

Efforts are also being made to overcome the financial barriers to continuing education. Investigations by demographers and sociologists confirmed the long-held suspicions that financial constraints were denying advanced education to many Canadians who could profit from it. Consequently, various methods have been tried to lighten the financial burden on the individual and to equalize the rapidly increasing load being carried by the taxpayer. The federal government is assuming an increasingly prominent role in the education field, particularly in regard to the retraining program of the Department of Manpower and Immigration involving adult technical and vocational training, as well as in post-secondary education and university education, all matters of prime concern to the nation as a whole.

7.2 Administration and organizational structure

7.2.1 Responsibility for education

7.2.1.1 Federal responsibility

Canada is a federal state, in which responsibility for the organization and administration of public education is exercised by the provincial and territorial governments. The federal government is directly concerned only with schools for Indian children which are administered by the Education Branch of the federal Department of Indian Affairs and Northern Development, with schools for children of servicemen operated in Europe by the Department of National Defence, and with schools for inmates of federal penitentiaries. In addition, the federal government finances retraining of adults, provides financial support to the provinces amounting to at least 50% of operating costs of post-secondary education, participates to a considerable extent in informal education, and makes grants-in-aid for research personnel and equipment in universities. More detailed information on federal responsibility for education is given in Sections 7.2.2 and 7.2.5.

7.2.1.2 Provincial responsibility

Each of the ten provinces and the two territories has the authority and responsibility for organizing its education system as it sees fit and, as a consequence, organization, policies and practices differ from one to the other. Each has a department of education or of education and youth, headed by a Minister who is a member of the Cabinet in the case of the provinces or responsible to the Council in the case of the territories; Ontario has a Ministry of Colleges and Universities, Manitoba a Department of Colleges and Universities Affairs and Alberta a Department of Advanced Education. Each provincial department is administered by a Deputy Minister 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 and, 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 a staff of local inspectors, as well as directors or supervisors of curricula, technical education, teacher training, home economics, guidance, physical education, audio-visual education, correspondence instruction, adult education, other specialized sections according to the needs of the particular province, and technical personnel and clerks.

Other provincial departments having some responsibility for operating school programs include departments of labour which operate apprenticeship programs, agriculture departments which operate agriculture schools, departments of 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: inspection services to ensure maintenance of standards; teacher certification; courses of study and lists of prescribed or approved textbooks; financial assistance to local authorities in the construction and operation of schools; and guidance regulations for 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 number of teachers, enrolment, days in session and attendance. Somewhat later, special grants were introduced in most provinces to meet a variety of expenditures, such as construction of a first school, organization of special classes, transportation of pupils, school lunches and other contingencies. A number of provinces made provision for equalization grants and now most of them have a foundation program of one kind or another.

The work of the departments of education has grown considerably. Many have expanded