

school life by means of this increased regularity. A second additional year had been added for many by raising the age of obligatory attendance. The following figures offer some indication of the manner in which the schools' results improve with better attendance: In Nova Scotia in 1930 attendance had improved 12 p.c. relatively to 1921, and the average grade of children at the age of fourteen had risen 6 p.c. (allowing equal weight to each grade); in Saskatchewan the attendance had improved 18 p.c., the grade 8 p.c.; in Alberta the rises were 28 p.c. and 11 p.c., respectively.

But more stringent attendance regulations have not been the only factors operating to place more students in the high schools. The secondary schools themselves have been changing in character to serve a wider range of students. Curricula have been altered and broadened in variety to include courses, especially of a technical and vocational character, that it was previously not possible to obtain in the publicly-controlled school systems.

It has been said that 13 p.c. of all pupils are in the secondary grades, but this method of statement does not present an adequate conception of the proportion of the population receiving a high school education. A school-life table constructed by the Dominion Bureau of Statistics shows that 61.8 p.c. of boys and 71.8 p.c. of girls, or two-thirds of the on-coming population, are getting as far as the entrance to high school. Almost half of all are doing some high school work—42.7 p.c. of the boys and 53.8 p.c. of the girls—and one-fifth are reaching the final or matriculation year—17.3 p.c. of the boys and 23.0 p.c. of the girls. The advantage of the girls is greatest in the high school years but exists in smaller degree all the way through school. Its cumulative effect is to give the average girl half a year's more education than the average boy—8.5 years as compared with the boy's 8.0 years.

In terms of certificates — in fact by any available measure — recent years have witnessed a notable improvement in the competence of the teachers employed in the provincial schools. Considered in relation to the greater work that the schools are now doing for the average child, it appears to be partly a cause and partly a result. Better teachers have facilitated the progress of the pupils, and in turn as more pupils get a secondary school education more have qualified for teaching positions and have made it possible for the Departments of Education to raise the standards required for teaching certificates. An indication of the improvement in certification of teachers is given when it is said that in eight provinces the percentage of teachers with second class or higher certificates has increased since 1914 from 67 to 95, third class and other temporary licences having practically disappeared, especially in the western provinces, in spite of the fact that the requirements for the