

of this endeavour are causing a reappraisal of traditional methods of financing education, tending toward the assumption of increasing proportions of the load by higher levels of government. Taken along with other developments in the economic, social and cultural life of the community, this is resulting in the emergence of the federal authority as an important partner in the task of providing for the education of Canadians.

## Section 2.—Administration and Organization of Education

### Responsibility for Education in Canada

Canada is a federal state, in which responsibility for the organization and administration of public education is exercised by the provincial governments. The Federal Government is directly concerned only with the provision of education for certain special groups—some 138,000 Indians, about 6,000 Eskimos, other children in the Territories, inmates of federal penitentiaries and families of members of the Armed Forces on military stations (although whenever possible provincial educational facilities are used). In addition, the Federal Government makes grants for vocational training, provides per capita grants to each province to be divided among its universities and colleges, participates to a considerable extent in informal education and makes grants-in-aid for research personnel and equipment that assist educational institutions indirectly.

Because each of the ten provinces has the authority and responsibility for organizing its education system as it sees fit, organization, policies and practices differ from province to province. Each has a department of education, headed by a minister who is a member of the Cabinet. Ontario has, in addition, a Department of University Affairs under its Minister of Education. Each department is administered by a deputy minister, or director, who is a professional educationist and a public servant. He advises the minister, supervises the department and gives a measure of permanency to its education policy, in general carries out that policy, and is responsible for the enforcement of the Public School Act. The department of education usually also includes: a chief inspector of schools and his staff of local inspectors; directors or supervisors of curricula, technical education, teacher training, home economics, guidance, physical education, audio-visual education, correspondence instruction and adult education; directors or supervisors of other sections (according to the needs of the particular province); and technical personnel and clerks. Quebec operates a dual system, with an associate deputy minister for each of the Roman Catholic and Protestant sectors. In Newfoundland, which has a public denominational system, there is a superintendent for each one of the five denominations recognized by the School Act.

Other provincial departments having some responsibility for operating school programs are: departments of labour, which operate apprenticeship programs; agriculture departments, which operate agriculture schools; departments of the attorney-general or of welfare, which operate reform schools; and departments of lands and forests, which operate forest ranger schools.

From the beginning each department of education has undertaken, among other things, to provide: (1) inspection services to ensure maintenance of standards; (2) the training and certification of teachers; (3) courses of study and lists of prescribed or approved textbooks; (4) financial assistance to local authorities in the construction and operation of schools; and (5) regulations for the guidance of trustees and teachers. In return, each department requires regular reports from the schools. When first introduced, government grants to schools were based on such factors as the number of teachers, enrolment, days in session and attendance. Somewhat later, special grants were introduced in most provinces to meet a variety of expenses, such as the construction of the first school, the organizing of