

demands coming from new aims of education. There are a number of variants to be found at present in Canada. For example there is the addition of one or even two kindergarten years at the beginning of the system. An extra year has been added to high school, providing five rather than four years of secondary schooling. Junior high schools have been introduced and the resulting organization changed to a 6-3-3 or 6-3-4 plan. Or again, the first six years of elementary school have been combined into two units of three years, each designed to reach certain specified goals during a three-year period. A few junior colleges affiliated with universities have been organized offering the last one or two years of high school and the first one or two years of college.

Introduction of one or other of such plans to some extent depends on having large numbers of pupils dwelling within a limited area, as in a city, or being brought together by buses through the reorganization of rural areas into larger units, with regional schools being provided for high-school pupils. The units may include only rural schools, or rural and town and village schools, and they may be organized for both elementary and secondary or for secondary schools only. Such a development of rural areas, now fairly common in parts of most provinces, provides for the pupils being transported to a central school. In many of these units composite high-schools are organized that offer both practical and academic courses and differ from more typical high-schools, which are mainly occupied in preparing students for college - though even some of these may provide a minimum number of vocational and general courses.

The first secondary schools were predominantly academic and prepared their pupils for entry to university. Until recent years, vocational schools were to be found only in the large cities, although schools in some of the smaller centres did provide a few commercial and technical subjects as options in the academic curriculum. Today, besides special and technical high schools, there are, in increasing number, composite and regional high-schools that 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 number of options available, particularly in Alberta and British Columbia, provides a broad programme intended for pupils with a wide range of abilities and aims. There is a trend toward providing a broad programme with college preparatory classes, broad preparatory courses for those entering the skilled trades, and general courses for those who plan to complete high-school before becoming skilled tradesmen, office workers, etc. Thus attention is given to the minority who will go on to institutions of higher learning, while the majority, who will look for jobs, are fitted by the high-school for their responsibilities. 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 which provide a general foundation.

Most schools provide extra-curricular activities, which cover a wide field and range from bands or 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. Otherwise, all schools operate under the same school law and use the same curriculum, and all teachers are instructed in the same schools.