

SELECTED CHRONOLOGY OF ADULT EDUCATION IN CANADA

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Abstract

This chronology illustrates a number of events which make up the rich heritage of adult education in English speaking Canada. The chronology further illustrates some of the issues which were being faced and dealt with in a particular point in time; some of the leaders and innovators which contributed to the growth and character of adult education; some of the methods used in organizing learning for adults, and their underlying philosophies and values; and some of the organizations which were created and involved in extending the opportunities for adults to learn in Canada.

Résumé

Cette chronologie illustre, par le biais de récits sélectionnés, la richesse léguée par la tradition de l'éducation des adultes au Canada anglais. On y présente les enjeux caractéristiques de diverses époques et les moyens employés pour y faire face. On identifie les principaux innovateurs ayant contribué au développement de l'éducation des adultes, de même que les modes d'organisation d'activités éducatives accompagnées de leurs doctrines et valeurs sous-jacentes. Enfin, on présente quelques organismes ayant permis d'accroître l'accessibilité aux programmes éducatifs chez les adultes canadiens.

1800

The first circulating library in Upper Canada was established.

1816

The first Common School Act was passed in Upper Canada. Adults also were allowed to learn reading, writing and arithmetic.

1827

The Mechanics' Institutes are widely held to be the first example of a formal organization devoted to the education of adults in Canada. Local documents from the period indicate that these institutes began in several cities in Canada within a few years of each other: St. John's, Newfoundland in 1827; Montreal in 1828; Toronto in 1830; and Halifax in 1831. Patterned on those that were begun in England, the institutes insisted that education was the right of all the people, not something bestowed by those in power. The institutes were voluntary associations of mechanics, who gathered for instruction in both the elementary and scientific principles that formed the basis of their work. The first task of an institute was always to establish a library. The community-based institutes also provided evening lectures as well as periodical reading rooms.

1839

The Mechanics' Institute of Saint John, New Brunswick established a museum for a variety of collected works. This museum later became the first of Canada's national museums.

1850

The second half of the century saw the establishment of private night schools for adults; these provided academic and vocational subjects. They were seen mainly in the larger urban centres of provinces as far apart as Ontario and British Columbia.

1851

The first Young Men's Christian Association (YMCA) was established in *Montreal*, offering evening classes in self improvement and Bible study for men. Each YMCA was set up separately with its own charter.

1853

The Toronto Young Women's Christian Association (YWCA) was established. (By 1869, after confederation in 1867, there were 27 separately chartered YWCAs in Ontario.)

1861

The first stable store or cooperative society was developed in Stellarton, Nova Scotia. Cooperatives in Canada held that each member had the same

rights as all others. Apart from the exchange and distribution of goods, they also provided educational opportunities to their members.

1866

The YMCA began the first non-military educational program for the military who were protecting Canada from Fenian raids that originated in the United States along the Niagara, Ontario border.

1867

The union of the British North American colonies of New Brunswick, Nova Scotia and Canada (Canada being an earlier union of Lower Canada and Upper Canada) was achieved on July 1, 1867 under the new name, Dominion of Canada.

1872

The first Grange—an agricultural organization dedicated to the protection of farmers, through collectivism, against the ravages of change—was established in Canada. The dominion Grange of the Patrons of Husbandry was incorporated by the federal government in 1877. By 1879, there were 766 local Granges in Ontario, with an estimated membership of 31,000. They spread to the Maritimes and Manitoba. The new order met a need amongst farm people, but it grew too rapidly and by the 1890s it had nearly disappeared. What remained of the order merged, in 1907, with the Farmers' Associations in Ontario, the forerunner of the United Farmers' movement.

1874

The first English language agricultural school was established in Guelph, Ontario. It had an extension program that offered educational programs for farmers. It also provided a home for one of the oldest co-operatives in the province. In the 1890s the school added both travelling dairy trains and short courses to the extension programs that eventually were available all across Ontario.

1880

The government in Ontario created public libraries, using the concept that had been instituted by the Mechanics' Institutes.

1883

Two separate women's colleges for medical education were established in Canada. One was affiliated with Queen's University in Kingston, Ontario, and the other with the University of Toronto.

1886

The federal government established the Dominion Experimental Farms system in Indian Head (Saskatchewan), Brandon (Manitoba), as well as its most famous, the Central Experimental Farm in Ottawa. Its first director was William Saunders, whose work with Marquis Wheat helped make Canada one of the greatest wheat producing nations of the world. The work in the western experimental farms later influenced the University of Saskatchewan and other institutions in establishing their own experimental farms (research stations).

1888

Queen's University, in Kingston, Ontario began offering extension education courses. Many of its extramural students were teachers seeking higher certificates, degrees, or both. The University of Toronto opened its extension courses 3 years later.

1891

The Canadian Association for the Extension of University Teaching was formed at its founding conference in Toronto but lasted only a year.

1892

The Canadian Club program began in Hamilton, Ontario, but took root in other parts of Canada just before and after World War I. Its aim was to foster Canadian patriotism by means of touring speakers.

1893

The National Council of Women was inaugurated on October 27, in Toronto. The first president was Lady Oshbel Aberdeen, wife of the Governor General of Canada, and Adelaide Hoodless was its first treasurer and convenor of home economics, a position she held for 10 years.

1894

The first summer school of mining was held in Kingston, Ontario; it influenced the methods of occupational training in other areas in Canada.

The first Farmers' Institute in Ontario was established with the passing of the Federal Farmers' Institutes Act, whereby farmers in local areas could meet and discuss recent information pertinent to farming operations in order to make farm labour easier and more productive.

1895

The Young Ladies Club of Baddeck was founded in Baddeck, Nova Scotia by Mrs. Mabel Gardiner Bell (wife of Alexander Graham Bell). It was one of the oldest recorded women's clubs in Canada and was a forerunner of the Parents' Association of Canada.

The Nova Scotia government hired a man to carry the story of good farming and good farming practice to many of the outlying districts of the province. This was the first example of what came to be called Agricultural Representatives.

1896

The first Parents' Club in Canada was formed in Baddeck, Nova Scotia; it encouraged parents and teachers to co-operate in establishing standards in the schools. It was modelled after similar clubs set up in Washington, D.C. and introduced in Canada by Dr. and Mrs. Alexander Graham Bell.

1897

The first Women's Institute was established at Stoney Creek, Ontario; it was devoted to the education of rural women and to improving the quality of rural life. A separate branch within the provincial Ministry of Agriculture was set up to support the work of the Institutes. Adelaide Hoodless in Hamilton, Ontario has generally been given credit for the idea of the Institutes, but George Creelman, Laura Rose, Blanche Maddock, and others had a major role in implementing them. British Columbia's Women's Institutes began in 1909. Institutes spread to other parts of Canada and to other countries.

The Canadian Victorian Order of Nurses was established in Hamilton, Ontario, to commemorate the Jubilee anniversary of Queen Victoria. Its original mandate was to provide visiting nursing services to communities without access to medical facilities. The functions of the VON have constantly evolved in response to the needs of people in their homes, particularly the elderly.

1898

The first training program was established in Ottawa, Ontario to train nurses for service in the Victorian Order of Nurses.

1899

The first reading camp in Canada was started in Nairn Centre, Algoma District, in northern Ontario by Alfred Fitzpatrick, a Presbyterian minister. These reading camps were located in remote areas of northern development, including mining, lumbering, and railroad camps. The earliest instructors often worked alongside the labourers during the day and instructed them in reading and writing at night.

1900

The Ontario Normal School of Domestic Science and Art, a teacher training school, was founded by Adelaide Hoodless in Hamilton, Ontario. Its purpose was to train teachers for rural school teaching and to educate young women in household science.

The first *Caisses Populaire* was formed in Levis, Quebec by Alphonse Desjardins. This was the beginning of the credit union movement. By about 1916 there were approximately 100 caisses in the province and Desjardins encouraged their federation for education and supervision so that the experience of one could be made available to the rest. A pioneer in teaching people the use of their own credit, he demonstrated the power of many. The idea spread to other parts of North America and to other countries.

1901

The Canadian Reading Camp Association was founded by Alfred Fitzpatrick and was the forerunner of Frontier College (founded 1919). The Association and the College were dedicated to providing literacy and other educational opportunities to remote communities in Canada. The Association spread its activities to several centres in Ontario and a few in Saskatchewan in the next few years. By 1903 they were in British Columbia as well.

1902

The first Settlement House was opened in Toronto, Ontario by Sara Libby Carson (adapted from the settlement concept in England). The main aims were religious education and proselytising. It also sent adults into the urban slums both to teach and to learn about the effects of poverty on opportunities

for education. From 1902 to the end of World War I, settlement houses spread and were particularly helpful in the education of new immigrants to Canada.

1904

One of Canada's first City Missions was begun in Winnipeg, Manitoba by the crusading politician, J. S. Woodsworth. The mission, known as All People's, was intended to aid immigrant slum-dwellers.

1905

The first School on Wheels was established in Victoria, British Columbia by the federal Department of Agriculture. Others soon followed in Saskatchewan and later in Manitoba. Reflecting the desire to address the needs of people in diverse geographical settings, the school was housed in 10 or more railway cars. With cooperation between the universities in these provinces and the railway companies, the school offered a mix of programs including domestic science and child care, as well as lectures and displays.

1909

The Canadian Council of Agriculture was formed, the forerunner of the Canadian Federation of Agriculture (1941).

1910

The University of Saskatchewan, influenced by the University of Wisconsin's (U.S.A.) predominant view that the boundary of the university is the boundary of the state ("Wisconsin Idea"), established the first university-based department of agricultural extension in Canada.

The People's Forum was created by Winnipeg (Manitoba) labour leaders as a lecture series to provide for discussion of current issues.

1911

The Saskatchewan Homemakers' Club was formed. This was an educational group, the result of collective action in the province of Saskatchewan. Patterned on the Women's Institutes of Ontario, the club was started by groups of homemakers locally. Later, with the directing force of Lillian Benyan, clubs began organizing provincially. Supported by the University of Saskatchewan, the Homemakers' objective was to promote the interests of home and community. From 1919, the Homemakers' were affiliated with the Women's Institutes.

1912

Macdonald College, Guelph, Ontario (formed in 1903 with a grant from William Macdonald), as a result of pressure from the Women's Institutes, began to offer courses in nutrition, cooking, home nursing, and sewing. These courses comprised a pioneering effort in distance education, and they influenced programs nationally.

The Department of Extension at the University of Alberta was established with the philosophy that the university had a responsibility to disseminate knowledge and to serve the needs of all the people in the province. Though initiated by the pioneering work of Henry Marshall Tory, the university's first president, it flourished under the directorship of A. E. Ottewell. Ottewell, typical of pioneering efforts at this time, often ran the program by himself, and offered to many in this region the first exposure to moving pictures, slides, as well as books and pamphlets.

1913

The federal government introduced the Agricultural Instruction Act. This set the pattern, followed until 1967, of shared federal-provincial responsibility for vocational and technical education.

1917

During World War I, the Khaki College was established for the education of the Canadian army in England and Europe (later it became the prototype for army education in many countries). During World War II, in 1939, the Canadian Legion Educational Services also supported the education of military personnel abroad and those who were based at home.

1918

The Workers' Educational Association of Toronto and District was established. An offshoot of the British WEA, formed in 1903 by Albert Mansbridge, its purpose was to offer university level instruction to working class adults. The WEA quickly spread throughout Canada to Halifax, Hamilton, Vancouver, and Winnipeg, largely through the work of William L. Grant, principal of Queen's University in Kingston, Ontario.

1919

The Women's Institutes in various provinces of Canada united to form the Dominion Federation of Women's Institutes.

1920

The publication of *University in Overalls: A Plea for Part-time Study* by Alfred Fitzpatrick, the founder of Frontier College, was an exposition of his concept of total community involvement in development and growth (see 1899).

1921

Father Jimmy Tompkins, a Roman Catholic priest at St. Francis Xavier University, launched the People's School in Antigonish, Nova Scotia. This was a six week course for adults, offering a broad range of practical and cultural subjects. It was one of the first programs (along with universities in Ontario, Saskatchewan, and Alberta) in Canada which brought working people to the university. Father Tompkins published a pamphlet the same year called *Knowledge for the People—a Call to St. Francis Xavier College*. Influenced by Britain's Workers' Educational Association, he believed that universities should be a site for social action. The Antigonish Movement at St. Francis Xavier University began in 1928, when the Extension Department was opened.

1922

The first university-operated educational radio station was established at Queen's University in Kingston, Ontario. By the late 1920s many universities—including Dalhousie, McGill, the University of Toronto, and the University of British Columbia—were either renting or being given air time on local radio stations. However, both Acadia University (CKIC) and the University of Alberta (CKUA, in 1927) built their own. The use of radio in education, particularly in the west of Canada, was seen by many as contributing a critical role in providing solutions to the social and economic problems of people living in rural areas. These programs, though educational in intent, also provided creative alternatives to the poor programming of the advertising-supported commercial radio stations.

1923

The National Council of Education held a conference in Toronto on education and citizenship. The Council, a privileged segment of adult education, elected Vincent Massey (who later became the first Canadian Governor General) as its first president. The outcome of the conference was the development of a scheme for speaking tours of educators. These tours evolved into the National Lectureship Scheme, which was a forerunner to the

Canadian Committee established to extend educational exchange within Canada.

The National Council of Education held its first annual conference in Winnipeg, Manitoba.

The Canadian National Railway (CNR) under the leadership of Sir Henry Thornton presented a broadcast linking its Ottawa and Montreal stations—the first linking of two radio stations in Canada. By 1929 the CNR was broadcasting nation-wide radio programs 3 hours a week. These broadcasts served a broad audience including rural Canadians.

1925

The Canadian Federation of Home and School was founded in Toronto. It had an educational component for parents to apprise them of school issues.

1928

The Department of Extension was founded at St. Francis Xavier University at Antigonish, Nova Scotia. This was a forerunner to what later was referred to as the Antigonish (Cooperatives) Movement. The Antigonish educators believed that persons, inspired by education, would then develop cooperative economic institutions. From the experience, Father Moses Coady wrote *Masters of Their Own Destiny* (see 1939). Though Coady was the first director and a driving force in the movement, many others contributed to the success of the movement, including Katherine (Kay) Desjardins, who joined the Extension Department in 1931.

The Canadian Institute of International Affairs (CIIA) began. The CIIA was a meeting place for Canada's leading intellectuals. This association, like the Round Table Movement and the Canadian League, adopted the words "education" or "educational" in its terms of reference, largely to attract people and to aid them with their real motive of advancing their political aims. The CIIA, by 1935, became a leading provider of resources to the Canadian Association for Adult Educators and the radio forums. Jointly CAAE and CIIA produced a series of pamphlets called *Democracy and Citizenship* as well as a further series accompanied by radio programs called *Behind The Headlines*.

A Royal Commission on radio broadcasting was established. The commission heard submissions from private radio stations, American

interests, the Canadian Pacific Railway, and Canadian National Railway, as well as educators from across the country. Most educators supported government control, though in the form of a joint federal-provincial mandate. The report of the commission recommended the establishment of a national public company: The Canadian Radio Broadcasting Company. The commission also recommended the allocation of several hours of air time to educational purposes, including adult education.

The Student Christian Movement evolved from the Student YMCAs that originated at the University of Toronto in 1871, followed closely by others at Queen's University (Kingston, Ontario) and McGill University (Montreal, Quebec). The Student Christian Movement greatly influenced adult education with its belief in advancing a social gospel in Canada. As a result, religious instruction accompanied by social action became central to the activities of many of the churches. In most cases, councils were established by the church, first to prepare study materials on all kinds of social problems (housing, unemployment, immigration). Once educated, people were then expected to apply the learning in practical demonstrations of social action. A later, notable example of this was the drive for justice for Japanese-Canadians interned in the west of Canada during the Second World War.

1929

The Public Library Commission in British Columbia launched an experiment called the Fraser Valley Experiment, which helped set a new course for library development in that province as well as elsewhere in Canada and other countries. The work, managed by Helen Gordon Stewart, was to create a library which would serve a whole region, including 24 municipalities. By moving the holdings around, it could serve the needs of the region. The program's services were of interest to other provinces in Canada because of the opportunity for extended learning opportunities for adults.

1930

The Canadian Radio League was established as a voluntary organization whose aim was to set up a national means of communication between regions and people in Canada. The league was composed of young intellectuals, including Alan Plaunt and Graham Spry; it shared the convictions that a national public system would serve the interests of the Canadian people. It helped lay the groundwork for the establishment in 1936 of the Canadian Broadcasting Corporation (CBC).

1932

The Progressive Arts Club was established in Toronto, Ontario. Its goal was to provide for the development of a militant, working-class art and literature and to be a vehicle of social protest against the economic crisis of the 1930s in Canada. Two initial ventures provided an outlet for that commitment: one was the publication *Masses*, and the other was the formation of a small troupe known as the Workers' Experimental Theatre. Their themes were often topical including the famous *Eight Men Speak*, a play about the imprisonment of eight Canadian Communists. Despite links across the country and even internationally, it ceased operation by the end of the decade.

Volunteers from Frontier College (see 1901) worked in the relief camps of British Columbia and, later, other provinces. These camps were set up under the Department of National Defense for unemployed men. The volunteers attempted to bring community education and development services to the impoverished who had been conscripted into these camps.

The Canadian Agricultural Services Coordinating Committee was established. This organization was responsible for coordinating research, extension, and education services as well as being responsible for assessing the immediate and future needs of agriculture in Canada. Committees were set up both provincially and regionally.

The New Canada Movement (NCM) was instituted by Donald McLean, Alex Sim, and James Gibson. The goal of the movement was to join together 100,000 farm youth across the country to find ways to bring about a new and better Canada. An educational component to the movement was quickly developed. Its aim was to produce an enlightened rural youth and to initiate political change by turning youth into an effective political lobby, with a Christian social gospel focus. By continuing to pursue and expand on its insights into adult education, the NCM hoped to shape the contours of rural life not only in Ontario, but across Canada and elsewhere. It continued as an organization until 1934.

The League for Social Reconstruction (LSR) was launched in Montreal and Toronto by a group of left-wing intellectuals led by Frank Underhill and F. R. Scott. Its goals were directed toward establishing a social order for the common good rather than private profit. This was the first political organization of left-wing intellectuals in Canadian history, and it had goals in

common with the Cooperative Commonwealth Federation (CCF), whose manifesto was largely produced by LSR members in 1933. Disillusionment with socialism and the onset of World War II led to LSR's demise in 1942. The LSR was considered to have had a strong influence on the CCF, Canada's remaining socialist party at that time.

The University of Alberta Extension Department began an experimental program for the encouragement of the fine arts. The Banff School of Fine Arts, later called The Banff Centre, was started by E. A. (Ned) Corbett with a Carnegie grant. As its first step it began training teachers and leaders. Three years later, the leadership transferred to Donald Cameron and, as part of his vision, it broadened its mandate to offer programs in theatre, music, dance, and the visual arts. It became a large residential and educational facility for the arts under its own auspices; as well, it acted as a hotel and residential facility for other groups. A major contributor to its success was Elizabeth Sterling Haynes.

1934

The first credit course in adult education in Canada was offered at the undergraduate level at Sir George Williams College, Montreal.

The Canadian Institute of Public Affairs was established in Ottawa. This was a forerunner to the Couchiching Institute on Public Affairs, which held a series of conferences at the YMCA-owned property at Geneva Park, Ontario. The Couchiching Institute on Public Affairs, which holds an annual conference at Geneva, is a registered charitable organization that is dedicated to providing a forum for the discussion of important issues between experts and the general public.

1935

Canadian Chautauqua was started by J. M. and Nora Erickson, who organized weekly circuits under the name of Fall Festival (later it reverted to Canadian Chautauqua). The circuit was planned for the whole community and depended upon community participation. It was considered, not as a passing cultural experience, but as a community venture. There were 6 days of events for the whole family, which included music, readings, plays and lectures. It prospered for some 20 years, especially in Western Canada.

The first national survey of adult education was undertaken, which presented an *initial* overview of the kind of educational activities in which adults were

engaged in Canada. The survey was directed by Dr. Peter Sandiford, then Director of the Department of Educational Research of the Ontario College of Education. The survey had some influence on the formation of the Canadian Association for Adult Education.

The Canadian Association for Adult Education (CAAE) was founded. E. A. (Ned) Corbett became the first director, with headquarters in Toronto. Originally it was intended to be a clearing house and information centre for Adult Education in Canada. However, under the leadership of E. A. Corbett, and influenced by the war, it was modified into a direct programming agency, largely in the field of citizenship.

D. W. Buchanan founded the National Film Society (now the Canadian Film Institute), a national network of rural, industrial, and trade union groups working to promote national unity and to stimulate action in dealing with Canadian problems.

1937

Inspired by the Danish Folk School, the Alberta School of Community Life was founded by Donald Cameron (Cameron later became the director of the Banff School of Fine Arts as well as a member of the Canadian Senate). Watson Thomson played an equally important role in the school, utilizing his concept of small group participation in dialogue and action for transforming self and society.

The Canadian Association for Adult Education initiated a cooperative project in public affairs broadcasting with the Canadian Broadcasting Corporation (CBC). One important series that was offered was *Life and Learning*.

E. A. Corbett, director of the CAAE, assisted in obtaining funding for a community development project in The Pas, Manitoba. The project, initiated by Rev. Harry and Mary Avison, was established to show the power of adult education to solve community problems. Hoping for a community educational project similar to the Scandinavian folk schools, the Avisons embarked on what proved to be an impossible task of creating "community" where there ostensibly was none. The project attempted to be comprehensive in meeting its goal and offered community projects, information exchanges, and sessions for dialogue that included several levels of the community. Self help, vocational, and learning opportunities as well as social gatherings were all attempted with varying success. Unfortunately, conflicting political views,

a war, and the lack of cohesion in the community brought it to a swift conclusion.

A rural education project was started in Hamilton, Ontario; it was called The Community Life Training Institute. It was begun by a group that included Bess McDermid, of the Women's Institute; W. M. Drummond, of the Ontario Agricultural College; W. J. Dunlop, the Director of the Department of University Extension at the University of Toronto; and E. A. Corbett, of the CAAE. The director was David Smith. A year later, the experiment was centralized in the economically depressed region of Simcoe county. A grant from the Carnegie Corporation allowed the group to develop a model that would be used later for other community development work by the Ontario Department of Education. Four years after its inception, their first conference was held at Camp Rawley, for the purpose of training leaders in community development. A similar conference was held yearly and eventually extended to provincial leaders in county library work, in the field of health, and in farm forums. The ideas spread across counties and to other provinces.

1938

The Rural Adult Education Service of Macdonald College, Montreal, Quebec was established. Directed by R. Alex Sim, it was an agricultural college serving the needs of English-speaking farmers in Quebec. With study groups as its primary methodology, the sessions served widely scattered areas during the fall and winter. To aid in the work, listening groups and weekly broadcasts were organized by Sim and Neil Morrison. The broadcasts dealt with a variety of farm issues such as rural education, nutrition, health, farm youth, marketing, and government price control. This *Community Clinic* series' success was critical to the generation of the Farm Forum project (see 1939).

1939

The National Film Board of Canada was formed to interpret *Canada to* Canadians and to other parts of the world under its first director, John Grierson, the founder of documentary film in Scotland. The production of documentary film was introduced as an instrument of information and education. Film services were extended to communities for studies of community activity and development.

The National Farm Radio Forum was organized through the cooperation of the CAAE, the Canadian Broadcasting Corporation, and the Canadian

Federation of Agriculture; it focused on rural people. While the first series of 12 broadcasts was transmitted only in eastern Canada, the next and remaining series were heard nationally. They were an attempt to bring members of local communities together and to encourage community action and projects. National coverage of the National Farm Radio Forum began in 1941. This was the first large scale adult open learning system. It lasted 24 years (1941–1965) and included radio broadcasts, printed study material (the Farm Forum Guide edited by Ruth McKenzie), group discussion and reports (Forum Findings), and group action.

Regional Libraries (similar to the one started in the Fraser Valley, British Columbia) were developed in Prince Edward Island and Cape Breton, Nova Scotia by Nora Bateson.

1940

The Canadian Citizenship Council was formed (originally called the Canada Council on Education for Citizenship). The council was concerned largely with the integration of immigrants into Canada.

The radio program *Labour on the Air* was launched. It was produced by the CBC in cooperation with the Workers' Educational Association. The program gave attention to the meaning of industrial unionism and the merits of social legislation.

1942

The Canadian Legion Educational Services undertook, during World War II, to provide educational facilities in Canada for the Canadian Armed Forces. Initially the emphasis was on military training, but later academic programs were offered as well.

The WEA opened Canada's first Labour College in Port Hope, Ontario (see 1918).

1943

The CAAE's manifesto, drafted by Watson Thomson, was published. In the tradition of social reform, one of the statements in the manifesto suggested that social controls were necessary and that it was appropriate to expand public ownership and control; this statement earned the CAAE several enemies, particularly as it led to the belief that the CAAE was anti-free enterprise. Other statements included the invitation to others to join in the

"urgent educational task" of working towards a "new Canadian and world society." The manifesto was replaced three years later with another.

The *Citizen's Radio Forum* was created by the CAAE and the CBC, with special leadership given by Isabel Wilson. Aimed at a general but urban population, its purpose was to promote active citizenship and a discussion of national issues. In 1963, its name was changed to *The Sixties*. Later it became known as *Cross Country Checkup*, a phone-in radio show on public affairs.

The Laquemac School of Community Programs was begun. Operated jointly by Laval and McGill Universities in the province of Quebec, it was the first English–French program for training in adult education and community development. Under the co-directorship initially of Alex Sim and Eugène Bussière, the program was bilingual and bicultural and continued until 1958.

1944

The Government of Saskatchewan, headed by Tommy Douglas, was the first socialist government elected in Canada. The government formed an Adult Education Division. Its first Director, Watson Thomson, conveyed the goals of the new division in four radio broadcasts in December: *Education for the people—all the people*; *Education for action—cooperative, responsible action*; *Education for change—inevitable and desirable change*; and *Power to the people*.

Florence O'Neil, from Newfoundland, received the first Doctorate in adult education in British North America (from Columbia University in New York). She later became very influential in Canadian Adult Education, particularly with regard to women's leadership.

The Veterans' Rehabilitation Act was established by the federal government for the resettlement of returning veterans. It provided assistance for veterans to secure vocational or post-secondary education.

The province of Nova Scotia created the Department of Adult Education within the Ministry of Agriculture, under the directorship of Guy Henson.

1946

The Canadian Library Association was founded by Elizabeth Homer Morton. Established in Hamilton, its purpose was the development of high standards in librarianship as well as library and information services.

The Canadian Council of Education for Citizenship (CCEC) and the national committee of the CAAE organized the first national conference on joint planning by voluntary and government agencies in the broad field of adult education. The conference was held in Kingston, Ontario and resulted in a broad statement of purpose as well as the framework for a Joint Planning Commission (JPC) developed by E. A. Corbett a year later. Forty organizations, mostly national, were represented by the JPC; but with the help of a Carnegie grant the number increased to 70 members. By 1951 these groups were meeting triennially. The work of the JPC included the establishment of awards in related areas, including the Canadian Film Awards, the Canadian Radio Awards, and the Henry Marshall Tory Award in Adult Education. The JPC became a vehicle (no formal membership was required) for consultation among over one hundred national adult education organizations and departments of government. The JPC also commissioned a study of labour education by David Smith, then employed by the Department of Education in Saskatchewan.

1950

A Training Centre in Human Relations was established in Qu'Appelle, Saskatchewan. The centre trained leaders from various parts of Canada in the group development process; it was the first program, nationally, that offered training in human relations.

1951

The first adult education graduate course in Canada was offered at the Ontario College of Education in Toronto, taught by J. Roby Kidd. Kidd succeeded E. A. Corbett as the director of the CAAE in 1951.

1952

The first regular television program in Canada was broadcast. It included community seminars on education and the use of television. In 1954, E. A. Corbett was featured on the television program *Profiles*.

The Société d'Enseignement Post-Secondaire, (later renamed the Institut Canadien d'Éducation des Adultes [ICEA] in 1956) was founded to meet the needs of French-Canadian adult educators.

1953

The National Conference of Canadian Universities commissioned J. R. Kidd to write a study on adult education in the universities. Published in 1956, the study identified seven universities with graduate courses in Adult Education.

1954

The Canadian Association of Directors of Extension and Summer Schools (CADESS) was formed. Later, in 1974, CADESS was changed to the Canadian Association for University Continuing Education (CAUCE).

1955

World Literacy of Canada was granted a federal charter to internationally promote non-formal adult education programs for integrated community development, initially focusing on literacy education in India. Later, in Canada, it established a development education program for the general public with supporting funds from the Canadian International Development Agency.

1956

Final reports were published from the Saskatchewan Royal Commission on Agriculture and Rural Life. The commission, which was chaired by W. B. (Bill) Baker, examined ways in which the quality of life in rural areas could be stimulated. In an attempt to go beyond traditional methods utilized by commissions, and wanting to make the rural public the centre of the commission's information gathering, Baker used his training in human relations to achieve wide participation in the commission's work. The commission heard from over 95 community forums, as well as holding conferences and hearings, and receiving letters and briefs. The commission's final recommendation was for continuous study in the field because of changing economic and social conditions and always with the inclusion of broad public discussion.

1957

A Centre for Community Studies was established as a joint project between the province of Saskatchewan and the University of Saskatchewan. The centre provided research and resources for those interested in changing patterns in rural communities. The work was spearheaded by its Director, W. B. Baker.

The Canada Council was created. Its mandate as defined by parliament was to encourage the study and enjoyment of the arts, humanities, and social sciences, as well as the production of works in related areas.

The Canadian Commission for UNESCO, a sub-committee of the Canada Council, was established as a national organization to inform Canadians about world education needs and issues and to support adult education, especially literacy education.

The first graduate program in adult education in Canada was established at the University of British Columbia, Vancouver.

1958

The Quetico Conference and Training Centre opened in Ontario to foster a working relationship between economic and cultural growth and adult education on a national level.

1960

The Dominion Bureau of Statistics (later named Statistics Canada) conducted its first national survey on adult education. The study found that 4% of Canadians had taken part in some form of organized adult education program. The survey also found a high rate of adult illiteracy in Canada. The findings of the survey resulted in many government sponsored programs in remedial education.

Canada hosted the second UNESCO World Conference on Adult Education, held in Montreal. The conference drew attention to literacy and international development; linked adult education and peace; and was the first international conference on adult education where Asia, Africa, Latin America, and the Communist Bloc were well represented.

The Canadian Society of Rural Extension was formed (in 1970, it dropped the word *rural* from its name). It focused on extending educational opportunities to rural areas in Canada.

The federal government enacted the Technical and Vocational Training and Assistance Act, which significantly expanded federal government funding for adult vocational training and education.

The Challenge for Change project was undertaken by the National Film Board of Canada (NFB). The program introduced innovative attempts to use

audio-visual techniques to help communities undergoing social change. With a focus on citizen participation, this technology was intended to increase communication and the understanding of and approaches to self-help and problem solving at the community level. One of the most celebrated of the resulting programs was conducted on Fogo Island, Newfoundland.

The Indian–Eskimo Association was formed by the CAAE; it incorporated a forum in which representatives of native peoples met together to examine many of the issues and to identify solutions for native people in Canada. (The name was later changed to the Canadian Association for the Support of Native Peoples.)

1961

The federal Agricultural Rehabilitation and Development Act (ARDA), although primarily a source of economic aid, also contributed to the education of adults in the designated economically depressed areas of Canada, both through social research and by supporting educational programs for economic development.

A Royal Commission on Education in Quebec was established, chaired by Alphonse-Marie Parent of Laval University. As a result of the working committee on adult education, chaired by Claude Ryan, an adult education bureaucracy was integrated into the new Ministry of Education.

From its findings the Canadian Census identified adult illiteracy as a major issue, stating that 43% of Canadian-born citizens were functionally illiterate.

The University of British Columbia introduced a doctoral program in adult education. This was followed, in 1965, with the Ontario Institute for Studies in Education (OISE) introducing both a masters and a doctoral program, followed closely by a masters degree in Saskatchewan in 1966 and Alberta's launching of a masters program in community development. By 1970, seven universities in Canada were offering graduate programs in adult education.

1962

The Second Canadian Conference on Education commissioned J. R. Kidd to write a background paper on adult education. Kidd used this opportunity primarily as a vehicle to tell educators in adult education what, in fact, were their responsibilities to the field of adult education.

The Canadian Council on Urban and Regional Research was established to undertake urban studies so that individual development and management programs might be seen in the light of a common strategy to improve the quality of urban life.

The Vancouver School Board launched the first full-time day and evening school for adults in Canada, offering high school completion and first year university work.

The Labour College of Canada was established in Montreal, Quebec, through collaborative efforts of the Canadian Labour Congress and the Canadian National Trade Unions, to train labour leaders and administrators.

A residential basic education program was begun at Elliot Lake, Ontario. The program resulted from a contract between the provincial government and Frontier College. The program addressed community development issues in an economically depressed area, and had an educational component. A second program followed this one in 1965 and led ultimately to the creation of the Elliot Lake Centre for Continuing Education.

1963

Sir George Williams University (later named Concordia University) in Montreal, Quebec established the Centre for Human Relations and Community Studies, which was aimed at promoting an understanding of the human dimension of organizations and the social environment in which they operate. It also provided information, procedures and training programs that had direct application to the solution of organization or community problems.

1965

The Canadian Senate undertook a study to better understand the causes of poverty and to focus on remedies. This work resulted in several federal income support programs, including the Canada and Quebec Pension Plans. It also led to the introduction of the Guaranteed Income Supplement Program which would provide a minimum income to the poor and aged. Both the federal and provincial governments also undertook several pilot projects at this time in order to provide education as a way out of poverty; from these activities the thrust for the NewStart Corporations (1967) came. NewStart was one of several remedial programs funded by the federal government in adult basic education. By 1969, six provinces were participating in the NewStart program.

The Agricultural Rehabilitation and Development Authority contracted with the Canadian Association for Adult Education and the Institut Canadien d'éducation des Adultes to initiate a study to determine the training needs of community development workers in Canada. A workshop on the theme of community development in Canada was held that same year.

1966

The CAAE published its *White Paper on Education*. The paper suggested that whatever a citizen chose to learn was important simply because he or she chose to learn it. This idea that adult education need not have a formal curriculum but should be driven by the interests of the participants was generally accepted in the field. Other position papers of the CAAE were published in 1943, 1946, and 1985.

A national conference was organized by the CAAE on the professional training of adult educators. An important result of this conference was the first Canadian survey of training opportunities in adult education. A second survey was published in 1970.

The Company of Young Canadians (CYC) was established as a Crown Corporation. It was set up to support, encourage, and develop programs in the social, economic, and community development fields in Canada. Volunteers (who received a token amount of money) for the program were chosen directly by the community group seeking CYC support, and were primarily responsible to that group.

1967

The federal government established the Adult Occupational Training Act and brought to an end existing cost-shared programs in technical and vocational education. This act was to usher in an new era of federal/provincial fiscal relations, as conditional grants gave way to direct transfers based upon individual purchases of training. The act included support for adult basic education/literacy education for adults and replaced the joint federal-provincial Technical and Vocational Training Assistance Act of 1960. Until this time, the federal government attempted to achieve its educational goals through the educational delivery systems of the 10 provinces of Canada. This new act constituted a major federal incursion into the sphere of education and training of unemployed and underemployed adults.

The first graduate course in comparative studies in adult education was taught at the Ontario Institute for Studies in Education by J. Roby Kidd.

1968

The first comprehensive National Conference on Community Development, with special emphasis on teaching and research, was organized and sponsored by the Department of Adult Education at the Ontario Institute for Studies in Education.

The first adult education programme offered by a French Canadian university was established at the University of Montreal.

The first survey of adult education degree and non-degree research in Canada was undertaken jointly by the CAAE and the ICEA under the directorship of James A. Draper.

1969

The first planned meeting of professors of adult education in Canada, including Claude Touchette (University of Montreal), Gordon Selman (University of British Columbia), and Roby Kidd and James Draper (Ontario Institute for Studies in Education) was held at the time of the CAAE annual meeting in Winnipeg.

The federal government, under a special agreement, allowed the provinces to establish their own specially incorporated provincial educational broadcasting authorities. The first to issue such a broadcast licence was Quebec, which had established Radio Québec in 1968, but was reorganized, following the new agreement in 1969, as the Office de radio-télédiffusion du Québec. The next year the Ontario Educational Communications Authority (OECA, later called TVO) began to provide educational programming for all ages. In 1973, Alberta's needs were met through the Alberta's Educational Communications Authority (ACCESS), which took over the running of CKUA radio. British Columbia, beginning in 1980, unlike the others, did not provide programming; but through KNOW (Knowledge Network of the West Communications Authority) provided a communications distribution system for all of its universities and colleges.

1970

The landmark report of the Royal Commission on the Status of Women was issued. This and significant work by other fledgling women's organizations

(including The Voice of Women organization) during the 1970s helped to bring about many changes in women's educational opportunities, which later included the development of the Canadian Congress for Learning Opportunities for Women.

1971

The National Action Committee on the Status of Women was founded. An action-oriented organization, it focuses primarily on pressuring the federal government on issues like pay equity, pensions, and day care, but it also advocates in matters of provincial and local jurisdiction, including education for women.

1972

The Canadian Commission for UNESCO established a task force, the purpose of which was to communicate to adult educators across Canada some of the insights which emerged at the Third UNESCO World Conference on Adult Education held in Tokyo. A summary of the UNESCO report was published for use in Canada. With the subsequent release of UNESCO's report, *Learning To Be*, the task force took responsibility for disseminating its contents as well.

New Horizons was established as a project under the Developmental Programs Branch of the National Health and Welfare Department, whose objective was to enable retired Canadians to plan and carry out, on a voluntary basis, educational activities which they design for themselves and other members of the community.

1973

The International Council for Adult Education (ICAE) was established with its headquarters in Toronto. Its chief architect and founding secretary-general was a Canadian, J. Roby Kidd. As an international governing organization, its purpose was to develop an international network of national and regional adult educational associations, to act as a clearing house, and to facilitate local activities.

The CAAE organized the first national workshop on education for women.

The federal government's Local Employment Assistance Program (LEAP) provided assistance to community-based groups. It was geared to support employment activities that would provide skills and enable continued

participation in normal labour markets. It was often implemented within the context of community development programs, and had the capacity to enable people to use a wide variety of capital, technical, and human resources as they began to take control over their own circumstances.

1975

The first survey and analysis of the graduate programs and courses in adult education, offered at Canadian universities, was undertaken and directed by James A. Draper of the Ontario Institute for Studies in Education (OISE).

The first national survey of adult literacy in Canada was undertaken by World Literacy of Canada (WLC), followed the next year by the first National Conference on Adult Literacy in Canada, jointly sponsored by WLC, the CAAE, and the ICEA. The publication *Adult Basic Education and Literacy Activities in Canada* by Audrey Thomas was released.

The National Association of Women and the Law held its founding convention in Winnipeg. The organization's goals were to promote understanding of feminist legal issues; to support research that examines laws, policies, and proposed reforms; and to advocate action to eliminate sexual discrimination. NAWL also promotes information exchange through its newsletter and affiliation with other women's groups.

1976

A policy of paid educational leave was adopted by the Canadian Labour Congress. Prior to this, people could be generally assured continuous employment with the education they gained prior to seeking full time work. However, with the demands made by advanced technology, office re-organization, and global competitiveness, most employees could now expect either to upgrade their skills several times during their career or to develop entirely new skills for changing employment. This pattern increased in dramatic proportion in Canada during the 1980s and 1990s.

1977

The Movement for Canadian Literacy (MCL) was founded to deal with national issues in adult basic education. Its mandate arose from the initiative of the Canada Literacy Committee of World Literacy of Canada.

The fledgling Canadian Committee on Learning Opportunities for Women held its first national conference. CCLOW was established as a national organization in 1979.

The Open Learning Institute, one of several distance education programs that developed in Canada during the 1970s, was created in British Columbia. Its mandate was to award its own degrees in arts and sciences and to offer non-degree credentials in career, vocational, technical and adult basic education subjects. Two other similar institutes that began in the 1970s were the Télé-Université de Québec (part of the University of Quebec) and Athabasca University in Alberta. These unique purpose institutions took a new interest in the potential for distance education.

The Canadian Labour Congress established five regional Labour Education and Studies Centres.

Memorial University of Newfoundland's Educational Television Centre implemented the Telemedicine project, a program of medical and community health education, consultation services, and the transmission of medical data to four communities in Newfoundland. This project was the first of seven Canadian projects to use an uplink to Hermes, the Communications Technology Satellite.

1979

TESL Canada was formed for teaching English as a second language; it focused on relevant issues, training, and methods of teaching.

Education and Working Canadians: Report of the Commission of Inquiry on Educational Leave and Productivity was published. The commission that was responsible for the document was established in 1978 by the federal government.

Originally begun as a committee of the CAAE, the Canadian Congress for Learning Opportunities for Women gained autonomous status.

Fitness Canada, a federal agency that promoted physical activity and fitness for all Canadians, was formed. As part of its mandate, Fitness Canada funded ParticiPaction, a nonprofit communications company that promoted regular physical activity for all Canadians as a way to a healthier lifestyle.

1980

In Vancouver, a meeting of over 75 Canadian adult educators resolved to explore the forming of a new adult education association in Canada which would focus on graduate teaching and research. It came to be called The Canadian Association for the Study of Adult Education (CASAE).

The first Elderhostel program was offered in Canada at the University of New Brunswick in Fredericton. Elderhostel Canada was incorporated later and eventually relocated from UNB to Toronto.

1981

The Canadian Association for the Study of Adult Education (CASAE) held its founding conference in Montreal, Quebec with Dr. Giselle Painchaud of University of Montreal as its first president.

Laubach Incorporated, which is principally concerned with literacy, was founded in Canada.

The "Michele Jean Commission" (Quebec) was established. Its mandate was to prepare a comprehensive policy for the vocational and socio-cultural education of adults. As with comparable commissions that took place in other provinces (Worth Commission in Alberta and the Wright Commission in Ontario in 1972), these commissions helped to increase the acceptance of continuing and lifelong education throughout Canada and the promotion of adult education in Canada.

1982

From the Adult's Point of View (a survey of adult education in Canada) was undertaken jointly by the Canadian Association for Adult Education (CAAC) and the Institut Canadien d'Éducation des Adultes (ICEA). The publication identified several groups in Canadian society who were not being served by adult education, including women, native people, older adults, challenged people, immigrants, adults with low educational attainment, and francophones living outside of Quebec.

The National Training Act was passed by the federal government. Its emphasis was on promoting a high level for technical training and developing a policy of shifting much of the vocational/technical training to the private sector.

A Gallup study for CAAE and ICEA found that 34% of Canadians over 18 are involved in some form of formal or non-formal educational program.

1984

The Canadian Association for Community Education (CACE) was formed.

Some Questions of Balance, a report by the Commission on Canadian Studies, was released. The report noted that discrimination against women in Canadian Universities is still a national disgrace. The report stated that these practices deter women from participating in many areas of higher education and research.

1985

One in Every Five, a survey of participation in adult education in Canada, was undertaken by Statistics Canada and the federal Department of the Secretary of State. This survey indicated that 20% of Canadian adults had participated in organized adult educational activities in 1983. It pointed out regional disparities, the various programs in adult education, and the agencies offering these programs. The study also revealed that education provided by employers was the largest single category of "course provider."

The Canadian Association for Distance Education (CADE), which began under the auspices of CAUCE in 1983, was formed. The first issue of the *Journal of Distance Education*, a refereed journal, was published in 1986.

The Canadian Job Strategy Program began offering training at the job site by arrangement with public sector employees.

The CAAE published the *Declaration of Citizenship and Adult Learning*, which reaffirmed its 1970 decision to reject the notion of a profession-serving organization and to act as a grassroots, social movement group.

The CAAE organized a series of public forums in 11 cities across Canada to examine the future of Canadian broadcasting.

Elderhostel of Canada was incorporated as a non-profit organization to serve the needs of an older adult audience. The curriculum was intended to be stimulating and appropriate to the needs of adults over 60. Elderhostels exemplify the value of lifelong learning.

1987

The National Literacy Secretariat was established within the federal government, Department of the Secretary of State, to support the preparation for and follow-up to 1990, UNESCO's International Literacy Year.

The *Canadian Journal for the Study of Adult Education* was first published by the CASAE.

1988

The Open Learning Institute in British Columbia and the Knowledge Network television network amalgamated into the Open Learning Agency. As an innovation adapted from a British model, it was particularly attentive to the lifelong learning needs of adults, particularly those living a great distance from the learning facility. Open learning became a supplement to British Columbia's 15 community colleges and an innovative way to achieve a university degree. Focusing on the needs of the student and on the design of the course, the open learning concept is similar to the programs offered at Télé-Université in Quebec and the distance education program offered from Athabasca University in Alberta.

1990

A number of special events took place in Canada, relating to adult literacy and basic education, in recognition of UNESCO's International Literacy Year, including Statistics Canada's *Survey of Literacy Skills Used in Daily Activities*.

Resources were not available to continue the chronology beyond 1990. Cooperative efforts will be required to up-date the chronology and to keep it current.

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