

Civil legislation regarding the establishment of new institutions or changes in existing ones is usually enacted by provincial legislatures, except for federal military colleges and a few institutions originally established by Act of the Canadian Parliament. Once an institution is legally chartered, control is vested in its governing body, the membership of which is indicated in the charter. The line of authority runs from the board of governors through the president (or rector) to the senate and deans and the faculty as a whole. The composition of the board of governors varies according to the type of institution. Provincial universities normally have government representation; church-related institutions have clergymen. Nearly all boards have either direct representation from the business community, alumni associations and other organizations, or are advised by these groups through advisory boards or committees. A recent phenomenon has been the inclusion of students on administrative bodies. The size of the board varies from a very few to over 60. It has ultimate control of the university and normally reserves to itself complete financial powers, including the appointment of the president and most other staff. On occasion there will be faculty representation on the board and recently there have been attempts on the part of faculty groups of many institutions to obtain greater representation on the boards of governors. Responsibility for academic affairs is usually delegated to the senate. Composed mainly of faculty members, although there may also be alumni and representatives of non-academic groups included, the board is responsible for admission, courses, discipline and the awarding of degrees.

## **7.2.2 Levels of education**

### **7.2.2.1 Pre-grade 1, elementary and secondary education**

Pre-grade 1 enrolment in schools offering elementary-grade instruction is neither compulsory nor universal throughout Canada, although kindergartens for five-year-olds are part of the elementary school system in large urban centres in most provinces. Recently, an increasing number of kindergartens are accepting four-year-olds. There are also some kindergartens which are run by private individuals and which accept children of three to five years of age.

Each September, most Canadian six-year-olds enter an eight-grade publicly controlled (including separate) elementary school. At about 14 years of age, a significant proportion of those who entered grade 1 move on to a four- or five-year secondary school. Less than 3% of the elementary and secondary students in Canada attend private schools.

The 8-4 plan leading from grade 1 to university was for many years the basic plan for organizing the curriculum and schools other than those under the jurisdiction of the Catholic school boards of Quebec. This plan, although still followed in some school jurisdictions, has been modified from time to time in all provinces, cities or groups of schools. There are a number of variants to be found in Canada at present: the addition of one or even two years of secondary schooling; the introduction of junior high schools, changing the organization to a 6-3-3 or 6-3-4 plan; or, the combining of the first six years of elementary school into two units, each designed to reach specified goals during the three-year period. In the recently established community colleges, the last one or two years of high school and the first one or two years of college are offered.

At the secondary level, three programs can generally be distinguished — the university entrance course, the general course for those wishing to complete an academic type of program before entering employment, and vocational courses for those wishing to enter skilled trades or pursue further training in the technological fields. However, in recent years changes in the curricula have allowed the student greater flexibility in program selection.

Secondary schools were at one time predominantly academic and prepared their pupils for entry into university. Until recently, vocational schools were to be found only in the large cities, although schools in some of the smaller centres did provide a few commercial and technical subjects as options in the academic curriculum. Today, in addition to the vocational schools and the regular secondary schools providing commercial courses, there are increasing numbers of composite and regional high schools offering regular academic subjects and vocational training in such courses as home economics, agriculture, shop-work and commercial subjects. Occupational or pre-employment classes, set up as part of the total program in regular vocational schools, require from one to three years or even four years for completion, and are terminal in nature. In addition to this type of course, some schools offer special, ungraded one- or two-year vocational programs to students who have completed the