

nearly resemble those of the other provinces; but further new and important differences are appearing in this province just as in such others as Ontario, British Columbia and Saskatchewan.

Each province has a department of education under a minister of education, who is a member of the cabinet. The department is administered by a deputy minister, who is usually a civil servant and a professional educator. He advises the minister on policy, supervises the department and gives a measure of permanency to its educational policy. In general he carries out that policy, and is responsible for the enforcement of the school act. The department of education usually includes the following additional members: the chief inspector of schools and high-school and elementary-school inspectors or superintendents; directors or supervisors of curricula, technical education, teacher training, home economics, guidance, physical education, audio-visual education, correspondence instruction, and adult education; directors or supervisors of a limited number of other sections (according to the needs of the provinces); and technical personnel and clerks. Only in Newfoundland, which has a public-denominational system, are there superintendents for the five denominations accepted by the School Act; and in Quebec there are two deputies, one in charge of the French-language system, the other in charge of the English-language system.

The trend is toward greater diversification of effort, with increased specialization by departmental personnel and closer co-ordination of the services provided. Current efforts to reorganize the administrative units in Ontario and Quebec, and to some extent elsewhere, furnish examples of this kind of change in progress. Work of a committee on data-processing under the ministers of education should affect record-keeping and provide better service in all departments. The greater use of audio-visual aids, programmed instruction, educational and closed-circuit television makes greater demands on the departments, schools and other organizations. The new emphasis on structure in subject matter, on newer methods (such as the Cuisenaire, the Initial Teaching Alphabet) and on more varied organization for instruction (such as team teaching, which may involve large-group, small-group and individual instruction) cannot but affect the work of the departments. Other areas include that of special education for atypical children, increases in transportation, and expansion of technical and vocational education at all levels -- all of which affect the responsibilities of departmental officials, school-boards and teaching personnel.

For many years the schools were established and operated according to school law. Provincial inspectors tried to ensure competent instruction and uniform standards throughout the province. As city schools have become more integrated and larger units have been organized in the rural and semi-urban areas, superintendents and principals have undertaken to provide leadership and direction to the schools of their districts. City school superintendents have been employed by local school boards. This movement towards decentralization is also to be seen over the years in a reduction of the number of departmental or external examinations, which are now generally limited to the final, or last two years, of high school. Again, some provinces permit the schools to select textbooks or reference books from a fairly extensive list and to try out experimental classes. Courses of study are seldom planned by one or two experts from the department, but are the result of conferences and workshops of teaching personnel and others actively interested in the subject matter.