

year 1959-60. Of these, about 42 p.c. took vocational courses and 14 p.c. took academic courses leading to a high school certificate or university degree. The remainder were enrolled in general or cultural subjects.

In the participation survey, about 60 p.c. of those reporting were males; the median age was 31 years. It was also found, as with other somewhat similar studies, that those who seem to need additional education most are the least likely to enrol. More than 80 p.c. of the persons enrolled reported secondary or university education and about 40 p.c. of those with at least some university participated in further education.

According to the 1961 Census, of those aged 20-29 at school, about 70 p.c. were men and 30 p.c. women; for succeeding age groups the percentage of women increased. About 1.6 p.c. of Canadian adults reported no schooling and most of these lived in rural non-farm areas. A large proportion of those whose education ended in the elementary grades lived on farms. At the other end of the schooling hierarchy, about 3.0 p.c. of adults possessed university degrees and another 3.1 p.c. had some university education. As might be expected, almost 90 p.c. with degrees were found in urban centres. About 80 p.c. with some university education lived in urban centres where about 70 p.c. of the adult population was found.

It is safe to assert that more Canadians are staying in school longer, decade by decade, and that the proportion completing secondary education has reached the point where decisions will have to be made to determine whether or not those who wish further education will find junior or community colleges, other post-secondary schools or university places available. At present, the demand for university and technical school graduates exceeds the supply and competition for the graduates by the university itself, by government and by industry is growing, particularly for graduates in engineering and science.

Section 2.—Administration and Organization of Education

In establishing the legal framework for Confederation under the British North America Act, the provinces retained responsibility for formal education within their borders. Thus Canada has ten provincial education systems and, although they have much in common, each is unique in some ways. Most divergent are Quebec, which has in reality two systems under the same provincial government department—the one essentially French-speaking and Roman Catholic, the other English-speaking and Protestant; and Newfoundland, which has a denominational organization under a single department. In addition, Yukon Territory has its own system patterned largely on British Columbia and the schools of the Northwest Territories are administered from Ottawa by the Federal Government.

Each province has established a Department of Education with a Cabinet Minister at its head. Under him is a Deputy Minister who is a civil servant and in charge of the staff of division heads for such areas as elementary, secondary, vocational and adult education, and heads or supervisors of teacher education, curriculum, audio-visual education, etc. These, with the registrar, accountant, subject supervisors, etc., assisted by their staffs, carry on the work of the department. The inspectors or superintendents maintain liaison between the department and the school boards and teachers. In each province the school law or laws, together with the regulations issued by the Departments of Education form the legal basis for school organization and administration.

As already mentioned, each province has unique and outstanding features too numerous to mention here. The systems may be of 12 or 13 years and the organization may be a 3-3-3-3, 3-4-5 or 6 or follow some other scheme. Larger units may have been introduced and transportation provided or the unit may still be the rural school district in the farm area. Teacher education may be all conducted on university campuses, with teachers being enrolled toward a degree, or teachers' colleges may be quite separate from the university and the course provided generally of one year's duration.