

their services in the fields of health, audio-visual aids, art, music, agriculture, sociology, special education, correspondence courses and pre-vocational and trade courses. At the same time there has been an increasing delegation of authority to local boards and school staffs. One illustration of this tendency is a reduction in the number of departmental (external) year-end examinations. Few provinces now provide for more than one or two such examinations — at the end of the final and, in some cases, at the end of the second-to-last year of the secondary school course. Another illustration is the increasing use of lists of approved textbooks from which local authorities may make their own choice, instead of lists of prescribed texts. Courses of study are now seldom planned by only one or two experts in the department; instead, they result from conferences and workshops including active teachers and other interested individuals or bodies. In most provinces "curriculum construction" is considered to be a continuous procedure.

#### **7.2.1.3 Elementary and secondary schools**

In all provinces schools are established and operated by local education authorities functioning under the terms of a Public School Act and held responsible to the provincial government and resident ratepayers for the actual operation of the local schools. Through the delegation of authority, education has become a provincial-local partnership with the degree of decentralization reviewed intermittently.

Elementary and secondary schools may be classified as publicly controlled or private. The publicly controlled schools, sometimes referred to as "public" schools (including separate schools), encompass those that operate under the provincial school system with locally appointed or elected school boards. Private schools generally either provide a similar curriculum to that of publicly controlled schools or concentrate on business, commercial, trade, technical and correspondence courses, or provide a combination of such courses.

Under recent amendments to provincial legislation, school units have been consolidated and consequently enlarged in all provinces. With the growth of cities and towns and of educational facilities and requirements, the old-time three-member local school board became inadequate as an administrative structure. The original school boards remained as units but provision was made for urban school boards consisting of more members, responsible for both elementary and secondary schools and for providing the necessary staff, buildings, equipment and transportation. The local boards still in existence in some districts have limited powers and duties, usually functioning in an advisory capacity and looking after buildings and grounds.

#### **7.2.1.4 Community colleges**

Although there are some privately operated colleges, the provinces are partially or totally responsible for co-ordinating, regulating and financing community colleges and related institutions. Some provincial governments completely finance these colleges while others do so in part. Similarly, the degree of local autonomy given the colleges varies by province.

Since 1960, Alberta, British Columbia, Ontario and Quebec have established new community college structures. In Alberta, the provincial agency is the Alberta College Commission composed of nine members, all appointed by the government. In British Columbia, an advisory board — the Academic Board — serves both universities and colleges and consists of nine members, six appointed by the university and three by the provincial government. In Ontario, the administration of community colleges is carried out by the Ministry of Colleges and Universities. In Quebec, the Department of Education is responsible for many agency functions. The composition of governing boards varies by province; for example, in Quebec, it consists of 19 members including representatives from the university, the principal and academic dean, students and parents of students.

#### **7.2.1.5 Universities**

There are distinctive differences in Canadian systems of higher education. The universities and colleges long ago established by the French were based on the culture of Old France and were administered by Roman Catholic groups, either religious or secular. These French-language institutions still retain their traditional characteristics but now conform almost entirely to the North American system of administration. The largest group of universities and colleges in Canada is administered by English-speaking staff and offers instruction in English. Apart from those founded and still administered by various Protestant religious groups, these institutions are mainly non-denominational, having been established through private subscription or by the provincial government concerned.