

town schools, and they may be organized for both elementary and secondary schools or for secondary schools only. Such development, now fairly common in most provinces, provides for the transportation of rural pupils to central schools. Many of these units have organized composite high schools offering both practical and academic courses and differing from the more typical high schools, which are mainly occupied in preparing students for college. Even some of these, indeed, provide a minimum number of vocational and general courses.

The composite and regional high schools provide courses in home economics, agriculture, shop-work and commercial subjects, as well as the regular secondary-school subjects. The number of subjects offered has also increased greatly, and the options available, particularly in Alberta and British Columbia, provide a broad programme intended for pupils with a wide range of abilities and desires. There is a trend toward providing a comprehensive programme with college preparatory classes, broad preparatory courses for those entering the skilled trades, and general courses for those who will leave high school to become tradesmen, office workers, and so on. Attention is thus given to the minority who will go on to institutions of higher learning, while the majority, who will look for jobs after high-school completion, are fitted by their training for the responsibilities they will assume. All pupils are encouraged to "develop qualities of good citizenship" and a desire to continue learning after leaving school. 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.

Most schools have programmes of extra-curricular activities that cover a wide field and range from bands, orchestras and glee clubs to recreational and hobby clubs. Students in the larger schools usually elect a students' council, which assists in planning and administering sports and recreation programmes and publishing school papers and yearbooks.

Newfoundland has a public-denominational school system. Each leading denomination has a secretary in the Department of Education who operates under the Deputy Minister and administers the schools of his denomination. All schools operate under the same school law and use the same curriculum, and all teachers are instructed in the same training institutions.

Quebec is also unique, with two public systems -- one basically for Catholic French-speaking students, the other for Protestant English-speaking students -- and some provision for all other students. Each system has responsibility for organizing its own schools and designing its curriculum.

Special Schools and Special Education

There is increased interest in exceptional children, including the gifted, as well as in the disabled or the emotionally, mentally, physically or socially handicapped. In the 1953-54 school year, facilities were provided for 42,430 exceptional children, under the charge of 1,900 teachers, in 108 special schools and 588 special classes provided from public sources, and in