

and "separate" schools in Ontario, where they are appointed by the county or city municipality from a list approved by the province (in all but unorganized districts), and where the cities receive a grant from the province for inspection purposes in place of having inspectors' salaries paid direct.

Education in Quebec.—In Quebec there are two distinct systems of education, in each of which the teaching of religion takes a prominent position—the Protestant and the Roman Catholic systems. In the former, which is under the control of the Protestant Committee of the Council of Public Instruction, with an English Secretary, the curriculum and the general system of education is similar to that in the other provinces, except that the highest grade is Grade XI, from which students are matriculated to McGill University and Bishop's University, the two Protestant English-speaking universities of the province.

In the Roman Catholic schools, which are mainly French-speaking, as the Protestant schools are English-speaking, the administration is in the hands of the Catholic Committee of the Council of Public Instruction, with a French Secretary. General elementary and continuation or "complementary" training is given by means of a curriculum, extending over one preparatory "year", six "years" of an elementary course, and two "years" of a complementary course. Some of these "years" require more than a year to complete, the completion of the "sixth year" corresponding in a general way to the end of the elementary grades, or high school entrance, in other provinces. Beginning in the school year 1929-30, a new superior course of three "years" beyond the complementary course was provided for. These are called the ninth, tenth, and eleventh "years". They enrolled almost 2,400 students in the year of their introduction.

Recent Developments in Provincial Schools.—The provincial school systems continue to show an increasing proportion in the upper grades. For the eight provinces in which the grading is uniform, 13 p.c. of the pupils in 1930 had completed the elementary grades and were giving their full time to study in ordinary or technical high schools. This contrasts strongly with 8 p.c. a decade ago, but there is no doubt that the proportion in 1931 and 1932 is being further augmented. Adolescents are experiencing unusual difficulty in securing employment, and are remaining in school or even returning to school after having been out for a year or more.

Two of the major factors operating to increase the proportions in high school, have doubtless been the raising of the age of compulsory attendance and improved regularity in attendance through the more rigid enforcement of attendance laws. In 1919, the proportion of enrolment in average daily attendance for the Dominion as a whole was 64.7 p.c. By 1930, it had risen to 77 p.c. and was over 70 p.c. in every province. This means that the average pupil was attending at least a month more in 1930 than in 1919, and that something like a full year had been added to his