

educational ladder, while veterans are absorbed in increasing numbers to complete their interrupted studies. For veterans who had not completed high-school training, speed-up classes have been provided to prepare them for college entrance. For those who do not wish to enter college, courses have been arranged which prepare their personnel for business or industrial positions, or again provision is made for those wishing to serve an apprenticeship in the skilled trades, etc.

Present changes in Canadian education cannot be considered as a studied attempt to return to pre-war organization which is recognized as being inadequate to solve modern problems. The war period was marked by both progress and retrogression. Of the changes implemented since 1939, those which marked a step forward in education will probably be retained while the retrogressive ones will be eliminated as soon as expedient. The latter included: permission to employ unqualified teachers, short-term normal courses, shortened year for high-school pupils who helped on the farms, etc. On the other hand, increased and improved supervision and a better liaison established between teacher-training institutions and teachers in the field will probably be retained and developed further.

The Dominion Government and Education.—Provincial autonomy characterizes Canadian education, with the exception of that for the Indian population. The Dominion Department of Mines and Resources administers education for some 17,000 Indian pupils scattered throughout Canada, and for a smaller number of other children in the Territories beyond provincial boundaries.*

In 1942, the Vocational Training Co-ordination Act made provision for the continuation of Dominion assistance to technical education, youth training, etc. Operations under this Act are described in Chapter XIX, pp. 759-761.

Another major educational undertaking of the Dominion Government in current years is in connection with rehabilitation of members of the Armed Forces. A review of the program of university and vocational training is given in Chapter XXII, pp. 1068-1071.

Education in the Provinces.—As each province is responsible for educational standards within its boundaries, there has always been competition and co-operation between the provinces. In general, this has resulted in a good deal of similarity between the organization of the educational ladders and the curricular offerings of the provinces as well as a general see-saw advance as individual provinces pull ahead temporarily. Such decentralization would appear to have the advantage of breaking the whole into manageable units and providing greater opportunity for consideration of unique local factors. There is some question, however, as to how much authority each provincial department should retain and how much it should delegate to smaller units and what size these units should be. At present, local school boards, or larger unit boards, are responsible for operating the schools. They appoint and discharge teachers; fix salaries; erect, maintain and operate school buildings. Departmental regulations, however, limit the range of eligible teachers, and Boards of Reference specify acceptable grounds for dismissal. Most provinces have established minimum salaries and there are regulations concerning the erection of schools. Courses of study are authorized by the Provincial Departments of Education but allow for some election of subjects in the high-school grades by the teacher and the School Board. Unfortunately, in all but city schools, limitations of

* A survey of education in the Mackenzie District of the Northwest Territories, by Dr. Andrew Moore, is published in the *Canadian Journal of Economics and Political Science* for February, 1945.