

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 7.1.2 and 7.1.5.

#### **7.1.1.2 Provincial responsibility**

Each of the 10 provinces and the two territories has the authority and responsibility for its own education system. 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, in addition, 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.

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 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 example 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 development" is considered to be a continuous procedure.

#### **7.1.1.3 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 delega-