

tration, is replacement of the 8-4 division of the curriculum by the 6-3-3 division. The latest programs of study for Nova Scotia, Ontario, Manitoba, Alberta, and British Columbia present the elementary course as one of six years in place of the former eight. Pupils of the next three years, even in the larger cities, with few exceptions, are by no means all segregated in separate school buildings, but there is the unmistakable tendency to treat these years as a unit for curriculum purposes, and even in certain cities where the provincial curriculum has not been re-made on the new plan some schools that were formerly purely elementary are retaining Grade IX pupils and are taking the name of junior high school.

This group of three (in some cases four) intermediate years, has to serve the double purpose of rounding out and completing the formal schooling of a majority of children, and of preparing the remainder for studies in the senior high, technical, or commercial schools. Psychological reasons for making a break at the sixth rather than the eighth grade have become generally accepted. The attachment of an additional year to the former seventh and eighth has a solid basis in the increased length of the average school career. Comparatively few years ago, schooling for the great majority of children ended before the eighth grade but this is no longer so. The dividing line of eight years, as average length of schooling, was crossed in most of the provinces during the 1920's. It is most reasonable that in later years the change should have been recognized by relating one or two more years of schooling closely to the previous eight; in this way the curriculum is rounded off at the point where most school careers actually end.

A natural consequence of the removal of Grade VIII from the status of a turning point in school careers is a reduced use of the entrance-to-high-school examination. Considering together the eight provinces, other than Quebec, practically all students were obliged before proceeding higher, twenty years ago, to pass a standard Departmental examination at the end of Grade VIII. Ten years ago about two-thirds of students were obliged to write the examination, while one-third (by no means a uniform fraction in all provinces) were promoted by their schools. To-day the proportion is quite reversed, about one-fourth writing the examination and three-fourths being recommended. Some of those who do take the examination are under no obligation, but choose to do so in competition for scholarships or prizes. Since the partial adoption of school promotions in New Brunswick in 1936 all of the eight provinces are included in their use, and some use them exclusively.

The reduced use of Grade VIII examinations cannot, however, be entirely attributed, or perhaps not even mainly, to the reorganization of the curriculum, for it started at an earlier date. Moreover, Departmental examinations in Grades IX and X have even more completely disappeared, and they are being partially replaced even at the level of high school leaving. But it will not be possible here to review their story. This has been done in two recent studies to both of which the interested reader is referred: (1) Report of Committee on Examinations, in the *Proceedings of the 17th Convention of the Canadian Education Association*, October, 1936; (2) Examinations in Canada, a chapter in the *Year Book of Education 1938* (Evans Bros.,