

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, 15 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 university graduates who have taken an additional year of professional training in a college of education, or who have graduated with a degree in education. The trend is for the government departments of education to give the universities responsibility for the training of elementary school teachers as well as secondary school teachers. In Newfoundland, Prince Edward Island, Manitoba, Alberta and British Columbia all teacher training is conducted at the university, where three or four different courses leading to a degree are provided. About three quarters of the time is devoted to academic courses in arts and science and the remainder to professional courses. In some of the other provinces, close contact is maintained between teacher training college and university.

In 1965-66 there were 85 normal schools and teachers' colleges and 28 faculties or colleges of education engaged in teacher training with a total enrolment of over 32,000. In the same year there were 202,000 full-time teachers in the public elementary and secondary schools throughout the 10 provinces and 11,000 in the private schools.

Most teachers in these schools are paid according to a local salary schedule based on years of training and experience; they contribute to a provincial superannuation scheme and are members of a provincial professional organization. In 1965-66 about 66 p.c. of them were women, of whom a little more than half were married. The median salary of all teachers and principals in the eight provinces other than Quebec and Saskatchewan was \$5,215, an increase of 5.3 p.c. over the previous year. Apart from teachers in Quebec concerning whom adequate data were not available, about 13 p.c. of those in elementary schools and about 73 p.c. of those in secondary schools had university degrees.

Higher Education

Out of the two distinct cultures upon which the Canadian nation is founded have arisen two somewhat different systems of higher education. One, originally patterned on the French system before the secularization of higher education in France with the majority of the institutions under control of Catholic orders or groups, has in recent years adapted more and more to North American traditions but still retains distinctively French characteristics. The other was originally designed more according to English, Scottish and United States practices, instruction being given in English and controlled by a variety of groups—religious denominations, governments and private non-denominational bodies. Institutions comprising a third small group and giving instruction to both English-speaking and French-speaking students are operated or controlled mainly by Catholic groups, although the first such bilingual institution to be established—the University of Ottawa—was reorganized in 1965 under a non-denominational board of governors.

Large universities, with numerous faculties and provision for graduate study in many fields, are comparatively recent phenomena. Until the middle of the nineteenth century, higher education in Canada included little more than arts and theological training. From that time, more instruction in science and certain professional fields was gradually intro-