

character building and cultural subjects than do the public day schools. Nevertheless, in general they follow the standard curriculum fairly closely and prepare students for university or for entrance into the business world. Private schools in Quebec, most of which are operated by various orders of the Roman Catholic church, are more numerous than in the other provinces. About 25 p.c. of the secondary grade enrolment in this province is in independent schools (those not under school boards), some of them operated by the province and others subsidized by the province.

Although education is, in general, the prerogative of the provincial governments, the Federal Government has the responsibility for the education of Indians and Eskimos, other children in the territories outside the provinces, inmates of penitentiaries, and members of the Armed Forces and their families living on military stations at home or overseas. In carrying out this obligation, the Federal Government utilizes provincial educational facilities whenever possible.

Education of Indian children in Canada is a function of the Indian Affairs Branch of the Department of Citizenship and Immigration. Residential schools are provided for orphans, children from broken homes and children of isolated families. Day schools are available for children living in communities and, where conditions are favourable, Indian children attend non-Indian schools. In addition, vocational and professional training is provided for Indian youths. (See also pp. 150-151.)

The provision of educational facilities for the nomadic Eskimo population, a responsibility of the Northern Administration Branch of the Department of Northern Affairs and National Resources, is a more difficult problem. There are now 56 schools established throughout the vast Northwest Territories at points scattered from the Mackenzie delta to northern Quebec. Some of these are operated by religious missions assisted by government grants. All northerners, regardless of race or religion, attend the same schools. These range from the larger school at Yellowknife, where a variety of vocational courses are given and where students may qualify for university entrance, to single classroom units in remote Eskimo settlements. Vocational training is considered so important for the Eskimo young people in certain areas that specially chosen groups are sent south to secure training in trades in which they may later find employment in their own communities.

Parent-teacher and home and school organizations are numerous and active across Canada, working toward better schooling and giving community leadership in many areas connected with child instruction and welfare.

**Special Education.**—Each year, increased provision is made for children who need special programs, particularly for those in the cities where numbers warrant such attention. There are in Canada six schools for the blind and eleven schools for the deaf and in a number of centres classes are held for hard-of-hearing pupils and for those with poor vision. Other physically handicapped children for whom instruction is provided include cerebral-palsied, orthopaedic, and hospitalized and home-bound tubercular and delicate children, as well as the mentally retarded and emotionally disturbed. In addition to the special assistance given to the handicapped, a limited number of classes are conducted for mentally gifted children. Special educational services are also provided for the Indian and Eskimo nomads of Northern Canada and for isolated children such as those serviced by railway-car classrooms in northern Ontario and by bus classrooms in British Columbia.

In addition to the provision of special schools or special classrooms for atypical children, there is in some larger urban schools a considerable degree of 'streaming'. Bright pupils are grouped into separate classes where they can be provided with an enriched program of studies; slow learners are also grouped in order that they may be given special attention suitable to their capabilities.

**Public School Construction.**—The development of larger school units and the consequent decrease in the number of one-room rural schools has more than balanced the increase in the number of new schools erected to accommodate increased enrolment. Thus the total number of elementary and secondary schools has been decreasing slightly for some years although pupil accommodation has greatly increased year by year. Planners