

pool, squash and tennis courts, ten playing fields, dance and fitness studios, and fibre-optic network linking over 100 IBM and Macintosh computers to the Internet. All students have e-mail and world-wide web access. (Canadian Association of Independent Schools Directory, 1997 : 24).

Since the aims of education are different in the two countries, class sizes reflect this. Japan emphasizes the mastering of the basics of a standard curriculum, and it is assumed that with effort and repetition virtually all students can achieve the same high level of success. Therefore, small class size is not seen as an important means to educational success. Class sizes in the Japanese private schools tend to be in the range of 30 or more. Academic success in Japan is generally viewed as the outcome of student commitment to study and on the amount of effort they put into mastering the standard curriculum. In Canada, where emphasis is placed on developing student's individual skills and analytical abilities, individual attention is considered necessary to motivate and reward success. Thus class sizes are much smaller. The average student to teacher ratio in CAIS schools is 10–16 : 1. One school states that : "... A faculty to student ratio of 1 : 9 and a strong advisor system reinforce academic and social skills" (Canadian Association of Independent Schools Directory, 1997 : 24). Moreover, class size is associated with independent study. Since a broad spectrum of learning is the goal in the Canadian schools, and a lot of learning also takes place through independent research, the libraries are extensive. Lower Canada College has a 23,000 volume library, and this is not unusually large.

Reason for the Popularity of Private Schooling in Japan and Canada : Similarities and Differences

Perhaps the strongest attraction to parents for private schooling in both countries lies in the common structural feature of small family size. In both cultures, the average number of children per couple has declined enormously in the past 30 years. Since single child families are now the norm, parents have only one offspring in which to invest their efforts for the future. With 'all their eggs in one basket' they tend to want to take courses of action that will maximize the success of the child. Often, and increasingly, they tend to consider that private schools help to ensure such success, and this accounts in large part for the popularity of private school education in both Japan and Canada. In addition, there is the perception that in a tightening labour market in the future, the 'quality' of their child's education will be of even greater significance in getting them a good job with high status. This is despite the evidence that with the decline in the birthrate there will be less employment competition in the future (Kariya, 1998). There is also evidence, in the increasing public dissatisfaction with the Japanese educational system, that substantial policy changes may be introduced in the near future with the aim of placing more emphasis on developing a child's intellectual curiosity, creative ability and level of self confidence and independence.

In both countries, there has been a decline in public confidence and satisfaction with the state schools. In Canada, this is in part because, after injecting huge sums into public education in the 1960's, provincial governments, especially from the 1980's on, cut back on their investment in public education. In the 1960's and subsequently, many private schools closed or amalgamated, because they could not compete. However, many were able to recapitalize and over a decade to catch up in terms of library holdings, lab facilities and other amenities of the 60's public schools. Moreover, as public schools became larger and larger (exceeding 1,000 and sometimes as high as 2,000), social control and monitoring of students' progress declined substantially. Large, multi-ethnic schools in depressed neighbourhoods experienced an increasing problem of student dropouts and vandalism and violence which is somewhat similar to present-day problems in schools in Japan. Thus, private schools again became a more attractive alternative to many middle class parents.

In contrast to Japan, Canadian private schools offer some clear differences in their appeal. First, some of the increase in private school enrolments in Canada is the indirect outcome of changes in immigration patterns. In recent years there has been a tremendous increase in immigration, and especially of immigrants who are relatively wealthy, from Hong Kong and other former British colonies where there is a strong history and cultural attachment to private schooling, in the 'English public school' tradition. Now approximately 35–50 percent of the students in CAIS schools are from 'visible minorities' in Canada, meaning they are visibly distinguishable from those of European descent. This is in sharp contrast to schools in Japan which are, with