

provided by the education department. A similar administrative change from school boards to community colleges is occurring in British Columbia and New Brunswick. However, many boards still offer continuing education programs. The departments of education in Newfoundland and the Northwest Territories administer the programs from head office, while school board facilities are used for instruction. In Yukon, continuing education courses conducted by the education department are available through a vocational and technical training centre.

Community colleges and trade schools. Almost all community colleges and many public trade schools now provide part-time learning opportunities for adults. In 1977-78, some 150 institutions operated extension courses ranging from academic upgrading and vocational programs to hobby courses. Part-time enrolment includes students in vocational training (trades level) and semi-professional career programs, academic upgrading, owner-manager supervisory courses sponsored by the employment and immigration commission, and personal enrichment courses.

Universities. Most universities conduct non-credit programs and part-time credit enrolment has always been substantial. The Banff Continuing Education Centre in Alberta has a program similar to that of the universities.

While the extent and type of involvement vary, extension programs for students who cannot attend on-campus classes are an accepted responsibility. Manitoba has established regional resource centres to which universities and other types of educational institutions contribute. Quebec has successfully developed *Téléuniversité* as a branch of the *Université du Québec*, and Memorial University is a North American pioneer in teaching at a distance. Athabasca University in Alberta and the Open Learning Institute in British Columbia are open universities which produce and deliver learning programs for adults who wish to study in their own communities or are unable to attend a traditional post-secondary institution.

Students. Overall, during 1976-77 more than 1.8 million students were taking continuing education courses at the various institutional levels. In relation to the out-of-school population 15 and over, 118 out of every 1,000 people were enrolled, up from 89 per 1,000 in 1972-73.

Some 450,000 students registered in formal continuing education courses offered by community colleges and trade schools in 1976-77. In four years non-credit enrolment increased by more than 200%, compared with a 40% rise in credit courses. As in elementary-secondary institutions, fine and applied arts were predominant. Business management ranked second and trade and technical courses third.

The 575,000 students in university part-time credit and formal non-credit courses in 1976-77 outnumbered total full-time enrolment by 200,000. More than half the part-time students were enrolled in credit courses but formal non-credit enrolment increased at a faster rate. Business and management were most popular non-credit courses. Next were the social sciences, health sciences and humanities.

Education in the provinces and territories

6.4

Although a general structure of education prevails throughout the country, the system in each province is unique. Diverse historical developments, cultural traditions, geographic situations, and economic and social conditions have resulted in 12 education systems. Furthermore, even within a province, school organization may vary from one region to another.

Newfoundland

6.4.1

Established in 1874, the education system in Newfoundland was originally sectarian. As a result of a 1964 provincial royal commission on education and youth, the school systems of the major Protestant denominations were consolidated, although the Roman Catholic, Pentecostal and Seventh Day Adventist churches still manage their own schools. Reorganization in 1969 divided the province into six regions containing a total of 35 school districts. The Pentecostal Assemblies and the Seventh Day Adventists