

tions of value in the school programs and the National Museum, the National Gallery, the National Film Board and the Canadian Broadcasting Corporation contribute directly or indirectly to various school programs (see pp. 365-377).

More directly, the Federal Government is responsible for the education of the Eskimos, Indians and white persons in the Territories (see p. 343), the Indians on the reserves, prisoners in penitentiaries, members of the Armed Services and their dependants and in-service training for permanent personnel. It also assists in citizenship training and other out-of-school informal education activities.

External Aid.—Some 11,000 full-time university students, a large proportion of them in the graduate schools, come to Canada each year from many countries; the largest number are from the United States although the number from Commonwealth and other countries is increasing very rapidly. The external enrolment in 1965 represented about 5.5 p.c. of the total enrolment. The number of such students is now about double the number of Canadians studying abroad. (See Table 9, p. 359.)

Canada's External Aid Office is responsible for the operation and administration of external assistance programs, including educational assistance to Commonwealth and other countries. In the academic year 1965-66, such assistance consisted of 439 teachers including teacher college personnel, 101 university staff members sent out individually or in teams, and 435 (calendar year 1965) technical advisers in vocational education, health and welfare, government administration and other areas as well as the provision of such services as television facilities, film units, farm forums and radio broadcasts. More than 5,000 persons under the UN agencies and Commonwealth scholars have been trained in Canada since 1950; the number enrolled in 1965-66 was 2,538, almost double the 1,412 in 1964-65. The objective of this training is the development of an indigenous training capability in the emerging countries and persons trained in Canada are expected to return to their homelands to convey their skills to others either in educational institutions or in informal situations.

From 1960 to 1965 Canada's expenditures abroad on capital projects in aid of education amounted to about \$7,000,000. Capital assistance includes the building and equipping of educational institutions and the provision of Canadian staff for a number of years. This staff is replaced by native persons after they receive appropriate training in Canada. The construction of a trades training centre in Ghana is an example of this type of project. Other major projects include Canada Hall, a residence for the University of the West Indies in Trinidad; technical equipment to schools in Malaysia and Tanganyika; and audio-visual equipment, handicraft supplies and other teaching aids to various countries.

In 1965-66, under the Commonwealth Scholarship and Fellowship Plan which began in 1960, some 222 Commonwealth students were brought to Canada (see also p. 179).

Canada has a number of voluntary agencies interested in aiding students from other countries, several of which receive some assistance from the Federal Government. Among these are the Canadian University Service Overseas, the African Students Foundation and the World University Service of Canada.

Section. 3—Statistics of Schools, Universities and Colleges

Elementary and secondary schools may be classified as either publicly controlled or private. The publicly controlled schools include: the public and separate schools under local school boards—by far the most numerous group; provincial schools which at this