

130 private schools. The largest group was found among the mentally retarded, followed by those requiring speech correction, the orphaned and neglected, institutional cases, delinquents, hospital cases, and a variety of other categories.

New types of special class 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. Similar classes are initiated by the department of education or municipal authorities. Progress in providing such education varies from province to province. It generally begins in the city-school system; there is usually little provision for assistance for the rural child who needs special attention, except for those who are taken to institutions.

There are six schools for the blind, nine 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.

Special classes in the regular schools are found in some cities for pupils with defective hearing or sight, or with physical handicaps, and for the mentally-retarded or psychopathic, whenever it appears that they will not benefit from the regular classes.

#### The Federal Government and Education

According to the British North America Act, the Federal Government is responsible for the education of: nearly 180,000 Indians, of whom about 46,600 are students and a third of whom attend provincial or private schools; about 12,000 Eskimos of whom 2,400 some young people are in boarding schools; other children in the Yukon and Northwest Territories; inmates of penitentiaries; and members of the armed forces and their children at military stations within or outside Canada.

Years ago the Federal Government, in order to ensure a supply of qualified workers, provided grants for agriculture and vocational education.

Today, the importance of manpower training and development cannot be overemphasized, for youth and for some adults, especially married women, who will join the labour force for the first time, and for many workers already in the work force who have been technologically replaced or who should be upgraded. The Federal Technical and Vocational Training Assistance Act of 1960 increased federal grants to vocational-technical education distributed among nine programmes, covering: (1) technical and vocational programmes in high schools; (2) technical institutes, and trade schools; (3) programmes for the unemployed and disabled; (4) programmes for technical and vocational teachers; (5) training programmes in co-operation with industry; (6) student aid to nurses in training; and (7) college students. Before March 31, 1963, grants covered 75 per cent of Canada's capital expenditure programmes.