

# CHAPTER VIII.—EDUCATION AND RESEARCH

## CONSPECTUS

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NOTE.—The interpretation of the symbols used in the tables throughout the Year Book will be found facing p. 1 of this volume.

## PART I.—FORMAL EDUCATION\*

### Section 1.—Education in the Provinces and Territories

Education in Canada has been moulded according to certain principles and practices which should be appreciated if the present education system is to be understood. First, on entering the Canadian federation, each province retained responsibility for exercising control of formal education within its own borders, a right as jealously guarded today as at that time. Second, there has been a division of responsibility from then on between the provincial departments of education and the local boards which operate under provincial school law and school regulations. Third, the Canadian people believe in education for all youth, as evidenced by the fact that much effort has been directed toward equalizing educational opportunity from elementary through secondary and higher education. Fourth, it is also recognized by Canadians that a high general education level on a broad front is necessary to safeguard their democratic way of life, to appreciate and exploit their natural resources to the full, and to assume their responsibilities in international fields.

**Interest of the Federal Government in Education.**—The Federal Government retains responsibility for the education of Indians and Eskimos, other children in the territories outside the provinces, inmates of provincial penitentiaries and members of the Armed Forces and their families living on military stations or overseas, although provincial educational facilities are utilized whenever possible.

\* Information supplied by the Education Division, Dominion Bureau of Statistics.