

## The History of Higher Education in Canada

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### Abstract

*The internationalization of the economy, science and culture, aggravation of global problems which solution requires going beyond the national level, raise the interest in studying international experience in various areas of life. Education sector is not an exception. In this paper is carried out historical and retrospective analysis of higher education in Canada, that allows it identify and characterize the stages of professional training of specialists in higher educational institutions of this country. The article analyzes qualitative and quantitative changes undergone by Canadian higher education.*

**Keywords:** professional training, higher education, development, peculiarities, democratization, multicultural policy.

### 1. Introduction

Due to intensive development of the international educational space, the problem of training specialists is advisable to resolve through the integration of the best achievements of world educational thought and creative use of experience of foreign countries, including Canada. Higher education institutions of this country have a well-developed system and significant educational achievement in professional training.

The background of our research were the scholarly works in the context of the issue, which highlight the current status and social mission of universities, the objectives, content, teaching methods and the structure of higher education (P. Kevin); history of higher education in Canada (W. Wallace, N. Sheehan et al.); diversification of higher education and prospects of Canada (G. Jones et al.).

Noteworthy is the research Ukrainian and Russian scientists considering the analysis of theoretical approaches and practical means of professional training of specialists abroad. These include questions of methodology of comparative education (M. Clarion, S. Malkova, N. Nykandrov); current status and development trends of foreign school system (O. Dzhurinsky); experience in organizing entrepreneurship education in developed countries (A. Romanovsky); analysis of pedagogical concepts and practices of multicultural education in the United States and Canada (Bakhov, 2014).

Until the last decades of comparative educational research were focused on the problems of school and teacher education in other countries. Due to the insufficient information sources and lack of opportunity for direct study of the object of study there arise contradictions: between the need of studying and implementation of the experience of developed countries in training specialists and lack of research and scientific-pedagogical literature on this issue. So, insufficient study of the problem, lack of studying foreign states experience in consideration of forecasting and planning of Ukrainian higher education system preconditioned the topic research "The history of higher education in Canada."

The purpose of the article is a historical and retrospective analysis of higher education in Canada, assessment of social events that influenced the formation of higher education in this country.

The study of issues of the theory and practice of professional training of specialists in universities is a complex problem that requires consideration in the context of historically determined characteristics of higher and professional education, considering the impact of social, economic, technological, cultural factors; clarifying how and to what extent higher education meets the requirements of society.

### 2. Methods

An important condition for performing the outlined missions is the application of appropriate methods of scientific knowledge. The best way at this stage is the historical and retrospective analysis, based on the principles of dialectics – historicism, universal connection and interdependence, comprehensive objectivity and determinism. The historical approach to the study of the theory and practice of professional training includes analysis of the main stages and trends

in the emergence and development of higher education in Canada.

Application of the principle of universal connection and interdependence enabled deeper and comprehensively to understand the subject of study, a complex system of training in its development, a set of internal and external relationships with the environment. Reliance on the principle of determinism promoted awareness of the objective causation of processes of education development by the conditions in which this development takes place.

### 3. Results

The research specified the contents of terminology in higher education, its value depending on the country (terms which serve describing and defining higher education and universities) that facilitate the study of educational experience of different countries, eliminated problems during the implementation of experience in the Ukrainian educational practice. The author analyzed formation, development and current state of training managers in universities in Canada, the factors of influence (technological, demographic, geographic, historical, political, cultural, religious) on the development of higher education; revealed the main stages of the development of higher education in Canada; identified the main trends of the higher education system of the country (democratization, humanization).

### 4. Discussion

The study of the issues of theory and practice of professional training in universities is a complex problem as it requires consideration of determined characteristics of higher and professional education in the historical context, weighing on the impact of social, economic, technological, cultural factors; clarification of how and to what extent higher education meets the requirements of society.

There are several terms in the foreign scientific literature and practice for the definition of higher education. According to R. Sayegh, in the USA and Canada is used the term "post-secondary education"; in the UK they usually use the term "further education". It also gets the name "higher education" (in Ukrainian – "vyscha osvita"). In addition, the term "tertiary education" is used (in Ukrainian – "tretichna osvita") (Elbrecht, 2009; Elbrecht, 2009; Sayegh, R. 1994).

The term "higher education" is used to determine the education and training carried out in universities, colleges and institutes for higher degree and qualifications.

Taken from the Latin 'collegium' the word 'college' in the Middle Ages meant bringing people of one profession, later in the field of education in the twelfth century it was applied in England to refer hostels where teachers and students lived. Subsequently, the college became the main academic and administrative subsystems universities of Oxford and Cambridge, borrowed later by Americans.

In the medieval period the word 'university' (universitas) meant 'corporation', 'community', to refer to the university as a place of teaching the term 'studium' was used. The main elements of the medieval university were a nation (corporation which occurred at the university through the distribution of its members on a geographical basis); faculties (corporations of those who organized teaching specific subjects); college (corporation of those who lived and studied in the granted premises, usually, these people came from the same region and studied a common discipline) (Bidyuk, 2004; Ignatovich, 1861; Soldatenkov, 1899).

Higher education in Canada is usually associated with education and training at the universities, colleges and institutes. Today, Canada's higher education system unites 100 higher education institutions, most of which are universities. They contain about 200 colleges and technical institutes. Literacy of Canadians is estimated at 99%, which highly describes the Canadian system of higher education in (Higher Education, 2012; Sheehan, 1985).

In Canadian university education system this is post-secondary institution of higher education that provides advanced level training: the level of education that goes after secondary school level. In contrast to the United States where there are important differences between the university and college education. Graduating from college could mean education received in junior college in a small university or in a major university that offers only a bachelor's degree.

In Canada the institution that grants bachelor degree, master and doctorate degree is a university. Colleges are engaged in vocational training of specialists, pre-university preparation or performing all these functions. In some cases, school is considered a college, which is part of the university (e.g. commercial college of the Saskatchewan University, Toronto University College) (Kevin, 1998). In addition, some colleges are known as University College, for example Concord University College of Alberta also provides degree in education.

Contemporary Canadian education system originates from the educational institutions established by Church in the seventeenth century. The first Catholic schools and other schools were built in Canada, along with the waves of settlers from France, England and Ireland. Various religious Orders provided elementary of catechesis study, reading, writing,

arithmetic. In 1635 was founded the college in which they taught grammar and theology. In 1663 Bishop Laywell created a seminary, which in 1852 gained the status of the University named after his name (Canada, 1967; The Canadian encyclopedia, 1985; Jones, 2014; Stewart, 1948; Education, 2009).

The first Canadian universities were established in the European schools style and were under the auspice of religious organizations. Three King's Colleges - Windsor (Windsor, NS, 1789), York College (York, Toronto, 1827), Fredericton College (Fredericton, NB, 1828) was an attempt to bring the ancient British universities model in Canada. These institutions based their activities on the British traditions. Daulhousie University, Halifax, 1818, Queen's University, Kingston, 1841, McGill University, Montreal, 1821 introduced more democratic model of Scottish universities (The Canadian encyclopedia, 1985; Stewart, 1948). In 1876 was founded and opened in 1878 the University de Montreal as a branch of the Laywell University of Quebec. For nearly a century since 1920 this has been an independent private, religious school, which was under the Catholic Church patronage. According to the Canadian Encyclopedia, in the 80's of the XX century, the University of Montreal is Quebec's largest university, which consisted of 13 faculties, 60 departments, schools and institutions. All academic departments and 20 specialized centers carried out research.

So, in the XVII - early XIX century Canada saw the formation of a network of colleges and universities, but the real flourishing of higher education of this country witnessed in the last decades (Education Studies, 2009). In 1954 was opened Université de Sherbrooke, which developed from the Seminaire St. Charles Borromeo, and had three faculties: arts, law and science. In the 1980's it consisted of 9 faculties, including the management faculty. In 1963 was created University de Moncton, which then consisted of three institutions. By the mid 80's the University consisted of 5 departments, including management faculty as the priority one. In 1968 was founded the University of Quebec. It consists of universities, research institutions and high schools. Each of these units has its own responsibilities in training specialists system, including in business administration.

According to the Canadian higher education researcher P. Kevin, university is a community of scholars. of The "community" concept was united by common values and purpose professional activities advocated modern universities. Senior professors, junior instructors, students are researchers of scientific problems; freshmen are full members of this community. Such an atmosphere in educational institutions has been created by generations, while most Canadian universities are relatively young. Created on demand of the society that needed highly skilled professionals, many of them often developed to expand the number of students rather than the number considered appropriate for them. This entailed certain complications: for university with 30 thousand students studying, it is more difficult to implement the idea of a community than for institution that teaches 2 thousand students. Some universities in Canada were established in the early twentieth century including the University of British Columbia in 1908, the Emily Carr Institute of Art and Design in 1925. These institutions now train specialists for different areas of society, and University of British Columbia prepares specialists for business management, information systems management, industrial relations management, general management (Kevin, 1998).

The technological revolution introduced changes in the productive forces of society, influenced the general requirements and qualification of specialists, including and managers. The experience of the 70's evidenced that it first of all threatened layoffs and unemployment for Canadians with high enough level of general and special education. As a result the high level of higher education starts to be regarded as a guarantee for stable employment and prosperity, one of the main factors of economic growth of the country.

However, the adaptation of higher education to the requirements of scientific and technological progress was of a contradictory nature because of the need of large, long-term deposits of capital in the development of higher education, which remained at that time the privilege of certain segments of the population. Many Canadian specialists noted the crisis of the education system in the country, its inadequacy with the developed advanced production machine. However, in the post-war period under the influence of general movements in education, including higher, some progress has been made.

So, while before the 1900, over 70% of Canadians could not get a secondary education, 40% did not even finished primary school, in the 1970-s. almost 80% of young Canadian workers had at least secondary education. In 1975 20% of Canadians aged 12 to 24 attended schools and universities compared to 5% in 1955 - 1956. Over 1960-s the number of students in schools and universities increased by 50% (State-monopoly, 1977). Gradually increases the state's role in training. Expenses for universities increased from \$ 200 million in the early 60-s to \$1.5 billion. In 1975, of which the federal and provincial governments - 80% of the total while in 1950 the government accounted for only about half the cost (State-monopoly, 1977).

The state policy regarding the education system came out of the needs of the economy that developed in the conditions of scientific and technological progress and was aimed at adapting education to new conditions and requirements of production.

The number of academic staff had grown rapidly from 7 thousand in the academic year 1960 - 61 to 24 thousand in 1972 - 73 academic year. Almost half of university professors had Doctor's degree. University professors were mostly former university graduates who have received additional one-year training in teacher training colleges.

However, later universities were involved in the preparation of teachers (State-monopoly, 1977). Large part of academic staff (40%) were foreigners. The presence of a large number of university professors natives from England, USA, France, Belgium led to the fact that not enough attention has been given to programs related to the needs of the national industry, foreign teachers were poorly aware of the socio-economic and political conditions of the country.

During this period, Canadian scientists trying to solve the problems of education developed various plans and schemes that provided for increased access to higher education, at the same time gave recommendations for strengthening financial responsibility for their students' learning. One of these plans "The Contingency Repayment Student Awards Plan" CORSAP included student learning 'in debt'. Students' fees could be paid for several decades, but they made up most of the cost of their professional training. Another plan – Graham's report was presented by the "Royal Commission on education, public services and provincial-municipal relations" in Nova Scotia.

It was stressed on a "part-time" form of learning which was to promote access to higher education. However, it was recommended the four times increase on the fees. In 1960 the Canadian government issued a certificate of vocational training to complement the act of 1942. According to this document  $\frac{3}{4}$  costs on professional technical education in the country is provided at the expense of state subsidies.

In this country there are various types of educational institutions providing vocational education, including trade schools, secondary vocational schools, technical institutes and colleges, technical institutes, private business colleges and trade schools. In the 60-s the number of students in public colleges and institutes gradually increased, namely it increased from 11 thousand persons in 1960 to 70 thousand in 1970.

A relatively new phenomenon in Canada was adult education. An important component of education became evening, summer, correspondence courses on a number of subjects; diversification programs designed for adult education institutions. They also developed the part-load form of studying. The growth of the population of college age that reached the highest point in the 60's caused difficulties that could not be solved by merely increasing the number of universities and other institutions of higher education. Provincial governments began experiments with new types of higher education institutions and their structures. Particularly in Quebec were established colleges of general and vocational training; in Ontario – College of Applied Arts and Technology, the rest provinces built 2-3-year institutions, community colleges.

One features of the Canadian education system is in the fact that immigration is a significant source of replenishment of students' staff. Thus, the share of young people aged 15 - 29 among immigrants in 1970 comprised 49%. In general, the part of immigrants in almost all professions is approximately equal half of what Canadian universities offered in the postwar period. Immigration policy of the country was guided by the need to stimulate inflow of highly skilled workers and limit the inflow of low-skilled workers. The state received certain benefit from imported labor. The main principles of the Canadian government immigration policy are reflected in the 1978 Immigration Act, which adheres to the principles of non-discrimination of immigrant families (Bakhov, 2013).

At the same time, arrival of more skilled foreign workers exacerbates the problem of unemployment which rates increased rapidly. There appeared a new concept of higher education, which emphasizes the diversification of educational services for adults and youth to meet the needs of the widest possible population. In this regard, provinces began cooperation through the Council of Ministers of Education.

Among the educators grew confidence that the progress can not be measured by the number of students or dollars invested in education: the focus has to be shifted from the number onto the quality, from the limited access to education to universal access, from the short-term education to lifelong learning.

Democratic forces of Canadian society suggested the idea that the people of Canada was interested in the democratic reforms, and their program in education should include provisions on universal accessibility of the education system, based on national interests of the Canadian people, democratic and inclusive planning at all levels as an alternative to the hard monopoly control over education, humanistic and democratic content of programs.

So, focusing on the needs of the economy, higher education in Canada gradually developed in the twentieth century.

On the first stage (before the 50-s) the main function of Canadian universities was providing liberal education to children of the ruling class and academic or vocational education for young people from the society elite.

The second stage (the 50-s – 60-s of the XX -th century) showed changes in the understanding of the mission of education by Canadian society, knowledge became a key driver of economic growth and highly skilled employees were the part of productive forces of society. There increase the part of resources allocated for the purposes of higher

education.

On the third stage (the 70-s) funding of education enhanced. Ongoing steps in the direction of democratization of education, including its accessibility to a wide range of people. But is not about the full democratization of education, many programs support elitist, anti-democratic views. The presence of a large number of foreign university teachers, poorly aware of the Canadian specifics, inhibits programs focused on the needs of the national industry.

Gradually increases the role of government in education, this process occurs in the following areas: 1) an increase of funding the development of education, primarily targeted to support forms of training, important in terms of economic development; 2) the regulation of employment level and unemployment by the policy of training, retraining of unemployed, organization and training of working people; 3) regulation choosing professions by young people through the development of vocational guidance; 4) summarizing scientific base to the policy of training by strengthening the work of forecasting needs for specialists in major professions; 5) development of general plans of development of training and including these plans in general economic programs.

But in spite of this fact, the researchers prove, "In some important respects higher education in Canada is the story of a network of institutions that break all the rules in terms of accepted norms of organizational theory and system design. There is no national "system", no national ministry of higher education, no national higher education policy and no national quality assessment or accreditation mechanisms for institutions of higher education. Higher education policy is highly decentralized, but even at this level there is, with a few exceptions, relatively little long-range planning, and a quite limited policy research infrastructure. At the same time, this is a country that boasts one of the highest participation rates in postsecondary education in the world, with widely respected university and college sectors. This is a country with very high levels of educational attainment, and a number of leading research universities" (Bakhov, 2013; Higher education, 2012).

Canadian Universities help maintain a high level of prestige of knowledge in society and contribute to the realization of the goal of the federal government - to provide "the most educated, most skilled and most flexible workforce in the world" (AUCC Statement, 2008).

Canada recognizes and appreciates its rich ethnic and racial diversity: more than 200 ethnic groups living in Canada; more than 40 cultures are represented in Canada's national press; immigration makes more than 50 percent of Canada's population growth. Canadian Multiculturalism Act promotes full and equitable participation of people of any kind in Canadian society, and the integration of people and communities of different origins. Through multiculturalism Canada recognizes the potential of all Canadians, encouraging them to integrate into society and actively participate in social, cultural, economic and political affairs (The education system).

Summing up, we note the following stages of formation and development of higher education in Canada.

The first phase (XVII century) – creating the first college which taught grammar and theology (in 1635), creating Seminary (in 1663), the influence of religious organizations.

The second stage (the end of XVIII - early XIX c.) – creation of the first Canadian university type institutions – colleges similar to ancient British universities, a significant impact of religious organizations on the activities of these institutions.

The third stage (middle XIX-th – the middle of the XX-th century) – The slow formation of a network of colleges and universities on the background of the general crisis of the education system in the country, lack professors and lecturers on the faculties, invitation of foreign teachers from England, the US and other countries due to insufficient orientation of the educational process demand for domestic industries, and 50's: the main function was to provide Canadian university liberal education to children of the ruling class and academic or vocational education for young people, the elite of society.

The fourth stage (mid-twentieth century. – nowadays) – change in the Canadian society of the understanding of the education mission: knowledge has become a key driver of economic growth and highly skilled employees - part of productive forces of society, increase of foundations in education, democratization trend to higher education, inviting foreign teachers, weak focus on the needs of the national industry, strengthening the state's role in education.

## 5. Conclusions

Conducted historical and retrospective analysis of research problem allowed to find out stages of professional training in Canada, the characteristic features of each stage, and confirm the legitimacy of the emergence of higher education, to find its place in the life of society.

The formation of higher education in Canada was affected by various factors: macro (society in general with a particular system of social relations) meso-society (region, with its socio-demographic, national and cultural features),

micro-environment (Habitats of educational institutions).

Thanks to intensive development of society and the emergence of new technologies Higher Education of Canada has been reformed significantly in the last two decades. Much attention is paid to training highly qualified scientific, technical and managerial personnel for current needs and future development of the state economy, increase of competitiveness of Canadian industries on the global market.

One of the greatest strengths of higher education in Canada is a focus on practical knowledge. However, despite the pragmatic orientation of higher education recognized by leading education for democracy and humanism, attention to intercultural understanding. The proof is multicultural policies aimed at strengthening relations and mutual understanding between the two main ethnic and cultural groups – Anglo-Canadian and French-Canadian communities.

At a time when Ukraine is reforming the education system, the analysis of some key moments in the formation and development of higher education in Canada can be fruitful for Ukrainian educators: it is known in comparison. Of course, this analysis is not exhaustive, but contributes to the comparison of Canadian and Ukrainian higher education system that allows you to continue a series of studies on the comparison of higher education in Canada and Ukraine.

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