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Chapter 1 : The Canadian Atlas Online

"Address by Mr. J. Castell Hopkins before the Empire Club of Canada, on February 28th, Discussion by Mr. T.E. Champion, Captain A.T. Hunter, and Dr. D.J. Goggin"--p. 3 Includes bibliographical references Filmed from a copy of the original publication held by the National Library of Canada

Universities As in all immigrant societies, the spread of formal education in Canada followed a predictable pattern as religious orders and missions attempted to "civilize" both the aboriginal and the settler communities. All levels of formal education from the seventeenth century onward had their roots in Catholicism, Anglicanism, and after , when the British assumed control, a whole range of protestant denominations. Dramatic change occurred in with the enactment of the Constitution Act formerly the British North American Act when the principle of secular and separate systems of education funded by the state was accepted throughout Canada with a few significant exceptions. Section 98 of the act allocated exclusive jurisdiction for education to the provinces. This division of constitutional powers has remained in place and has been the basis for a degree of tension between the federal government and the ten provincial governments. The federal government is responsible for education in the three northern territories. With regard to public education, Canadians subscribe to three common social and educational values: These systems are profoundly influenced by the distribution of the population of 31 million across the vast country, which covers four and one-half time zones. More than 80 percent of Canadians live in urban centers within miles of the border with the United States. Canadian society has developed as a mosaic of peoples, beginning with aboriginal populations and then followed by French, British, and other European settlement. Canada has two official languages: English is the mother tongue of 61 percent of the population, and French is the mother tongue of 26 percent. Most French speakers live in Quebec, where they make up 82 percent of the population, but there are also many French speakers in New Brunswick, Ontario, and Manitoba. Education is available in both official languages, but to a greater or lesser degree, depending on the region. In the last two decades of the twentieth century, immigrants from all parts of the world were attracted to Canada, with the largest proportion coming from Asia. The patterns of immigration have had an enormous impact on the structure and organization of educational systems. Although the systems of the western provinces of Manitoba, Saskatchewan, Alberta, and British Columbia followed the patterns laid down in Ontario, more emphasis was placed on meeting the needs of all people, not just Anglicans and Catholics. While "separate" Catholic publicly funded schools were resisted in Manitoba, by World War II only British Columbia, out of the ten provinces, maintained a secular system of education. This stance was modified in , when the province began providing subsidy to private and independent schools. In Newfoundland abandoned denominational education and became the only province with a secular system. The French tradition and language have dominated educational systems in Quebec and parts of New Brunswick and Manitoba. Since the "Quiet Revolution" in Quebec in the s and the adoption of a bilingual and multicultural policy at the federal level in the s, French culture has become part of all Canadian educational systems. The challenge has been to privilege the "founding" cultures while at the same time recognizing aboriginal peoples and the vast range of other cultures that form Canadian society. The complexities that come with geography, immigration, and settlement gave rise to socialization processes that placed great emphasis on the role of education in molding Canadian citizens. Twentieth-Century Developments The "Great Transformation" in Canadian society, as it was dubbed by Karl Polanyi in , is very much a twentieth-century phenomena. Mass public education that was free and compulsory through high school had become the norm by the s. Public education is provided free to all Canadian citizens and permanent residents until the end of secondary school, normally at eighteen. The ages for compulsory schooling vary from one jurisdiction to another, but generally it is required from age six or seven to age sixteen. As the federal government assumed more responsibility for funding university education from the mids and recognized the importance of human capital, so the systems of higher education expanded. Expansion of the

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university system and the development of parallel college systems changed the nature of higher education in Canada. By every province was operating a binary system of universities and colleges, and furthermore the number of universities offering graduate programs had risen to forty-seven from the level of twenty-eight. As in other countries of the Organisation for Economic Co-operation and Development OECD, the baby boom generation flooded into the higher education system in the 1950s and the early 1960s. Enrollment continued to expand into the 1970s, but over the next decade it reached a plateau and then began to decline. Between 1970 and 1980, university full-time enrollment decreased from approximately 1,200,000 to 1,100,000, while part-time enrollment fell from 1,000,000 to 900,000. Between 1980 and 1990, full-time community college enrollment increased from approximately 1,000,000 to 1,100,000. Part-time community college enrollment declined from approximately 1,000,000 to 900,000. Furthermore, the gender balance has been reversed so that women are in the majority at the undergraduate level in both community colleges and universities and at parity with men at the graduate level. The federal government had, through the incremental development of a science and technology policy, created an elaborate structure for funding and supporting research. In addition to the three national funding councils, which were established in the late 1950s and cover all the disciplines and fields represented in the academy, the government created other programs, such as the Networks of Centres of Excellence, the Canada Foundation for Innovation, and the Canada Research Chairs. Education in Canada has traditionally been a public enterprise. Private or independent schools educate approximately 5 percent of the school-age population. Although these schools do generally follow the curriculum and diploma requirements of their jurisdiction, they function independently of the public system and charge fees. Five provinces—Alberta, British Columbia, Manitoba, Quebec, and Saskatchewan—provide some form of financial assistance to these schools. Prior to the 1960s, higher education was almost totally a public enterprise. During that decade the number of private institutions offering vocational and degree programs increased dramatically. Four provinces—Alberta, British Columbia, Ontario, and New Brunswick—have passed legislation to allow for the establishment of private universities. By the late 1960s, education had become a central legitimating institution in the modern Canadian state. One in fourteen employed Canadians work in education, and 25 percent of the total population is involved with education. Public education is a major industry involving approximately 16,000 elementary and secondary schools, 75 postsecondary colleges, 75 universities and university colleges, 1,000,000 teachers, and 60,000 instructors and professors. Relative to other developed countries, Canada invests a substantial amount on education. This is much higher than the OECD average of 64 percent. Fifty-two percent of the adult population has completed postsecondary education. Yet it should be noted that this ranking is due to the very high proportion of the population that is enrolled in nonuniversity postsecondary education. By the mid-1970s, Canadian governments had created a mass postsecondary system. With a participation rate of more than 40 percent for eighteen-to twenty-one-year-olds, Canada ranked first among OECD nations. The system can be characterized as soft federalism. While the federal government has since the 1960s shouldered a significant portion of the bill for universities, constitutionally the responsibility has remained with the provinces. The level of institutional autonomy enjoyed by universities is probably more pronounced in Canada than in any other OECD country. The public monopoly over the binary structure colleges and universities accounts for the limited competition and the perceived equivalence among credentials across the country. This state public system is relatively homogeneous and, as a vestige of its roots in the United Kingdom and France, is still committed to the ethos of liberal education rather than vocationalism. Issues And Problems The key issues and problems facing the Canadian education systems are as follows: As governments have limited the size of the "public space" in Canadian society, so necessarily the ideals of professionalism have come under attack. On the one hand, the creation of professional "colleges of teachers" in British Columbia in 1967 and in Ontario in 1970, as well as the current attempts for such undertakings in Quebec, are indicators of the professionalizing trend. Other such initiatives, also present in other provinces namely, Alberta, New Brunswick, and Nova Scotia, aim at raising the standards in teacher training and at better controlling its quality through the definition of standards for training and practice. Yet the discourse of professionalism has in some respects been co-opted by the state and transformed into government by norms.

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The substitution of credentials for professional practice, while intended to support professionalization, serves instead to undermine it. Credentialism becomes the overriding trend and the substitute for the promotion of professionalism. In the s, accountability replaced autonomy in discussions of roles within the state. Accountability has also come to mean recognition of the dominance of market ideology. Governments press educational institutions and systems to be more responsive to the economy and to create alliances with the private sector. The accountability models are embedded within the broader, ideological mechanisms—variously characterized as public-sector reform, new public management, and the "evaluative state"—that have accompanied the political-economic transition from welfare state to the global economy. The severe limitations on public expenditures are linked to the general suspicion of public institutions and a belief in the greater efficiency of free-market forces. The key policy terms that are the symbols of both market and accountability are "choice" and "privatization. Yet while the position of the provinces got worse, by the federal government had moved into surplus. Efforts to decentralize responsibility and increase the autonomy of school boards and school staffs has translated into a more significant role for parents, the development of an "in-service training" culture, and the elaboration of school programs that promote the acquisition of competencies required in the new knowledge society. A parent council structure was created in British Columbia in and was already in place in six other provinces, including Ontario and Quebec. For a majority of teachers in urban settings, the combination of immigration policy, the longstanding commitment to diversity and multiculturalism and the new emphasis on "inclusion" has created schools very different from the ones that existed in the s. Schools can contain students who speak as many as eighty different languages, a high proportion of ESL English as a second language students, and many students with special needs. The increasing cultural and linguistic diversity has become most evident in the three major urban centers, Montreal, Toronto, and Vancouver. On the other hand, diversity and equality have been safeguarded and extended through the teaching of heritage languages, curriculum design, and the development of programs to combat racism. The development of French-language school boards across the country is a good indicator of this trend. A major retrenchment and restructuring has occurred throughout Canada as provincial ministries have drastically reduced the number of school boards through amalgamation. These changes have been accompanied by a tightening of control over expenditures at the local level. Skills and knowledge have become central elements in economic policy as human resource policy has become the modern equivalent of human capital theory in the s. In postsecondary education there has been a growing emphasis on technical and professional programs. Universities are developing closer links with business and industry. Since the late s, the shift has been toward more private and less public expenditure on postsecondary education. Part of this shift is related to the increase in tuition fees, which have more than doubled, but this trend also includes the rise in nongovernmental sources of funding for research. The most pressing need in Canadian education systems and the society at large is the expected shortfall in the supply of professional personnel. By , Canada will need to replace 50 percent of its teachers, instructors, and professors.

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Chapter 2 : Canada | History, Geography, & Culture | racedaydvl.com

Excerpt from Continental Influences in Canadian Development Meanwhile, the American Associated Press had become a power - perhaps the greatest modern influence in the moulding of American thought.

Canada, second largest country in the world in area after Russia, occupying roughly the northern two-fifths of the continent of North America. In addition, Canada harbours and exports a wealth of natural resources and intellectual capital equaled by few other countries. The word Canada is derived from the Huron - Iroquois *kanata*, meaning a village or settlement. In the 16th century, French explorer Jacques Cartier used the name Canada to refer to the area around the settlement that is now Quebec city. Later, Canada was used as a synonym for New France, which, from 1534 to 1763, included all the French possessions along the St. Lawrence River and the Great Lakes. The name Canada was fully restored after 1763, when Britain divided old Quebec into the provinces of Upper and Lower Canada renamed in Canada West and Canada East, respectively, and collectively called Canada. The act also divided the old colony of Canada into the separate provinces of Ontario and Quebec. Dominion status allowed Canada a large measure of self-rule, but matters pertaining to international diplomacy and military alliances were reserved to the British crown. Canada became entirely self-governing within the British Empire in 1867, though full legislative independence was not achieved until 1982, when Canada obtained the right to amend its own constitution. George Hunter Canada shares a 5,160-mile- 8,264-km-long border with the United States including Alaska - the longest border in the world not patrolled by military forces - and the overwhelming majority of its population lives within miles km of the international boundary. Although Canada shares many similarities with its southern neighbour - and, indeed, its popular culture and that of the United States are in many regards indistinguishable - the differences between the two countries, both temperamental and material, are profound. More than that, Canadians live in a society that in most legal and official matters resembles Britain - at least in the English-speaking portion of the country. Quebec, in particular, exhibits French adaptations: The French character in Quebec is also reflected in differences in religion, architecture, and schooling. Elsewhere in Canada, French influence is less apparent, confined largely to the dual use of French and English for place names, product labels, and road signs. The Inuit prefer that term rather than Eskimo, and it is commonly used in Canada. In addition, the growing number of immigrants from other European countries, Southeast Asia, and Latin America has made Canada even more broadly multicultural. It was a founding member of the United Nations and has been active in a number of major UN agencies and other worldwide operations. In 1947 Canada joined the Organization of American States and signed a free trade agreement with the United States, a pact that was superseded in by the North American Free Trade Agreement which also includes Mexico. Parliament Buildings Parliament Buildings, Ottawa.

Chapter 3 : Continental Development Corporation - About Continental

Nd isotopic data are presented for rocks of the terrane assembly that lies inboard of the Stikine terrane in the Canadian Cordillera of British Columbia and Yukon.

Chapter 4 : Canadians - Wikipedia

Continental Climate Continentality is a measure of the degree to which the climate of a region typifies that of the interior of a large landmass. Such regions usually experience hot summers and colder winters, being far away from the moderating influence of the ocean, which keeps climates milder in winter and cooler in summer.

Chapter 5 : Canada - Cultural life | racedaydvl.com

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Continental Development Corporation is an El Segundo based Commercial Real Estate Developer active in the commercial office and R and D property markets in Southern.

Chapter 6 : Continental Climate

Continental Influence on Canadian Cordilleran Terranes from Nd Isotopic Study, and Significance for Crustal Growth Processes1 P. J. Patchett and G. E. Gehrels.

Chapter 7 : Continental Tire - MDA

Development of new sensors and boundary layer models has led to significant improvement in our understanding of wave-current dynamics and sediment transport processes on continental shelves.

Chapter 8 : Continental Development Corporation - Locations

Continental climates do not have the stabilizing influence of a neighboring large body of water. Thus, their summers are hotter, winters are more severe and temperatures change more drastically.

Chapter 9 : Continental Adds New Management to Commercial Tires

The development of America's multimodal pattern of urban development initially started _____. A) at the beginning of the 21st century B) during the Industrial Revolution.