

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 1966-67, such assistance consisted of 542 teachers including teacher college personnel, 123 university staff members sent out individually or in teams, and 342 (calendar year 1966) technical advisers in vocational education, health and welfare, government administration and other areas. More than 6,000 persons have been trained in Canada since 1950; the number enrolled in 1966-67 was 2,964, compared with 2,538 in the previous year. 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.

From 1950 to 1967 Canada's expenditures abroad on capital projects in aid of education amounted to about \$17,000,000. Capital assistance includes the building and equipping of educational institutions; major projects include Canada Hall, a residence for the University of the West Indies in Trinidad; technical equipment to schools in Malaysia and Tanzania; and audio-visual equipment, handicraft supplies and other teaching aids to various countries.

In 1966-67, under the Commonwealth Scholarship and Fellowship Plan which began in 1960, some 250 Commonwealth students were studying in Canada (see also p. 186).

Canada has a number of voluntary agencies interested in aiding students from other countries, several of which receive some assistance from the Federal Government.

### 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 level are limited mainly to trade schools, correspondence courses, and special schools for the blind and deaf; and federal schools for Indians, for children in the Northwest Territories, and for the children of members of the Armed Forces overseas. Private schools may be academic, business (commercial), trade, technical, correspondence or even a combination of these.

Institutions of higher education may be provincial, church, independent universities and colleges, or federal military colleges. In addition there are institutes of technology, teachers' colleges, theological institutions and schools for such specialized fields as nursing, agriculture, paper-making, fisheries, graphic and fine arts, languages, etc. Some of these are provincial and some private.

Most organized classes for adults operate under the auspices of universities, colleges, local school boards, churches or community organizations.

Table 1 shows full-time enrolment at all levels each year for the period 1957-58 to 1966-67 and Table 2 shows the number of schools, teachers and pupils for all types of education institutions, classified by province, for the school year 1965-66. In all types of schools the number of pupils has increased each year over that period. The increase was first noticed at the elementary level some six years after the birth rate began to rise during the war years. About eight years later the children born during the War were entering high school and four years later they began entering university. The number of teachers is rather closely related to the number of students although the trend is toward larger classes. On the other hand, the number of schools has remained fairly constant, the increase caused by the construction of new and larger schools in urban areas being counter-balanced by the closing of many one-room rural schools.