

In several provinces Roman Catholic or Protestant minorities may organize separate schools under public auspices; and in all provinces religious groups, private organizations and individuals have established private schools at the elementary and secondary levels. Many of these schools, which are small in number except in Quebec, tend to place greater emphasis on 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.

In all provinces, increasing provision is being 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. In some larger urban schools bright pupils are grouped into separate classes where they may 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.

As might be expected, there is considerable variety in curriculum followed from province to province and, although some interest has been shown in the possibility of having a uniform program of study across Canada, there are changes being made that tend to make the curriculum more varied and more applicable to the individual needs of the students.

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.

Newfoundland.—The education system in Newfoundland has remained much the same as it was when that province became part of Canada in 1949. The system has always been denominational in character and is a natural outgrowth of Newfoundland's social, geographical and economic situation—the result of the active leadership of the churches in the past and the fact that effective supervision from a central administration of numerous small scattered schools would have been difficult and costly. The system is mainly administered on a local basis by the five largest denominational groups—Roman Catholic, Anglican, United Church, Salvation Army and Pentecostal Mission—but includes also a limited number of common or amalgamated and community schools. However, it is controlled and financed by the provincial Department of Education, the work of which is directed by the Deputy Minister and five superintendents, each in charge of the schools of his faith. The Island is divided into educational districts for each denomination, and the local authority in each district is an appointed Board of Education, of which the local clergyman is always a member. The Boards appoint teachers, pay salaries out of government grants and look after school property. The amalgamated and community schools are administered directly by the Department. Despite their differences in administration, there is one course of study followed by all schools. Examinations are conducted and diplomas and scholarships awarded by an inter-denominational body made up of representatives of the major denominations and of the Department of Education. There is a close liaison in the field of education between Newfoundland and the Maritime Provinces.

Quebec.—Quebec's education system operates on a unique working compromise which was reached after nearly a century of struggle on the part of two cultures, both of which recognized education as fundamental to their way of life. Two distinct publicly administered systems operate under a common Act of the Legislature. About seven eighths of the population are Roman Catholic and the remainder forms the non-Roman Catholic, predominantly Protestant, system. Organization of the non-Roman Catholic schools is