

# CHAPTER IX.—EDUCATION AND RESEARCH

## CONSPECTUS

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According to the British North America Act, education is a function of the Provincial Governments and, therefore, the schools and universities, teacher training and other matters involved in the formal educational field are planned, financed and controlled by the provinces.

However, in a broad sense, education cannot be limited to merely what is taught in schools and colleges. It is as broad as life and experience itself and, for that reason, this Chapter of the Year Book deals also with such subjects as libraries, art and scientific research. Certain agencies of the Federal Government, while not in any sense in conflict with the formal field of education ascribed by the Constitution to the provinces, have functions that concern education. Among these agencies are the National Film Board and the Canadian Broadcasting Corporation. Thus, while the Canadian Broadcasting Corporation is engaged more in the field of entertainment and recreation than in that of education, there are aspects of its work that are properly included in the broader field. These are dealt with in Section 3 of Part II of this Chapter and cross references are given to the non-educational features of these agencies that are dealt with elsewhere in the Year Book.

## PART I.—THE FORMAL EDUCATIONAL FIELD IN CANADA

### Section 1.—Current Trends in Canadian Schools\*

In a period of freer money and rising costs, education in Canada finds itself with more money to spend but with greater expenses to meet. While increased revenue is available for construction of buildings, improvements and salaries, building costs have mounted tremendously, many materials are still scarce, and salary increases to administrators and teachers have hardly kept pace with the cost of living. Nevertheless, the interchange of ideas and population during the War, the recognition that immense sums of money could be found for waging war, and a realization of the importance of an educated and trained population in time of emergency, have led provincial and many municipal authorities to regard education as of special significance in modern society, and accordingly to give it greater financial support.

\* Prepared by the Canadian Education Association, Toronto.