

while the majority, who will look for jobs, are prepared for entry to their chosen occupation. Considerable emphasis has been placed on music, art, physical education, guidance and group activities but not at the expense of the basic subjects that provide a general foundation.

### Education in the Catholic Schools of Quebec

Although Catholic education in Quebec has been considered sufficiently different to warrant a separate description, it is conducted after much the same fashion as education in the other provinces. All types of schools familiar to Canadians elsewhere are to be found in Quebec, including ungraded rural elementary schools, graded urban schools, secondary schools with academic bias, vocational schools and, at the top, universities. The administrative structure of school boards, inspectors and central departmental officials is also broadly similar. Such differences as exist are of historical origin and arise out of the traditional French-Canadian conception of education, which involved the belief that the greatest contribution by French Canadians to Canada's future could be made by preserving their language and culture, that religion should be an integral part of education, that boys and girls were best educated separately, that education was a privilege and that those who were considering entering the professions might make such a decision at the end of the elementary school. Education was regarded as a means of producing good citizens by training boys to become bread-winners and girls to become home-makers.

A unique feature of the Quebec Catholic system is the existence of the *collèges classiques* which, operated by religious orders, serve by affiliation as the arts faculties of the French-language universities. They accept students who have completed grade 7 and provide an eight-year course leading to the *baccalauréat* and entrance to certain university faculties. Out of the scholarly traditions of this system has arisen the cultural and professional élite in law, medicine, theology and the arts in French Canada.

The political, social and economic ferment of the present decade is being reflected in education and is resulting in rapid and complex changes in the organizational structure and in curriculum content. Government functions previously scattered among several departments have been brought together under a new department of education, created in 1964. The new department took upon itself the task of completely reorganizing education in the province, introducing new policies and practices, many of them on the recommendation of the Royal Commission on Education, established in 1961 under the chairmanship of Monsignor Alphonse-Marie Parent. The assessment of resources required to meet present and future needs was seen as one of the prime tasks; a directorate of planning was set up and newly created regional school commissions were assigned planning functions. It was evident that Quebec was behind most other provinces in the provision of education for a technological age, and so the early concern has been with the expansion of facilities for relating the educational process to the world of work—the building of school plant, the establishment of consultative committees with the trades and professions, and the promotion of guidance and counselling in the schools.

Regulations have been announced providing for the introduction of a six-year elementary program, in general with promotion according to age, and a five-year secondary course with a highly diversified curriculum and a subject-promotion scheme. Pre-university and professional education is to be offered for a further two and sometimes three years at special institutes to be established for the purpose. Other major changes involve the departmental examinations system, teacher training, the establishment of regional offices of the department, and many financial provisions, including arrangements with private schools for the payment of fees and increased availability of bursaries and scholarships.

**Newfoundland.**—The topographical and economic circumstances of the Island influenced the development of education as did pockets of settlers establishing themselves in outposts which were relatively self-sufficient. Active leadership of the churches and homogeneity of the village populations provided a minimum of overlapping of denominations