and 125 in Europe. There are 9,288 navy cadets organized in 169 corps and instructed by 1,040 officers. There are 368 air cadet squadrons enrolling 27,300 cadets.

The Strathcona Trust. - Lord Strathcona established a trust of $\$ 5,000,000$ with the co-operation of the Government of Canada to encourage physical and military training in public schools of less than college grade throughout Canada. The limited income from this trust, $\$ 20,000$ a year, has been used by the board to encourage physica] training for student teachers and awards to teachers for proficiency in physical education and cadet training.

Department of National Defence Schools. Fducation facilities are provided by DND (RCN, Army, RCAF, DRB) for children of regular force personnel and civilians employed by the Department up to age 19 and from kindergarten to Grade XIII. Application for the establishment of a school may be made where education facilities are not available for 10 or more children of members of the regular force at a defence establishment. Discussions are carried on with the provincial departments of education to obtain their co-operation in sharing the cost through provincial grants. Teaching is done by civilian staff. Schooling may be provided in one of three ways:
(1) the formation of a public or high school district with a school board or a dependants'
school committee under an official trustee from the Department of Education, with the Department providing inspection and other services to schools and teachers;
(2) the school on the station being administered by a nearby civilian authority; and
(3) use of nearby civilian schools with payment of non-resident fees.
The schools use provincial curricula, employ teachers under contracts similar to those of provincial teachers, and in general operate as provincial schools.

These education facilities are available to children of a foreign armed service or another government department at the station, and to other children residing nearby if there is accommodation, but fees may be charged.

During 1964 approximately 10,000 children attended civilian schools.

Where public transportation is available, defence headquarters may authorize payment of costs above $\$ 3.00$ per child per month, or service transportation may be used with approval of the Orficer Commanding.

DND Schools Overseas. - The Department of National Defence provides education facilities
where units of the Canadian forces are stationed. Principals and teachers for overseas schools are employed by contract after negotiations with the teachers' school boards in Canada. The period of overseas employment is two years, and the DND reimburses the school boards which continue to pay the leachers. Instruction in both French and English is based on curricula of the provinces. Conversational French is taught to all pupils above Grade III. Religious instruction follows the pattern in ontario. Junior and senior matriculation certificates are issued by the Ontario Department of Education. Schools are presently located in Germany, France, Belgium, England, and Sardinia, In 1964 there were 7,391 pupils entolled in 331 classrooms under 398 principals and teachers.

Department of Veterans Affairs Education Services. - During World War Il the Canadian Legion organized and operated academic and vocational correspondence courses for armed forces personnel. In 1947 operation of the courses was taken over by the Rehabilitation Division of the Department of Veterans Affairs. There is an increasing demand for these courses in the permanent forces, among veterans, members of the RCMP, the public service, penitentiary and reform inmates, and on occasion among other non-veterans. The academic courses qualify graduates for university entrance in all provinces. There are no fees for veterans, but nominal fees to non-veterans are charged, essentially for service.

## G. Education in Penitentiaries

Administrative control of the educational and vocational program in federal penal institutions rests with the director of Inmate Training. There are two assistant directors.

One assistant director is primarily concerned with the academic program of adult education, while the other is concerned with vocational training, including full-time trade school and on-the-job training.

The concept of vocational training in penal institutions continues to broaden in scope as attempts are made to keep abreast of the changing needs of the world beyond the prison gates. In brief, the aim is to provide a broad and wellbalanced training program in skilled trades, semiskilled occupations, and operations suited to the needs, aptitudes, and capacities of the inmate population. The program is designed to meet the present day trends and requirements of the labour market.

Latest figures indicate some 1,050 inmates enfolled in full-time vocational training in 21 trades. Data also show that 918 are participating in on-the-job training. In all institutions where emphasis is placed on vocational training there is a supervisor of vocational training whose efforts are devoted to administering and directing the program.

In all main institutions, the academic program is under the direction of a supervisor of education
who is responsible for the organization and implementation of the program. He has from two to four full-time teachers and a librarian to assist him. The number of teachers in each establishment depends on the size of the institution and the nature of the Inmate Training program being carried out. There is also a related training officer (education) who, under the supervision of the supervisor of education, has the special responsibility for developing the social and cultural aspects of the education program. Academic needs of inmates in minimum security camps are met by engaging the services of qualified teachers from nearby communities on a part-time basis.

Since the student body consists of inmates ranging from the illiterate and semi-literate to those at the under-graduate and graduate university levels, an effort is made to make the education program broadly inclusive in its offerings. The view is that the inmate is primarily an adult in need of education and secondly an offender in need of reform.

Correspondence courses obtained through the federal Department of Veterans Affairs and the provincial Departments of Education are used extensively. Educational lectures, films, public speaking courses, classes in first aid, forestry, and mining given by staff members and interested citizens from neighbouring communities play an important part in the program.

## H. Department of External Affairs

In cultural matters this department is concerned with the projection abroad of Canadian achievement in the academic, scientific, and artistic fields. Further, it has the function of facilitating relations between interested agencies in Canada, both official and private, and similar
organizations in other countries in these cultural areas. In the field of education, the Department of External Affairs frequently acts as a channel of communication between the governments of foreign countries and international agencies and agencies in Canada concerned with such matters.

## I. External Aid Office

The International Economic and Technical Co-operation Division established in 1951 in the Department of Trade and Commerce was replaced in 1960 by the External Aid Office which reports directly to the Secretary of State for External Affairs.

Canadian government education assistance programs administered by the External Aid Office include:
(1) supplying teachers and teacher trainers;
(2) providing university staff;
(3) providing technical advisers;
(4) providing training programs in Canada for students and trainees;
(5) assisting education development through capital assistance for such projects as school construction and the provision of education equipment; and
(6) the Commonwealth Scholarship and Fellowship Plan.

Teacher Program. - The high priority placed by developing countries on education is reflected in increasing numbers of requests to the Government of Canada for teachers and teacher trainers. In response to these requests, the External Aid Office has undertaken an impressive expansion of its teacher program. Growth from 1960 to 1966 is as follows:

|  | Teachers supplied |
| :---: | :---: |
| 1960-61 | 16 |
| 1961-62 | 43 |
| 1962-63 | 119 |
| 1963-64 | 158 |
| 1964-65 | 261 |
| 1965-66 | 439 |

A high priority is placed on meeting requests for teacher trainers and providing teachers of subjects which have a close bearing on economic and social development, particularly mathematics, science, languages, and technical subjects. An attempt is made, wherever possible, to concentrate groups of three or four Canadian teachers in the same school.

University Assignments. - The number of university staff which may be regarded as a counterpart in the field of higher education to the teacher program has been increasing as follows:

|  | Professors supplied |
| :---: | :---: |
| 1960-61 | 1 |
| 1961-62 | 5 |
| 1962-63. | 11 |
| 1963-64. | 26 |
| 1964-65 | 61 |
| 1965-66. | 101 |

University staff members have been sent abroad on individual contracts, such as a professor of metallurgy at Banaras University, India; a lecturer in romance languages at the University of the West Indies; and a lecturer in history for Rabat University, Morocco. Others have been provided as members of a team by their university under a general contractual arrangement between the university and the External Aid Office.

Examples of the team type of contract are found in: the establishment of courses in accounting and business administration in the Kuala Lumpur and Singapore divisions of the University of Malaya in co-operation with the University of British Columbia; and the development of a regional engineering college in Mangalore, India, in co-operation with the University of Toronto. Under these artangements, the university not only provides staff, but also equipment and training in Canada for students who will return to further the work started by the Canadian staff. It is hoped that these projects will lay the foundations for continuing links between Canadian universities and universities in developing countries.

Another major project, in French-speaking Africa, is the assistance being provided to Rwanda in establishing its national university at Butare. The Canadian government met the costs involved in supplying 22 members of the staff of this university, including the rector, Very Reverend Father Georges-Henri Levesque, Consideration is being given to a number of additional proposals for the development of the university's facilities.

Advisers. - The increase in the number of advisers being provided is indicated in the following:

|  | Advisers supplied |
| :---: | :---: |
| 1960 | 68 |
| 1961 | 56 |
| 1962 | 95 |
| 1963 | 105 |
| 1964 | 119 |
| 1965 | 435 |

The fields of service are greatly diversified and include many aspects of technical education, health and welfare, primary and secondary industries, government administration, resources surveys, a wide range of management advisory services, as well as of the development of television facilities, film units, farm forums, and radio broadcasts.

In general, Canada's bilateral technical assistance is reserved for advisory functions. Since the purpose of technical assistance is to improve the capabilities of nationals rather than to provide line duty officers, all such assignments must include important training functions.

Training in Canada. - Apart from trainees placed by the External Aid Office on behalf of UN agencies and commonwealth scholars, over 6.000 persons have been trained in Canada under bilateral programs since 1950.

In each of the past five years, the number of trainees serviced in Canada has moved steadily upward:

|  | Number of trainees |
| :---: | :---: |
| 1960-61 | 609 |
| 1961-62 | 644 |
| 1962-63 | 769 |
| 1963-64 | 1,119 |
| 1964-65 | 1,412 |
| 1965-66 | 2.538 |

The ultimate objective of training programs is the development of an indigenous training capability in the emerging countries. Consequently, when training programs are arranged, assurances are sought that facilities either are not available or are deficient in the requesting country, and that persons trained in Canada will upon return to their homelands convey their skills to others either in educational institutions or in informal situations.

Training programs are arranged in any field of activity found in Canada. Academic programs are available at all levels with the exception of elementary and secondary schooling. In fact, the greatest volume of training is being conducted in Canadian universities.

Non-academic training is normally arranged through the attachment of overseas personnel to govenment departments, to industry and commercial establishments in Canada. This form of training is most useful for senior personnel who are able to profit most from observational tours and is dependent to a very large extent upon the capabilities and interests of the immediate supervisor of the trainee.

During 1963, a general offer of training at the sub-professional level was made to countries eligible to receive Canadian aid. Under this program 76 trainees were brought to Canada in 1963 and the number increased to 104 in 1964.

In order to overcome some of the difficulties involved in individual programs, Canada has provided group programs based on formal instruction followed by shorter practical attachments. Group training programs have been arranged in specialty steel manufacture, co-operatives, community development, labour leadership, and public administration.

## Capital Assistance: Projects in Aid of Educa-

 tion. - Since 1960, Canadian expenditures on capital assistance projects for education development purposes have amounted to approximately $\$ 7,000,000$.Comprehensive projects have been undertaken whereby educational institutions are not only built and equipped with Canadian capital assistance, but are also partly staffed for a number of years by Canadian teaching advisers. Also under such projects, students are given appropriate training in Canada and return to replace Canadian advisers and teachers as qualified staff members of the institution concerned. The construction of a trades training centre in Ghana is an example of this type of project.

Major capital assistance projects in aid of education either completed or underway include: the construction of Canada Hall; a residence for the University of the West Indies in Trinidad; the provision of technical education equipment to a large number of schools in Malaysia and to the Dar-es-Salaam Technical College in Tanganyika. In addition, a number of French-language African countries have been provided with audio-visual equipment, and other countries in Africa have received handicrafts supplies and other teaching aids.

Commonwealth Scholarship and Fellowship plan. - The following indicates the number of Commonwealth scholats studying in Canada during each academic year since the Plan's inception:

## Number of scholars

1960-61 ..... 101
1961-62 ..... 184
1962-63 ..... 221
1963-64 ..... 230
1964-65 ..... 234
1965-66 ..... 222

While this Plan was intended to be, and is, a multilateral scholar exchange program, it does give the developing countries of the commonwealth additional access to the education facilities of the more developed countries. In this connection it is to be noted that approximately $80 \mathrm{p} . \mathrm{c}$. of the Commonwealth scholars in Canada at the present time ate from the developing countries of the Commonwealth.

Expenditures. - In the fiscal year 1960-61 approximately $6 \mathrm{p} . \mathrm{c}$. of the total expenditures of all Canada's bilateral aid program was spent on education assistance of the types described above. In the fiscal year 1965-66, these expenditures had increased to approximately 9.6 p.c. of the total.

## J. The Massey Commission, Canada Council, and Commission for UNESCO

In 1949 the Committee of the Privy Council appointed a commission, popularly known as the Massey Commission, to conduct an examination into those agencies and activities which "express national feeling, promote common understanding and add to the variety and richness of Canadian life, rural as well as urban." The commissioners were to examine and make recommendations on: radio and television broadcasting; such agencies as the National Film Board, the National Gallery, the National Museum, the War Museums, the Public Archives, and the Library of Parliament. The report of this Commission was tabled in Parliament in 1951 and has served as a point of reference for a number of subsequent developments.

The Canada Council was established in 1957 to promote the study and the enjoyment of, and the production of works in the arts, humanities, and social sciences. A sum of $\$ 100,000,000$ from the public treasury was granted to the Council, one hall of which was placed in a University Capital Grants Fund to assist institutions of higher learning to expand theit building facilities in the arts, humanities, and social sciences, and the remainder set up as an Endowment Fund, the current annual income from which is approximately $\$ 3,150,000$. On April 3, 1965 the Canadian Parliament approved an unconditional grant of $\$ 10,000,000$ to meet the Council's most pressing needs. This sum and accrued interest will be used and added to the income of the Endowment Fund over a period extending into 1968.

The Council is made up of 19 members appointed by the Governor General in Council for
terms of three years, plus a chairman and a vicechairman who are selected for five-year terms. The organization must meet at least three times a year to consider applications made to it by organizations and individuals across the country. The day-to-day administrative work is carried out by a permanent staff in Ottawa.

In the year ended March 31, 1965 the Council granted about $\$ 1,434,000$. Of this sum $\$ 1,192,000$ went to arts organizations: $\$ 370,000$ to music: $\$ 115,000$ for festivals; $\$ 572,000$ for opera, theatre and ballet; $\$ 50,000$ for the visual arts; and $\$ 60,000$ for art publications.

Considerably less assistance went to organizations in the humanities and social sciences since the bulk of the scholarship program is directed toward these subjects. Altogether, $\$ 242,000$ was given for special library collections, conferences, publications, and for several academic projects.

The Canadian National Commission for UNESCO was established in 1957 as an agency of the Canada Council. Its responsibilities include:
(1) to advise the Council and Department of External Affairs on matters relating to UNESCO;
(2) to provide liaison between UNESCO and Canadian institutions and individuals; and
(3) to facilitate Canadian participation in UNESCO affairs and to encourage an understanding of the objectives of UNESCO in Canada.

## APPENDIX A

## PRIMARY DATA FROM THE EDUCATION DIVISION OF THE DOMINION BUREAU OF STATISTICS

The publications listed below are available from either:

Publications Distribution,
Dominion Burean of Statistics, OTTAWA, Cunada.

Superintendent of Publications, Department of Public Printing and Stationery, OTTAWA, Canada.

Catalogue No. $81-201$
75 ¢

## Preliminary Statistics of Education

Data on schools, teachers and finance. Covers elementarysecondary public and private schools, trade and technical schools, colleges and universities, adult education, teacher training and libraries.
Table

1. Summary of Enrolment by Type of School or Course for the Most Recent School Years
2. Schools, Teachers, and Enrolment by Grade in Publlcty= controlled, Private, Indian and Other Federal Schools
3. Schwal Boards and School Trustees, by Province
4. Schools for the Blind and the Deaf - Teaching Staffs and Enrolment, by Home Province
5. Schools for the Blind and the Deaf-Enrolment by Grade and Years in Attendance
6. Enrolment by Sex at the Junior Matriculation Level in Public and Private Schools
7. University and College Graduates (1960-61 10 |963-64)
8. Full-time Unlversity and College Enrolment, by Region and Faculty, in the Fall of the Academic Years
9. Median Salarles of Full-time Teaching Stafts at 17 Universilies by Rank and Region
10. Teacher-training Institutions - Schools and Staffs
11. Teacher-training Institutions - Full-time Enrolment
12. Full-time Enrotment by Sex in Post-secondary Technical Courses
13. Full-time Enrolment by Field of Specializatton In Postsecondary Technical Courses, and Number of Graduates
14. Full-lime Enrolment and Graduation hy Field of Speciallzation in Technical, Vocational and Composite High Schools
15. Full-time Enrolment under Specified Programs of the Fecleral-Provincial Agreements
16. Full-time Enrolment by Course under Spectlied Programs of the Federal-Provincial Agreements
17. Indentured Apprentices in Training in Skilled Trades
18. Private Trade Schools - Enrolment and Stalf
19. Private Business Schools - Enroiment and Staff
20. Total Expenditure on Education in Canada by Sources of Funds
21. Total Expendlture on Formal Education and Vocational Training in Canada
22. Estimated Proportions of Municipal and Provincial Government Revenues Expended on Education
23. School Board Revenues, Calendar Year
24. School Buard Expenditures, Calendar Year
25. Instructional Salaries - Payments by School Years
26. Estimated Revenue and Expenditure of Universities and Colleges
27. Estimated Receipts and Payments on Plant-fund Account, Universities and Colleges
28. Adull Education in Universities and Colleges, (part-time)
29. Adull Educallon Activities Operated, and Assisted, by Government Departments and Agencies
30. University and College Libraties, (serving enrolments of 100 full-time students and over, at university level)
31. Schoots with Centralized Libraries, by Level
32. Summary Statistics for All Public Libraries, Calendar Year
33. Library School Graduates
34. Spec lal Libraries in Canada
35. Schooling of the $15-19$ Age Group in the Canadian Provinces

Catalogue No. 81-202
Salaries and Qualifications of Teachers in Public tlementary and Secondary Schoois

Classifications of teachers in all provinces according to salary level, certificates and experience, separately for clty, town and rural schools.

## Table

1. Number of Teachers - Ten Provinces
2. Teachers' Certificates - Nine Provinces (Quebec excepted)
3. Median Experlence-Eight Provinces COntario and Quebec excepted)
4. Number of Teachers with Extra-Provinctal Expertence, Eight Provinces
5. Median Trnure of Teachers - Eight Provinces
6. Median Salaties - Nine Provinces
7. Modatr Sataries in Each Province
8. Median Salaries of Teachers in One-room Rural Schools, Nine Provinces
9. Number of Teachers and Principals hy Province, Sex, Marital Status and Teaching Level, Nine Provinces
10. Number of Teachers and Principals in Roman Catholic Separate Schools by Province, Sex, Marital Status and Teaching Level
11. Elementary Teachers and Principals in Public Schools, Nine Provinces
12. Salaries - Secondary Teachers and Principals in Public Schools, Nine Provinces
13. Salaries - All Religious Elementary Teachers and Principals
14. Salaries - All Religious Secondary Teachers and Princhpals
15. Salaries - Elementary Teachers and Princtpals in Roman Catholic Separate Schools
16. Salaries - Secondary Teachers and Principals In Roman Catholic Separate Schools
Average Salaries -
17. All Teachers and Principals, Nine Provinces
18. Teachers with less than 1 Year Experience
19. Teachers with 1-3 Years Experience
20. Teachers with $4-9$ Years Experience
21. Teachers with $10-15$ Years Experience
22. Teachers with $16-25$ Years Experience
23. Teachers with 26 or more Years Experience
24. All Teachers and Principals, by Experience
25. All Teachers and Principals, by Level of Certificate Certificates -
26. All Teachers and Principals, Nine Provinces
27. All Religious Teachers and Princlpals, Elght Provinces
28. All Elementary Teachers and Principals
29. All Secondary Teachers and Principals
30. All Teachers and Principals with a University Degree, Nine Provinces
31. Total Teaching Experience-All Elementary Teachers and Principals, Nine Provinces
32. Total Teaching Experience-All Secondary Teachers and Principals, Nine Provinces
33. Tenure - All Elementary Teachers and Principals, Nine Provinces
34. Tenure - All Secondary Teachers and Princípals, Nine Provinces
35. Teaching Stalf - Retention, Recruitment and Losses, Nine Provinces

Catalogue No. 81-302-Concluded:

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Salaries and Qualofications of Teachers in Public Elementary
    and Secondary Schools - Concluded:
Table
    36. Migrated Teachers-Province or Country of Original
        Certificate
    37. Reginning Teachers, Activity Last Year
    38. Number of Teachers and Principals by Sex, Marital
        Status and Teaching Level
    39. Teuchers and Principals of Schools of the Yukon, N.W.T.
        and D.N.D. Overseas, hy Province of Original Certi-
        ficate
    40. Sularics - Elementary and Secondary Teachers and
        Principals
    41. Certificates - Elementary and Secondary Teachers and
        Principals
    12. Teachers and Principals with a Unlversity Degree
    43. Total Teaching Expetience - Elementary and Secondary
        Teachers and Principals
    44. Tenure - Elementary and Secondary Teachers and Princi-
        pals
    45. Teachers and Principals in Indian Schools by Province
        Where Teaching and by Province of Original Certi-
        ficate
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Catalogue No. 81-203
Salaries and Qualifications of Teachers in I'niversities and Colleges

Salaries by rank, field, region, size and control of institution, subject, age, sex, year since award of first degree and highest degree
Table

1. Median Salaries of Full-time Teaching Staff at 17 Universities, by Rank and Region
2. Full-time Students and Teaching Staff at 16 Universities by Region
3. Salaries of Teachers at 17 Universities, by Rank and Region
4. Median Salaries of Full-time Teaching Staff at 17 Institutions, by Rank and Region
5. Numher of Full-time Teaching Staff, 17 Institutions, by Rank and Region

Catalogue No. 81-204

## Survey of Iligher Education - Part I: Fall Enrolment

Enrolment figures collected at opening of year by faculties, institutions, and provinces, with comparative figures for the two preceding years.
Table

1. Fulf-time University and College Enrolment, by Region and Faculty, in the Fall of the Academic Years
2. Summary of Total Full-time University-grade Enrolment. and Projected Total Full-time Entolment
3. Full-time University-grade Enrolment Bevond the Senior Matriculation Level Related to the Population Aged 18-24, by Province
4. University and College Graduates
5. Summary of Full-time and Part-time University and College Enrolment in the Regular Winter Session, by Faculty and by Province
6. Full-time University and College Enrolment by Faculty and Institution
7. Full-time and Part-time University and College Enrolment in the Regular Winter Session, by Province and Institution
8. University and College Enrolment by Level. Sex. Faculty, and Institution, in the Fall of the Academle Year
9. Distribution of Full-time Undergraduate Enrolment in Medicine by Level
10. Distribution of Full-time Undergraduate Enrolment in Education by Type of Degree or Diploma Sought

Catalogue No. 81-204-Concluded:
Survey of Higher Education - Part I: Fall Enrolment - Concluded: Table
11. Distribution of Full-time and Part-time Undergraduate Enrolment in Nursing by Type of Degree or Diploma Sought
12. Students Enrolfed in University Degree or Diploma Credit Correspondence Courses, by Province and Faculty
13. Summary of Full-time and Part-time University and College Enrolment in the Regular Winter Session by Faculiy and by Province
14. Full-time Universlty and College Enrolment, by Faculty and Institution
15. Full-time and Part-time University and College Enrolment in the Regular Winter Session, by Province and Institution
16. University and College Enrolment by Level, Sex, Faculty, and Institution, in the Fall of the Academic Year
17. Distribution of Full-time and Part-time Undergraduate Finrolment in Education by Type of Degree or Diploma Sought
18. Distribution of Undergraduate Enrolment in Mediclne by Level
19. Distribution of Full-time and Part-time Enrolment in Nursing by Type of Degree ar Diploma Sought
20. Students Enrolled in University Degree or Diploma Credit Correspondonce Courses, by Province and Faculty

Catalogue No. 81-205

## Survey of Libraries - Part I: Public Libraries

Data on larger public library systems in centres of 10,000 population and over, regional and co-operative libraries, and provincial public Hhrary services for calendar years. Summary data on public libraries in smaller centres.

Table

1. Professional Graduates of Canadian Library Schools
2. Summary Statistics for All Public Libraries
3. Current Operating Receipts and Payments (per Person Served), Public Libraries
4. Agencies of Public Libtaries
5. Adult Education Classes and Groups in Public Lihraries
6. Talks, Meetings, Exhibits, etc. for Adults by Public Librarles
7. Fringe Benefits of Staff in Public Libraries
8. Circulation and Payments of Uthan Public Libraries
9. Distribution of Urban Public Libraries
10. Agencies of Urhan Public Libraries
11. Service and Support of Urban Public Libraries
12. Books and Circulation of Urtoan Public Libraries
13. Reference Services of Urban Public Libraries
14. Supplementary Materials in Urban Public Libraries
15. Audio-visual Materials in Urban Public Libraries
16. Organized Educational and Cultural Activites for Children in Urban Public Libtaries
17. Services to Schools by Urban Public Libraries
18. Receipts of Urban Public Libraries
19. Payments of Urban Public Libraries
20. Staffs of Urban Public Libraries
21. Training of Non-professional Full-time Librarians in Public Libraries
22. Salaries of Fullotime Professional Librarians in Urban Public Litbraries
23. Payments and Circulation of Regional Public Libraries
24. Population Served, Stock and Circulation of Regional Public Libraries
25. Supplementary Materials in Regional Public Libraries
26. Special Services of Regional Public Libraries
27. Agencies of Regional Public Libraries
28. Receipts of Regional Public Libraries
29. Payments of Regional Public Libraries
30. Staffs of Regional Public Libraries
31. Salaries of Full-time Professional Librarians, Regional Public Libraries

Cataloguc No. 81-205-Concluded:
Survey of Libraries - Part 1: Public Libraries - Concluded:
Table
32. Provincial Government Expenditure on Public Libraty Services and on Education
33. Bookstock, Circulation and Payments of Provinclal Public Library Services
34. Distributing Agencles of Provincial Public Llbrary Services
35. Othet Activitles of Provinclal public Llbrary Services
36. Receipts and Payments of Provincial Public Library Services
37. Staffs of Provincial Public Library Services
38. Salaries of Full-time Professional Librarians, Provincial Public Library Services
39. Larger Acadenic Libraries
40. Stock and Staff, Government, Professional, Business and Technical Librarjes

## Catalogue No. 81-206

754

## Survey of Libruries - Part II: Academic Libraries

Contains data on larger university and college librarjes, librarles in publicly-operated schools in larger centres for academic years, and on library school graduates on the current year.

## Table

1. Professional Graduales of Canadian Library Schools
2. University and College Libraries
3. Stock and Accessions, University and College Libraries
4. Microtext, Audio-visual Materials and Equipment University and College Libraries
5. Use and Spectal Services, unfverstity and College Litfaries
6. Income, Universlty and College Libraries
7. Current Operating Expenditures, Universily and College Libraries
8. Staffs, Unirersity and College Libraries
9. Training of Non-professional Llbrarlans in University and College Libraries
10. Salaries of Full-time Staff in Professional Positions, University and College Libraries
I1. Fringe Benefits of Staff in University and College Libtaries
11. Schools and Enrolment
12. All Schools and Centralized Libraries
13. Schools by Type and Centralized Libraries
14. Volumes in Centralized School Libraries
15. Professional Librarlans Staffing Centralized School Libraries
16. Other School Librarians by Training
17. Payments for School Lihrary Materials
18. Elementary Schools with Centralized Llbraries
19. Volumes in Elementary Schools with Centralized Libparies
20. Elementary-secondary Schools with Centralized Libraries
21. Volumes in Elementary-secondary Schools with Centralized Libraries
22. Intermediate and Junior High Schools with Centralized Librarles
23. Volumes in Intermediate and Junior High Schools with Centrallzed Libraries
24. Secondary Schools with Centralized Librarles
25. Volumes in Secondary Schools with Centralized Libraries
26. Services to Schools by Urban Public Librarles
27. Library School Graduates
28. Characterlstics of Library School Graduates
29. University Education of Library School Graduates at Time of Admlssion
30. Previous Work Experience of Library School Graduates
31. Destinations of Library School Graduates
32. Median Salaries of Library School Graduates, by Type of Library
33. Summary Statistics of Pubiic Libraries
34. Stock and Staff, Government, Professional, Business and Technical Libraries

Catalogue No. 81-207

## Survey of Adult Education

Data on enrolment, courses offered, staff, etc. Covers universities, colleges, night school classes operated or assisted by federal and provincial governments, private business colleges and public Jibraries.
Table

1. Summary Statistics of Adult Education
2. Enrolment in Summer Attendance Courses
3. Enrolment in Winter Attendance Courses
4. Enrolment in Cortespondence Study
5. Summary Statistics of Adult Education, Universities and Colleges
G. Students Enrolled in Part-time Study for Credit
6. Enrolment in Informal Professional Training Courses
7. Enrolment in Informal Social Education Courses
8. Enroiment in Informal Fine Arts Courses
9. Enrolment in Informal Liberal Arts Courses

1I. Organized Public Events and Attendance
12. Miscellaneous Adult Education Services
13. Staff for Adult Education Activilles
14. Qualifications of Full-time Staff for Adult Education
15. Salaries of Fuil-time Staff for Adult Education
16. Summary Statistics of Adult Education, Government Departments and Agencies
17. Enrolment in Academic Attendance Courses
18. Enrolment in Academic Correspondence Courses
19. Enrolment in Vocational Courses
20. Enrolment in Social Education Courses
21. Enrolment in Fine Arts and Other Cultural Courses
22. Organized Public. Events and Attendance
23. Staff for Adult Education Activilies
24. Salaries of Full-time Staff for Adult Education Activities
25. Qualifications of Staff for Adult Education Activities
26. Federal Grants in Aid for the Operation of Vocational Training Programs for Adults
27. Agricultural Adult Education
28. Characteristics of Participants in Agricultural Adult Education
29. Staff, Agricultural Adult Education
30. Finance, Agricultural Adult Education
31. Production of Films and Filmstrips for Adults in Canada, National Film Buard
32. Distribution of Films for Adults in Canada, National Film Board
33. Adult Education Activities of Public Libraries
34. Adule Education Programs of Museums
35. Parl-time Enrolment in Teacher-training Institutions
36. Part-time Enrolment in Private Business Colleges
37. Part-time Enrolment in Private Trade Schools
38. Enrolment in Organized Training Programs in Industry

Catalogue No. 81-208
75

## Survey of Education Finance

Presents financial statistics on all levels of education and on vocational training and related cultural activitles.
Table

1. Total Expenditures on Formal Educatlon, Vocational Training, and Other Educational Activities showing Sources of Funds
2. Total Expenditure on Formal Education in Canada by Pubilcly-controlled and Private Bodies
3. Expenditures on Formal Education by the Municipalities, Provinces and the Federal Government
4. Contributions to Formal Education, by the Federal Government
5. Expenditures by Provincial and Territorial Governments
6. Financial Statistics of Universities and Colleges
7. Total Expenditure on Elementaty and Secondary Education, Public and Private
8. Financial Statistics of Public School Boards
9. Local Taxation for School Purposes
10. Provincial and Terrltorial Grants to School Boards
11. Expenditure of School Boards
12. Total Provincial and Territorial Government Expenditure on the Public Elementary and Secondary School Systems

Catalogue No. 81-208-Concluded:
Survey of Education Finance - Concluded:
Table
13. Total Expenditure on Public Elementary and Secondary Education per Pupil of Average Daily Attendance
14. Tolal Expenditure on Public Elementary and Secondary Education per Capita
15. Financial Statistics of Private Elementary and Secondary Schools
16. Federal Government Expenditures on Vocational Education and Training
17. Provincial Governments' Expenditures on Vocational Education and Training
18. Financial Statistics of Business Colleges
19. Financial Statistics of Puthlic Libraries
20. Sources of Funds for Formal Education
21. Federal Contributions to Elementary and Secondary Education
22. Federal Contributions to Higher Education
23. Provincial and Territorial Gross Expenditures on Flementary and Secondary Education
24. Provincial and Territorial Gross Expenditures on Teachertraining and Higher Education
25. University Current Revenue
26. University Current Expenditures
27. Current Revenues of Public School Boards
28. Current Expenditures of Public School Boards
29. Current Revenues and Expenditures of Private Elementary and Secondary Schools
30. Sources of Funds for Vocational Education and Training
31. Federal Contributions to Vocational Education and Training
32. Provincial and Territorial Gross Expenditures on Vocational Training and Education
33. Curfent Revenues and Expenditures of Private Business Colleges
34. Expenditures on Other Educational Activities
35. Sources of Funds for Other Education Activities

## Catalogue No. 81-209

## Survey of Vocational Education and Training

Statistics on enrolment and staff in vocational high schools, trade schools and technical institutes, together with data on apprentice registration.

## Table

1. Full-time Enrolment in Vocational Courses
2. Publicly-sponsored Post-secondary Technical Courses -Full-time Enrolment and Number of Graduates, Canada and the Provinces
3. Publicly-sponsored Post-secondary Technical Courses Enrolment by Course and Year of Graduation, and Number of Graduates
4. Publicly-sponsored Post-secondary Technical Courses Enrolment by Course and Year of Graduation, and Number of Graduates
5. Publicly-sponsored Post-secondary Technical Courses Enrolment by Field of Specialization and Sex
6. Publicly-sponsored Post-secondary Technical Courses Enrolment by Field of Specialization and Sex
7. Puhlicly-sponsored Post-secondary Technical Courses Number of Graduares by Field of Specialization
8. Publicly-sponsored Post-secondary Technical Courses Number of Graduates by Field of Specialization
9. Full-time Enrolment and Graduation by Field of Specialization in Technical, Vocational and Composite High Schools
10. Full-time Enrolment and Graduation by Field of Specialization in Technical, Vocational and Composite High Schools
11. Training of the Unemployed (Program 5), Canada and the Provinces
12. Training of the Disabled (Program 6), Canada and the Provinces
13. Training in Co-operation with Industry (Program 4), Canada and the Provinces
14. Training for Federal Departments and Agencies (Program 8), Canada and the Provinces

Catalogue No. 81-209-Concluded:
Survey of Vocational Education and Training - Concluded:
Table
I5. Indentured Apprentices in Skilled Trades, Canada and the Provinces
I6. Changes in Registration of Indentured Apprentiees in Skilled Trades during the Years, Canada and the Provinces
17. Enrolment of Indentured Apprentices by Course, Canada and the Provinces
18. Quehec - Enrolment in Courses given by the Apprenticeship Commissions
19. Number of Full-time Vocationai Teachers
20. Training for Technical and Vocational Teachers (Program 7), Canada and the Provinces
21. Private Trade Schools - Number, Teaching Staff and Enrolment
22. Private Business Colleges - Number, Teaching Staff and Enrolment
23. Private Trade Schools - Number, Teaching Staff and Enrolment, by Sex
24. Private Business Colleges-Number, Teaching Staff and Enrolment by Sex
25. Private Trade Schools - Enrolment in Classes, by Field of Specialization
26. Private Trade Schools - Enralment in Classes, by Field of Spectalization
27. Private TradeSchools and Business Colleges - Entolment in Correspondence Courses
28. Private Trade Schools and Business Colleges - Enrolment in Correspondence Courses, by Location of School
29. Private Business Colleges - Full-time Enrolment by Age and Sex
30. Private Business Colleges - Income and Expenditure
31. Private Business Colleges - Monthly Fees Charged
32. Private Vocational Schools classified by Field of [nstruction
33. Private Vocational Schanls classified by size of centre in which Schools were Localed
34. Full-time and Part-time Enrolment in Private Vocational Schools classified hy Size of Centre in which Schools were Located
35. Private Vocational Schools classified by Size of Fulltime Enrolment
36. All Reporting Industrial Establishments, by Type, Province and Industry Group
37. Industrial Establishments Reporting Training Programs, by Size of Establishment, Province and Industry Group
38. Employees on Payroll, and Trainces as Per Cent of Employees in Specified Categories, by Province and Industry Group - Industrial Establishments with 50 or more Employees
39. Industrial Establishments Reporting Training Programs by Training Level and Detailed Industry - Establishments with 50 or more Employees
40. Trainees at Specified Levels, by Detailed Industry

Catalogue No. 81-210

## Survey of Elementary and Secondary Education

Statistics of students and teachers in public, private, and federal schools.
Table
1-01. Schools, Teachers, and Enrolment in All Elementary and Secondary Schools
1-02. Total Enrolment, by Province and Grade
1-03. Total Enrolment by Age, All Schools (Ontario Public Schools excepted)
1-04. Enrolment in Public and Private Schools at Junior and Senior Matriculation Level, by Sex
2-0I. School Boards and School Trustees, by Province
2-02. Number of Public Schools in Operation, classified by Control
2-03. Number of Public Schools in Operation, classified by Level of Grades Taught
2-04. Size of Classes in Public Schools

Catalogue No. 81-210-Continued:
Survey of Elementary and Secondary Fiducation - Continued: Table

2-05. Elementary and Secondary Teachers and Principals In Public Schools
2-06. Certflcates: Elementary Teachers and Princtpals in Public Schools
2-07. Certiflcates: Secondary Teachers and Principals in Public Schools
2-08. Median Teaching Experience: Elementary Teachers and Princlpals, Nine Provinces
2-09. Median Teaching Experience: Secondary Teachers and Ptincipals, Nine Provinces
2-10. Average Salaries: All Teachers and Principals, in Public Schools. Nine Provinces
2-11. Teaching Position
2-12. Teachers of Speclal Subjects
2-13. Enralment in Publle Schools, 1901-1963
2-14. Average Daily Attendance in Public Schools, 19011963
2-15. Enrolment and Attendance in Public Schools, 1958-1963
2-16. Grade and Sex of Pupils Enrolled in Public Schools
2-17. Age and Sex of Pupils Enrolled in Public Schools
2-18. Newtoundland: Age, Grade and Sex
2-19. Prince Edward island: Age, Grade and Sex
2-20. Nova Scotia: Age, Grade and Sex
2-21. New Brunswlck: Age, Grade and Sex
2-22. Quebec Roman Catholic Schools: Age, Grade and Sex
2-23. Quebec Protestant Schools: Age, Grade and Sex
2-24. Manitoba: Age, Grade and Sex
2-25. Saskatchewan: Age, Grade and Sex
2-26. Alherta: Age, Grade and Sex
2-27. Britlsh Cotumbla: Age, Grade and Sex
2-28. Yukon: Age, Grade and Sex
2-29. Western Arctic Public Schools: Age, Grade and Sex
2-30. Prince Edward Island: Destination of Pupils With drawlng from School
2-31. Nova Scotia; Destinations
2-32 A. Ontario: Destinations
$2-32$ B. Ontario: Withdrawals by Age and Grade
2-33. Saskatchewan: Destinations
2-34. Alberta: Destinations
2-35. Prince Edward island: Withdrawals by Age, Grade and Sex
2-36. Nova Scotia: Withdrawals by Age, Grade and Sex
2-37. Saskatchewan: Withdrawals by Age, Grade and Sex
$2 \cdot 38$. Number of Secondary Schools
2-39. Publlc Schools: Number of Students Doing Work of the Secondary Grades (above Grade VII)
2-40. Quebec: Secondary and Post-secondary Enrolment by Course (Programme)
2-41. Quebec: Secondary and Post-secondary Enrolment by Type of School
2-42. Schools for the Blind: Number of Teachers
2-43. Schools for the Blind: Pupils by Province of Residence
2-44. Schools for the Blind: Enrolment by Grade
2-45. Schools for the Deaf: Number of Teachers
2-46. Schools for the Deaf: Puplls by Province of Residence
2-47. Schools for the Deaf: Enrolment by Years in Attendance
2-48. Teacher-training institutions-Schoois and Enrolments
3-01. Indian Schools: Enrolment by Province
3-02. Indian Schools: Number of Schools and Teachers, by Province
3-03. Indlan Schools: Enrolment by Province, by Grade and Sex
3-04. Withdrawals from Indian Schools by Age and Grade
3-05. Indian Schools: Pupils classified by Age, Grade and Sex for Day and Restdentlal Schools and NonIndian Pupils in Indian Schools
3-06. Northwest Territorles: Pupils classified by Age, Grade and Sex
3-07. Northern Administration-Schools, Teachers, Enrolment
4-01. Number of Schools, by Level of Teaching

Catalogue No. 81-210-Concluded:
Survey of Elementary and Secondary Education - Concluded:
Table
4-02. Number of Tuachers, Ten Provinces
4-03. Number of Schools, by Annual Fees
4-04. Number of Teachers, Ten Provinces
4-05. Number of Teachers, by Level of Teaching
4-06. Number of Teachers, by Denomination and Type of School
4-07. Teachers classified by Academic Quallfications
4-08. Teachers classified by Protessional Qualiflcations
4-09. Classification of Full-time Teachers according to Annual Salary
4-10. Enpolment by Grade and Sex, by Province
4-11. Enrolment by Age and Sex, by Province
4-12. Total Enrolment by Age, Grade and Sex, Canada
4-13. Prlvate Elementary and Secondary Schools in Canada
4-14. Pupils classifjed as Boarders and Day Pupils, Nine Provinces
4-15. Enrolment by Province or Country of Permanent Residence
4-16. Pupils from outside Canada by Country of Residence
5-01. Estimated Population of Chlldren of Pre-school and School Age
5-02. Immigration to Canada of Children under 18 Yeurs of Age, by Year of Birth and Province of Destinatlon
5-03. Number of Immigrant Children under 18 Years of Age, by Province of Destlnation
5-04. Net Number of Children Transferting in or Out of Provinces
5-05. Number of Children per Family Recelving Family Allowance, by Province
5-06. Number of Children Transferred in From and Out To Each Provlnce, with Province of Origin and Province of Destination, on Basis of 2.48 Chi:dren per Family
5-07. Number of Children Transferring Into and Out of Each Province During the School Year on Basis of 2.48 Children per Family

Catalogue No. 81-211
754
Survey of Higher Education - Part II: Degrees, Starf and Summary Table

1. Canadian Government Grants to Universities
2. Requirements for Entry into the Faculties of Arts and Science in the Different Provinces (Degree-granting Institutions only)
3. Full-time Undergraduate and Graduate Enrolment, by Sex
4. Percentage of Full-time Undergraduate Enrolment in Certain Faculties
5. Summary Statistics of Part-lime and Extramural Universly and College Enrolment
6. Percentage Distribution of Students, by Residence
7. Students from Other Countries in Canadian Universities and Canadians in the United States and the United Kingdom
8. Summary of Degrees Granted
9. Teaching Staffs In Universties and Colleges
10. Median Salaries for instructional Staff at Seventeen Major Canadian Universities
11. Financial Statistics of Universities and Colleges
12. Full-time Enrolment in the Regular Session, by Province and Faculty
13. Full-time Undergraduate Enrolment In the Regular Sesslon, by Faculty
14. Summary of Total Full-time Undergraduate Enfolment in the Regular Session.
15. Total Graduate Enrolment in the Regular Session
16. Summary of Total Graduate Enrolment in the Regular Session
17. Full-time University-grade Students in the Regular Session, by Place of Residence
18. Students from Outside Canada at Canadian Universities and Colleges, by Region in Canada and Country of Residence
19. Canadians Studying at Institutions of Higher Education in the United States, by Field

Catalogue No. 81-211-Concluded:
Survey of Higher Education - Part II: Degrees, Staff and Summary Concluded:

## Table

20. Canadians Studving at Institutions of Higher Education in the United States, by Sex. Year Studies in the United States Began, Financial Support, and Academic Status
21. Canadians Studying at Universities in the United Kingdom
22. Canadians Studving at Institutions of Higher Education in Certain Countries Outside Canada
23. Degrees and Diplomas Granted by Faculty
24. Bachelor Degrees Granted in Engineering, by Field
25. Honours Bachelor Degrees in Arts and Science Granted by Canadian Universities, by Field of Study, Academic Years
26. Earned Graduate Degrees Granted by Canadian Universitles, by Field of Study
27. Earned Doctorate Degrees Granted by Canadian Universities, by Institution

Catalogue No. 81-212
504

## Canadian Iniversities, Income and Expenditure

Table

1. University Operating Expenditure
2. University Expenditure, Operating and Capital
3. Sources of University Operating Funds in 59 Reporting Institutions, classified by Region
4. Sources of University Operating Funds in 59 Reporting Institutions, classified by Size
5. Current Expenditures in 59 Reporting Institutions, classified by Region and Size
6. Capital Income and Expenditure in 47 Reporting Institutions, classified by Region and Size
7. Current Income and Expenditure of 36 Reporting Institutions
8. Sources of Operating Funds, classified by Region, for All Universities and Colleges
9. Sources of Operating Funds classified by Size of Institution, for All Universities and Colleges
10. Current Expenditure, classified by Region and Size of Institution, for Ald Universities and Colleges
11. Capital Income and Expenditure, classified by Region and Size of Institution for All Universities and Colleges

Catalogue No. 81-213
256

## Statistics of Private Business Colleges

Table

1. Schools and Teachers
2. Enrolment
3. Full-time Enrolment by Age and Sex
4. Total Enrolment by Provinces
5. Monthly Fees Charged
6. Income and Expenditure, Year Ended June 30
7. Salaries of Full-time Teachers

Catalogue No, 81-215
25
Statistics of Private, Elementary and Secondary Schools
Table

1. Number of Schools, by Denominatlon and Type of School, Nine Provinces
2. Full-time and Part-time Teachers, by Denomination of School, Nine Provinces
3. Number of Schools, by Level of Teaching, Nine Provinces
4. Number of Teachers, by Level of Teaching, Nine Provinces
5. Teachers classified by Academic Qualifications
6. Enrolment by Province or Country of Residence, Nine Provinces
7. Pupils classified as Boarders and Day Pupits, Nine Provinces
8. Classification of Full-time Teachers (Lay only) according to Annual Salary, Nine Provinces
9. Enrolment by Grade and Sex, Nine Provinces
10. Enrolment by Age and Sex, Nine Provinces
11. Income and Expenditure, Nine Provinces

Catalogue No. 81-216
25 ¢
Interprovincial Movement and Immigration of Children to Canada

Table

1. Immigration to Canada of Childien under 18 Years of Age, by Province of Destination
2. Immigration to Canada of Children under 18 Years of Age, by Year of Birth and Province of Destination
3. Net Number of Children Transferring Into and Out of Each Province
4. Number of Children per Family Recelving Family Allowance, by Province
5. Number of Children Transferring by Province of Origin and Province of Destination
6. Number of Children Transferrlng Into and Out of Each Province

Catalogue No. 81-217
25
Enrolment and Staff in Schools for the IBlind and the Deaf
Table

1. Schools for the Deaf - Enrolment by Home Province
2. Schools for the Deaf - Enrolment by Grade or Year
3. Schools for the Deaf - Enrolment by Age
4. Schools for the Deaf - Teaching Staff
5. Schools for the Blind - Enrolment by Home Province
6. Schools for the Blind - Enrolment by Grade
7. Schools for the Blind-Enrolment by Age
8. Schools for the Blind - Teaching Staff

Catalogue No. 81-218

## Iniversity and College Libraries

Table

1. Salaries of Full-time Staff in Professional Positions, University and College Libraries
2. General Information, University and College Libraries
3. University and College Libraries, Current Operating Expenditures

# APPENDIX B <br> CANADIAN CENSUS INFORMATION ON EDUCATION, 1961 CENSUS 

The publications listed below are available from either:

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Publications Distribution,
Dominlon Bureau of Statistlcs,
OTTAWA, Canada
```

Superintendent of Publications, Department of Public Printing and Stationery, OTTAWA. Canada.

## Catalogue No. 99-520

## Educational Levels and School Attendance ( 7.1 - 10)

Provincial differences in schooling levels and numbers attending school; sex, age, and rural-urban comparisons.

## Catalogue No. 92-550

## School Altendance and Years of Schooling (1.2-10)

By sex, for provinces, counties, municlpalities of 10,000 and over, and census metropoliten areas, 1961.
Inside Front Covef. - Percentage distribution of the population 5 years of age and over, attending and not attending school by highest grade attended, for provinces and territories.

## Table

72. Population 5 years of age and over, attending and not attending school by highest grade attended and sex, for provinces and territories, 1961
73. Population 5 years of age and over, attending and not attending school by highest grade aftended and sex. for provinces and territorles, rural farm, rural nonfarm, and urban size groups, 1961
74. Population 5 years of age and over, attending and not attending by highest grade attended and sex, for counties and census divisions, 1961
75. Population 5 years of age and over, attending and not attending school by highest grade attended and sex, for incorparatedcities, towns, villages, and other municipal subdivisions of 10.000 and over, 1961
76. Population 5 years of age and over, attending and not attending school by highest grade attended, for census metropolltan areas and component parts, 1961
77. Population 5 years of age and over, attending and not attending school by highest grade attended, for other majot urban areas and component parts, 1961

## Catalogue No. 92-557

Highest Grade of Schooling Altended, by Age Groups and Sex (1.3-6)

For provinces by rural farm, rural non-farm, and urban, clties of 30,000 and over, and census metropolitan areas, 1961. With separate tabtes for poputation attending, and not attending, school.

Inside Front Cover. - Percentage distrlbution of the population attending and not attending school by highest grade attended and age groups, Canada, 1961
Table
99. Population 5-24 years of age attending school, by highest grade attended, five-year age groups and sex. for Canada and provinces, rural farm, rural non-farm, and urban, 1961
100. Population 5-24 years of age attending school by highest grade attended, five-year age groups and sex, for cities and towns of 30,000 and over, 1961
101. Population $5-24$ years of age attending school, by highest grade attended, five-year age groups and sex, for census metropolitan areas, 1961
102. Population 10 years of age and over not attendlng school, by highest grade attended, five-year age groups and sex, for Canada, rural farm, rural non-farm and urban. 1961

Catalogue No. 92-557-Concluded
Highest Grade of Schooling Attended, by Age Groups and Sex (1.3-6) - Concluded:

Table
103. Population 10 years of age and over not attending school, by highest grade attended, specified age groups and sex, for provinces, rural farm, rural nonfarm and urban. 1961
104. Population 10 years of age and over not attending school, by highest grade attended, specified age groups and sex, for cities and towns of 30,000 and over, 1961
105. Population 10 years of age and over not attending school, by highest grade attended, speclfied age groups and sex, for census metropolitan areas, 1961

Catalogue No. 93-511
75
Characteristics of Household Heads by Type of Household (2.1-2)

Specified characteristics of household heads for singletamily, multiple-family, and non-family households, for provinces, counties, municipal subdivisions of 10,000 and over, and census metropolitan areas, 1961
Table
15. Households by type, showing narital status and schooling of head, for Canada and the provinces, 1961
16. Households by type, showing marital status and schooling of head, for census metropolitan areas, including Regina and Saskatnon, 1961

Catalogue No. 93-512
$\$ 1$
Age and Sex of Household Heads by Other Specified Characteristics of Head (2.1-3)

Age and sex of household heads by size of household, wage and salary earnings, occupation division, period of immigration, etc., of head, for provinces and census metropolitan areas, 1961.
Table
27. Households by age and sex of head, showing marital status and schooling of head. for Canada and the provinces, 1961
28. Households by age and sex of head, showing marital status and schooling of head, for census metropolitan areas, including Regina and Saskatoon, 1961

Catalogue No. 93-513
$50 ¢$
Characteristics of Household Heads by Size of Household (2.1-4)

Specified characteristics of household heads by numbers of persons per household, for provinces and census metropolitan areas, 1961.
Table
35. Households by number of persons, showing marital status and schooling of head, for Canada and the provinces, 1961
36. Households by number of persons, showing marital status and schooling of head, for census metropolitan areas, including Regina and Saskatoon, 1961

Catalogue No. 93-.518

## Families by Specified Characteristics of Head (2.1-9)

Families by schooling and age of head, occupation division of head, etc., showing family size and composition, earnings, etc., for Canada and the provinces, 1961
Table.
80. Families by schooling and age of head, showing family size, type composition, and average earnings, for Canada and the provinces, 1961

## Catalogue No. 93-520

## Characteristics of Husband-wife Families (2.1-11)

Families with both husband and wife present showing various characteristics by family size and composition, labour force status of head, earnings, etc., for Canada and the provinces, 1981

## Table

97. Husband-wife families showing schooling of husband by schooling of wife, for Canada and the provinces, 1961

## Catalogue No. 94-507

Labour Force by Specified Characteristics (3.1-7)
Labour force by sex, showing age, marital status, schooling, and class of worker, for incorporated centres of 10,000 and over, 1961
Table
13. Lahour force, 15 years of age and over, by marital status, schooling, class of worker, and sex, for incorporated cities, towns and villages of 10,000 population and over, 1961

$$
\begin{array}{rr}
\text { Catalogue No. } 94-509 \text { (For Canada, 1961) } & 50 \$ \\
94-510 \text { (Atlantic Provinces) } & \$ 1 \\
94-511 \text { (Quebec and Ontario) } & 75 \nmid \\
94-512 \text { (West and Territories) } & \$ 1
\end{array}
$$

Occupations by Sex, Showing Age, Marital Status, Schooling (3.1-9, 10, 11, 12)

## Table

17. Labour force, 15 years of age and over, by occupation and sex, showing age group, marital slatus and schooling, 1961. (To be found in all four bulletins).

Catalogue No. 94-513
750
Occupations by Sex, Showing Marital Status and Schooling by Age (3.1-13)

For Canada, 1961
Table
19. Labour force, 15 years of age and over, by occupation and sex, showing age group by schooling, for Canada, 1961

## Catalogue No. 94-537

754

## Earnings of Wage-earners by schooling and Age (3.3-5)

By sex, for provinces and census metropolitan areas of cities of 100,000 and aver, 1961.

## Table

17. Wage-earners, 15 years of age and over, by schooling, age group and sex, showing average earnings and the number of wage-earners by amount of earnings during the 12 months prior to the census date, June 1, 1961, for Canada and the provinces

Catalogue No. 94-537-Concluded:
Earnings of Wage-earners by Schooling and Age (3.3-5)Concluded:

## Table

18. Wage-earners, 15 years of age and over, hy schooling, age group and sex, showing average earnings and the number of wage-earners by amount of earnings cluring the 12 months prior to the census date, June 1, 1961, for the census metropolitan areas of cities of 100,000 population and over

## Catalogue No. 94-545

75 c

## Characteristics of Persons Looking for Work (3.3-13)

By sex, showing marital status and schooling by age and last occupation, for provinces and census metropolitan areas of cities of 100,000 and over, 1961; last industry, for provinces.
Table
35. Persons looking for work 15 years of age and over, during the week prior to enumeration, by marital status and schooling, showing age group and sex, for Canada and the provinces, 1961
36. Persons looking for work, 15 years of age and over, during the week prior to enumeration, by marltal status and schooling, showing age group and sex. for the census metropolitan areas of cities of 100,000 population and over, 1961

## Catalogue No. 94-546

## Characteristics of Persons Not in the Labour Force (3.3-14)

By sex, showing such characteristics as marital status and school attendance by age, for provinces and census metropolitan areas of cities of 100,000 and over, 1961; occupations of persons with job in past year, for provinces; earnings and empluyment data of wage-earners.
Table
40. Persons not in the labour force, 15 years of age and over, by sex, showing marital status and school attendance by age, and schooling, for Canada and the provinces, 1961
41. Persons not in the labour force, 15 years of age and over, by sex, showing marital status and school attendance by age, and schooling, for the metropolitan areas of cities of 100,000 population and over, 1961
42. Persons not in the labour force, 15 years of age and over, with a job during the past year, showing marital status, school attendance and class of worker by age and sex, for Canada and the provinces, 1961
43. Persons not in the labour force, 15 years of age and over, with a job during the past year, showing marital status, school attendance and class of warker by age and sex, for the census metropolitan areas of cities of 100,000 population and over, 1961

Catalogue No. 98-501

## Incomes of Individuals (4.1-1)

Classifications by sex, age, marital status, schooling, etc. For Canada and the provinces; several reports include selected data for counties, cities of 30,000 and over, and metropolitan areas.
Table
A 9. Total income by size for the non-farm population, 15 years of age and over, by sex and schooling, for Canada (including Yukons and the provinces, for the year ender May 31. 1961
A11. Total income by size for the non-farm population, 15 years of age and over, by sex, age and schooling, for Canada (including Yukon), for the year ended May 31, 1961

## Cataiogue $\mathbf{N}$ ). 98.502

## Incomes of Individuals (4.1-2)

Labour force classifications by selected occupations, class of worker, etc., 1961. Fot Canada and the provinces; several reports include selected data for counties, cities of 30,000 and over, and metropolitant areas.

## Table

B6. Total income from employment by size for the non-farm male population $25-64$ years of age, In the current labout force, by occupations, schoollng and age, for Canada, for the Year ended May 31. 1961

## Catalogue No. 98-503

50 c

## Family Incomes (4.1-3)

By famlly size, type, and composltion, 1961. For Canada and the provinces; several reports include selected data for counties, cities of 30,000 and over and metropolitan areas.
Table
C 11. Total income by size for families, by age distribution and school attendance of children, for Canada (including Yukon) and the provinces, for the year ended May 31. 1961

Catalogue No. $98-504$

## Family Incomes ( 4.1 - $\mathbf{4}$ )

By age, sex, labour force status, and other characteristics of family head, 1961. For Canada and the provinces; several reports include selected data for counties, cities of 30,000 and over, and inetropolitan areas.
Table
D 3. Persons not in lamilles by size of total income, sex, age and schooling, for Canada (including Yukon), for the year ended May 31, 1961
D4. Families by size of total family income, sex, age and schooling of famliy head, forCanada (including Yukon). for the year ended May 31, 1961
D 5. Maie heads of families by schooling, age, and size of total family income, for the provinces, for the year ended May 31, 1961.
D6. Pemale heads of famliies by schooling and size of total family income, for the provinces, for the year ended May 31, 1961

Catalogue No, 71-505

## Special I abour Fopce Studies, No. I

Educational attainment of the Canadian population and labour force, 1960-1965

## Catalague No. 98-506

## Family Incomes (4.1-6)

By age, marital status, education, of household head, 1961. Table
F 11. Family households by size of total family income and by schooling of head, for Canada and the provinces, for the year ended May 31, 1961

Catalogue No. 98-508

## Fertility Rates by Characteristics of Women Ever Married (4.1-8)

Children born per 1,000 women ever married, by characteristics of women (e.g., age, schooling, ethnic group), 1961. For Canada and the provinces, rural farm, rural non-farm, and urban. Table

H3. Number of chlidren born per 1,000 women ever martled, by age and schooling of women, for Canada and reglons. urban by size group, rural non-farm and farm, 1961

Catalogue No. 98-510

## Labour Force Characteristics of Migrant and Non-migrant Population (4.1-10)

Types of residence in 1956 and 1961 , by characteristles of labour force status, selected occupations, ete. For Canada and the provinces, rural farm, rupal non-farm, and urhan.
Table
J 6. Population 15 years old and over in the labour force, by specified age groups, sex, schooling and type of movement, for Canada (including Yukon and the Northwest Territories), urban, rural non-farm and farm, 1961


## APPENDIX C

# IRREGULAR AND OCCASIONAL PUBLICATIONS BY THE EDUCATION division of the dominion bureau of statistics 

## Cathlogue N゙っ. 81-535 <br> $\$ 2.00$

Organization and Administration of Public Schools in Canada
Describes the legal and adminlstrative framework of the education sysiems in Canada. A chapter is devoted to each of the prowincial systems and a final chapter describes the work of the Federal Government in the field of education. This is the revised, Third Edition.

Catalogue No. 81 - 511

## LIst of Private Academic Filementary and Secondary Schools

Control, language of instruction, boys or girls, grades taught, day or residential, and names and addresses of these schools, including high school departments of colleges and universities.

## Catalogue No, 81-515

## A Graphic Presentation of Canadian Educatlon

Contains 20 pages of diagrams and 21 pages of text, dealing with the most important features of Canadian education at all levels.

## Catalogue No. 81-519

University Student Expenditure and Income in Canada, 1961-62: Part I - Non-Canadian Students

Numbers and characteristics of non-Canadian students enrolled In Canadian universities by country of origin; includes demographic data, college expenditure, sources of income, etc.

Catalogue No. 81-520
$75 c$
Iniversity StudentExpenditure and Income in Canada, 1961-62: Part II - Canadian Undergraduate Students

Numbers and characteristics of Canadian under-graduate students in selected faculties; includes demographic data, famlly and background characteristtes, details of expenditure and income, etc.

## Catalogue No. 81-521

75 c
Intvepsity Student Expenditure and Income in Canada, 1961-62:
Numbers and characteristics of Canadian full-time graduate students: includes some additional material on Canadian undergraduate students.

## Catalogue No. 81-522

## Participanes in Further Education in Canada

A report of a sample survey of persons 14 years of age and over who took parl-1ime courses $\ln$ 1959-60.

## Catalogue No. $81-523$

75

## Ribliographical Guide to Canadian Education

A select bibliography and a discussion of educational documentation in Canada.

Catalugue No. 81-524
\$1.

## Fducation Plaming and the Expanding Economs

Canadian education planning contrasted with that in the United States, United Kingdom, U.S.S.R., several other European countries, Australia, and Japan. Canadian planning by universities, provincial departments of education, clly school baards, and professional associations.

Catalogue No. 81-525

## Organized In-service Training in F'our Major Industries, 1963

Findings of a mail questionnaire concerning skilled tradesmen, ftrst-line supervisors, technicians, and apprentices, surveyed during the twelve months ended May, 1963.

Catalogue No. 81-526
(A vallable December, 1966)

## Census and Other Data for Vocational Counselors

Graphs and tables present the composition of the work force as a whole and by occupational divisions. Data from the Census and other DBS divisions deplet the occupational mosaic in Canada loday.

Catalogue No. 81-527
75 ¢
Degrees Ileld by Canadian University Teachers, 1963-64. Part I: Distribution by Rank, Facuity, and Field

Extent to which higher degrees are held by teachers in various faculties and reaching fields.

Catalogue No. 81-528
(Available soun)
Degrees Heid by Canadian University Teachers, 1963-64, Part II: The Time Lag in Obtaining Advanced Iegrees

Data on age at receipt of first and highest degrees for fulltime staff in various teaching fields.

Catalogue No. 81-529
$75 \$$

## Museums and Art Galleries, 1964

Reports on 385 museums, art galleries, botanical and zoological gardens, histonc houses, and similar institutions,

## Catalogue No. 81-530

75 c

## Student Progress Through the Schools

Retention rates for students in elementary schools, secondary schools, and university.

Catalogue No. 81-532
50 ©
Survey of Libraries. Part IIt: Library Education, 1960-1965
The growth of library education during the years 1960 to 1965, and estimates of the current and potential demand for professional librarlans.

Catalogue No. 81-533

## Canadian Fiducation Through Correspondence (1963-64)

Data on correspondence courses, public and private, at elementary, secondary, and university levels, and in vocationa] subjects.

# APPENDIX D <br> GENERAL FEDERAL GOVERNMENT PUBLICATIONS OF INTEREST 

Catalogue No. 11-205 (Paper)

Catalogue No. 11-202 (Cloth)

## Canada Year Book

The official statistica! annual of Canada's physiography, resources, history, institutions, and social and economic conditions.

## Canada

The offlcial handbook of present conditions and recent progress; numerous Illustrations.

## Catalogue No. SP4-166

$\$ 3.50$

## Organization of the Government of Canada

Deals with the organization of the government of Canada and is dlvided into three sections, each describlng, respectively, the authoritles and machinery by which the three basic powers of government are exepcised: the Parliament of Canada, the Judiciary, and the Executive (including departments and government agencies). Includes descriptions of some of the international of ranizatlons of which Canada is a member, together with recently established government agencies.

Catalogue No. 11-003
50 a copy, $\$ 5$ a year

## Canadian Statistical Review (Monthly)

Summary of current economic indicators in Canada. Contains a large number of basic statlstics and also a special section of many seasonally adjusted major indicators and charts on stgnificant data. It also features aptlcles on general economic conditions and on special subjects, Subscribers peceive weekly (11-004), annual $(11-206)$ and other statistical supplements $(11-502)$ as issued.

Catalogue No. 11-204
Catalogue of Current Publications

Cataloghe No. 11-501
$50 \$$
Canadian Chronology, 1497-1960

Catalogue No. 91-508
754

## Canadian Conference on Children

Selected statistics on children prepared specially for the Second Canadian Conference on Children held November, 1965 in Montreal.

Catalogue No. 12-501
$\$ 2.50$

## Standard Industrial Classification Manual

A manual for classifying establishments in industry classes on the basis of their principal activities. The classlfication scheme consists of 11 divisions which include all branches of economic actlvity.

Catalogue No. 12-502
Standard Commodity Classification Manual Vol. I: The Classlfication.

A working manual for classifying commodity Information on the basis of a systematic framework. The classification scheme consists of 5 sections, which are subdivided Into 82 divisions, 498 groups and 5,622 commodity clasises.

Catalogue No. 12-515
$\$ 4.50$
Standard Commodity Classification Vol. Il: Classified Index.
Each group and class heading is shown with an alphabeHeal llst of commodity terms indicating its content. Some 50,000 such terms are listed under the 5,600 classes.

Catalogue No. 12-516
Standard Commodity Classification Manual Vol, Ill: Alphabetical Index.

Approximately 50,000 commodity terms are listed alphabetically. In each case the corresponding code number for the appropriate commodicy class is given.

Catalogue No. 12-506

## Occupational Classification Manual, Census of C'anada 1961

A manual for classifying occupations to occupational groups and classes. The classlftcation consists of 273 occupational classes, grouped under 12 major divislons (a 13th division provtdes for occupations not stated). Classified and alphabetical indexes provide some i 6,000 occupational terms assigned to the varlous classes.

Catalogue No. 13-502
$\$ 2$

## National Accounts. Income and Expenditure, 1926-1956

Basic reference document containing explanations of sources, methods and concepts: summary tables of income and expenditure data including constant dollap estimates of gross national expenditure and its components; sector accounts, industrial distribution of gross domestic product; geographical distribution of personal income; government supplementary tables and various miscelianeous and peconciliation tables.


## APPENDIX E

## SOME CANADIAN CENSUS INFORMATION ON ETHNIC GROUPS

Catalogue No. $92-545$

## Fithaic Groups ( $1.2-5$ )

By sex, for provinces, counties, municipalities of 10,000 and over, and census metropolitan areas, 1961.

Catalogue : $0.92-549$
Official Language and Mother Tongue (1.2-9)
By sex, for provinces, counties, municipalities of 10,000 and over, and census metropolitan areas, 1961.

Catalogue No. 92-556

## (a) Official Language, and (b) Mother Tongue, by Age Groups and Sex (1.3-5)

For provinces by rural farm, rural non-farm, and utban, cities of 30,000 and over, and census metropolitan areas, 1961.

Catalogue No, 92-561
756
(a) Official Language, and (b) Mother Tongue, by F.thnic Gmoups and Sex (1.3-10)

For provinces by rural farm, rural non-farm, and urban, cities of 30,000 and over, and census metropolitan areas, 1961.

## Catalogue No. 99-519

Mother Tongue and Official Language (7.1-9)
Sex, age and origin differences in bilingualism; mother tongue composition of native and foreign born.



[^0]:    Number of Teachers as Determined according to the Standard Basic Salary Grant Schedule. - In a school with only elementary pupils:
    25 or fewer pupils ..................... 1 teacher
    26 to 67 pupils ........................... 2 teachers
    68 to 107 pupils .......................... 3 teachers

    Every 37 over 107 ...................... 1 teacher
    Additional fraction of 37 .......... 1 teacher
    In a school with only secondary pupils:
    25 or fewer pupils ...................... 1 teacher
    26 to 50 pupils ........................... 2 teachers
    51 to 80 pupils ........................... 3 teachers
    81 to 120 pupils ......................... 4 teachers
    Every 30 over 120 pupils .......... 1 teacher
    Additional fraction of $30 \ldots . . . . . .1$ teacher
    A school having both elementary and secondary uses the rule for elementary throughout if it has fewer than 15 secondary pupils; and if it has 15 or more secondary, it uses the elementary rule for elementary pupils and the secondary rule for secondary pupils.

[^1]:    " "North-West" is the older term; "Northwest" is the modern spelling.

[^2]:    ${ }^{1}$ "North-West" is the older term; "Northwest" is the modern spelling.

[^3]:    ${ }_{2}^{1}$ Includes 69 seasonal and 172 hospital pupils.
    ${ }^{2}$ Includes 5,466 ungraded pupils for whom information is not available.
    ${ }^{3}$ Does not include tuition pupils.
    ${ }^{4}$ Does not include 1,222 pupils of other ethnic groups attending Indian schools.
    ${ }^{5}$ Does not includepost graduates and adult education मuम2:

