

of the Protestant Committee of the Council of Public Instruction, with an English Secretary, the curriculum and the general system of education are similar to those 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". Over 4,400 students were enrolled in the second year of introduction of the change.

**Summary Statistics of Education.**—Expenditure for schools, colleges and universities dropped from the peak of \$178,700,000 in 1931 to \$163,945,000 in 1932. The corresponding figures for the school year ended in 1933 shows a still greater drop, to \$146,922,000. The decline continued in 1934. Though its exact extent is not yet known, available data indicate that the total for 1934 was probably not above \$130,000,000. Up to 1933 the percentage drop was much greater in Ontario and the western provinces than in Quebec and the Maritimes. Capital expenditures have generally been brought to a very low level, and teachers' salaries, in the provinces for which 1934 records have been received, show a three-year decrease of about one-third. Reductions have been much more severe in rural schools than in towns and cities. A shortage of funds has led some communities to shorten the teaching year by a few weeks, but very few schools have been continuously closed for any considerable time. A concise numerical summary of institutions, pupils, teachers and costs for the school year ended in 1933 follows:—

GENERAL SUMMARY STATEMENT OF EDUCATIONAL INSTITUTIONS, STAFFS  
AND EXPENDITURES, 1933.

Type of Institution.	Institutions.	Pupils.	Teachers.	Expenditure.
	No.	No.	No.	\$
(1) Provincially-Controlled Schools—				
(a) Ordinary and technical day schools.....	30,800 <sup>1</sup>	2,232,622	69,751	} 121,464,641
(b) Evening schools.....	225	66,501	1,566	
(c) Correspondence courses.....	5	8,926	150	
(d) Special schools.....	16	4,811	500 <sup>1</sup>	
(e) Normal schools.....	56	8,225	634	
(2) Privately-Controlled Schools—				
(a) Ordinary day.....	860	87,929	5,430	} 5,193,000
(b) Business training.....	175	14,862	500 <sup>1</sup>	
(3) Dominion Indian Schools.....	349	17,425	601	(estimated) 1,712,223
(4) Universities or Colleges—				
(a) Preparatory.....	60 <sup>2</sup>	21,701	950	} 18,551,998
(b) University grade.....	152	41,175	4,800	
(c) Others.....	10 <sup>2</sup>	25,879		
Totals.....	32,708	2,530,056	84,381	146,921,862

<sup>1</sup> Approximate.    <sup>2</sup> Including only affiliated schools that are not enumerated in (b).

Table 1 gives a more detailed summary of all institutions by provinces.