

Education in the Yukon and Northwest Territories.—In the Yukon Territory, the school system is operated by the Territorial Government through a superintendent and staff at Whitehorse responsible to the Commissioner of the Territory who, in turn, receives instructions from the Minister of Indian Affairs and Northern Development in Ottawa. The Education Division of the Northern Administration Branch of the Department of Indian Affairs and Northern Development offers advice on education policy to the Minister and Territorial authorities. All schools, both public and separate, with the exception of the Carcross Indian Residential School (operated by the Department in co-operation with the Territorial Government) and St. Mary's School (a quasi-private school operated by the Roman Catholic Church in Dawson) come under the direct ownership and operation of the Government of the Yukon Territory. Although there is provision for three types of schools in the Yukon—public, separate and Indian—most of the Indian children attend either the public or the separate schools. In 1965, the population was 15,000 of whom 2,400 were Indians. By choice, the schools of the Yukon follow the British Columbia education curricula.

In the Northwest Territories (the Districts of Mackenzie, Franklin and Keewatin) the school system is operated by the Education Division of the Northern Administration Branch of the Department of Indian Affairs and Northern Development by agreement with the Government of the Northwest Territories. The Federal Government, as the operating agency, finances school operation and receives from the Territorial Government the pupil cost for pupils who are neither Indian nor Eskimo. Enrolment for the 1965-66 term included 2,987 Eskimos, 1,285 Indians and 2,924 others, a total of 7,196 in the Northwest Territories and Arctic Quebec combined. Yellowknife public and separate school districts and Hay River separate school district are financed partly by local taxation and partly through grants-in-aid from the Federal and Northwest Territorial Governments. Inspection and supervisory services are provided by the Education Division. Alberta education curricula, subject to increasing modifications, are prescribed for the schools of the Northwest Territories. Expansion is taking place in school accommodation and basic elementary and secondary education is being provided for all children in the Territories and for Eskimo children in northern Quebec, as well as vocational training for them and for young adults showing interest and special aptitude. The program, which is an integrated one for the children of all races in the North, provides for the construction of schools and student residences, curricula designed for a northern environment, bursaries and other student aids, and special vocational training projects appropriate to both local craftsmanship and mechanical trades in such fields as construction, transportation and mining.

Special Education

Interest is increasing in the education of exceptional children—those who deviate so far from the normal as to require special educational facilities. New types of special classes are sometimes started by parents of children with a common disability, who band together to provide help and show the need for such service, which is then taken over by public bodies. Progress in providing such education varies from province to province. It is most commonly found in the city school systems; in rural areas there is usually little provision for the child who needs special attention, except for those who are admitted to residential institutions. There are six schools for the blind, 13 schools for the deaf and a number of training schools for mental defectives. Special classes are found in tuberculosis sanatoria, mental hospitals and reformatories. In many cities, there are classes for the hard-of-hearing, the partly blind and other physically and mentally handicapped children and a few for the highly gifted.

Teachers

All provinces require candidates for elementary school teacher certificates to have high school completion or better, with at least one year of professional training in a faculty of education or a teachers' college. The training usually consists of professional and academic courses, and some time spent in practice teaching. High school teachers are generally