

## CHAPTER XXV.—EDUCATION.

### Section 1.—Schools, Colleges and Universities.\*

The British North America Act assigned public education in Canada, except in the case of the native Indian population, to the jurisdiction of the Provincial Governments. A system of public elementary and secondary education, financed mainly by local school authorities but assisted by provincial grants, has developed in each province. There are some private schools in all provinces (*i.e.*, schools that are not conducted by publicly-elected or publicly-appointed boards, and which are not financed out of public money), but their enrolment is not large in comparison with that of the public schools. At the level of higher education six provinces have each a provincially-supported university, and the remaining three have each one or more colleges supported out of provincial funds, but in most of them there are considerable numbers of students in private, endowed or denominational colleges.

Table 1 of this Chapter gives summary statistics on these different categories of educational institutions: (1) Provincially-Controlled Schools; (2) Privately-Controlled Schools; (3) Dominion Indian Schools; (4) Universities and Colleges. It is followed by subsections treating each of the four groups separately, except Indian Schools, for which data are given in a later chapter along with other information on Indian Affairs.

**Lengthening School Attendance.**—At each decennial census the number of children who have attended school during the preceding school year and the months attended are ascertained. From this information it is possible to calculate the amount of schooling being received per child. If ten months of attendance are considered a full year of schooling the child of 1911 may be said to have attended school 6·58 years, the child of 1921 about 7·58 years, and the child of 1931 about 8·55 years.

The average time spent in school has increased at the rate of one month per year since 1911, *i.e.*, twenty months or two years of attendance per child in twenty years. And lest it be thought that this increase is due to improved regularity of attendance rather than a longer school career, it may be noted that the average number of years during which each child spent some time in school (in other words, the time he was enrolled) increased from 7·96 in 1911 to 9·13 in 1921 and to 9·89 in 1931. In measuring the length of schooling this way the increase still appears to have been about two years in the twenty-year interval, and in 1931 the total time of a child in school averaged very nearly ten years throughout the country. Comparing this with the somewhat more than two years of added dependency, to which

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