

Canadian universities and colleges derive 32 p.c. of their revenue from student fees, 42 p.c. from Government grants, 13 p.c. from private endowment, and the balance from miscellaneous sources. Under this system of financial support the schools provide the type of education demanded by the community and, as a result intensive scholarship in many instances has been subordinated to professional specialization. The adoption of a system of combined Arts and professional training (with the dual purpose of scholarship and professional versatility), has given the university in Canada a unique rating internationally. This system has been successful in producing graduates who have made noteworthy contributions to scientific and humanitarian development.

The social problems that were an aftermath of the War of 1914-18 promoted a policy in Canada of securing more representative enrolment in the universities based on intellectual-potential and academic standards rather than economic status. During this period teacher-training was added to the activities of several universities for the first time, and degrees in educational science were conferred by all provinces with the object of improving secondary and elementary standards of education. A decade of economic depression made it apparent that assistance must be given on a larger scale, if it were to be effective and if the universities were to provide the maximum of influence over the development of the country under democratic leadership. Learned societies, university alumni, social organizations and wealthy individuals established scholarships and systems of student aid which helped materially.

The declaration of war in September, 1939, has, however, again relegated to the background many questions of policy in advanced education. In collaboration with the Government, administrative policies and procedure have been altered. Courses in applied science and medicine have been condensed in order to speed-up the output of graduates. Military training, required by the Government of all men of undergraduate age, has been substituted for peace-time campus activities and intensive research in scientific development and social problems has been undertaken. Not the least contribution to the war effort by the institutions of higher learning has been effective work in sustaining the morale of the civilian population. Through press and radio the college faculties have interpreted developments, clarified issues and proclaimed their faith in democratic principles. This service is a projection of the extension activities of the universities that are included in the section on post-school education (see p. 880).

Vocational and Technical Education

For many years criticism was levelled at Canadian secondary education for its 'bookishness' and lack of contact with industry. This system resulted in a psychological 'gap' between executive and vocational classes which made conciliation and mutual concession between these occupational classes difficult. To provide education beyond the elementary level for those whose talents are of a technical rather than an academic nature, commercial subjects and applied arts and sciences are now included in the secondary-school program. The course follows that of academic schools in social studies, elementary economics and basic English (or French) but diverges, at a point, into practical arts and commerce. The Dominion Government assisted the provinces in the establishment of these schools by substantial grants and, to obtain the maximum return for the investment in equipment and buildings, night courses for the benefit of adults and employed youth became a major feature of the system.