

Education of Indian children in Canada is a function of the Indian Affairs Branch of the Department of Citizenship and Immigration. Residential schools are provided for orphans, children from broken homes, and children of isolated families. Day schools are available for children living in communities and, where conditions are favourable, Indian children attend non-Indian schools. In addition, vocational and professional training is provided for Indian youths. (See also pp. 172-173.)

The provision of educational facilities for the nomadic Eskimo population, a responsibility of the Northern Administration Branch of the Department of Northern Affairs and National Resources, is a more difficult problem. There are now about 50 schools established throughout the vast Northwest Territories at points scattered from the Mackenzie Delta to northern Quebec. Some of these are operated by religious missions assisted by government grants. All northerners attend the same schools, which range from the larger school at Yellowknife where a variety of vocational courses is given and where students may qualify for university entrance, to single classroom units in remote Eskimo settlements. Vocational training is considered so important for the Eskimo young people in certain areas that specially chosen groups are sent south to secure training in trades in which they may later find employment in their own communities. (See also p. 175.)

Federal interest in education is also shown through grants to vocational education; grants to universities and colleges; grants for research and construction through the Canada Council; grants-in-aid for equipment and personnel to education institutions through the National Research Council, the Defence Research Board, the Department of National Health and Welfare and several other agencies of government. The Federal Government also assists formal and informal education at various levels through programs or materials provided by the National Film Board, the Canadian Broadcasting Corporation, the Department of National Health and Welfare, the Department of Agriculture, and so on.

Administration and Organization of Education in the Provinces.—Because each of the ten provinces has the authority and responsibility for organizing its own system of education, with the legislature being responsible to the electorate for its decisions, there are in existence ten distinct provincial systems with differing policies, organizations and practices. Even so, in some respects a great deal of similarity has developed among the systems as a result of interchange of personnel and ideas, ease of transportation and communication, interprovincial and national education bodies, proximity, co-operation and emulation. Each province has established a department of education and, except in Quebec, each has a Cabinet Minister as Minister of Education. The Quebec department is administered by a Superintendent of Education—a non-political appointee—who maintains liaison with the Cabinet through the Minister of the Department of Youth; he is head of the Council of Education, composed of Roman Catholic and Protestant Committees which sit separately, each being responsible for the organization and discipline of its own public schools and teacher-training institutions, for conducting examinations for school inspectors, and for making recommendations to the Cabinet concerning school grants and certain specified appointments.

The provincial departments of education assist local boards in providing elementary and secondary schools and, in some cases, establish schools in isolated areas. In addition, they generally either establish schools for deaf and blind persons or make provision elsewhere for their education and also provide for the education of other atypical pupils. Teacher-training is conducted in provincial establishments or by arrangement with one or more universities, and trade schools or institutes are established by provincial departments where deemed expedient.