

provinces. Attendance is enforced by local attendance officers and the monthly Family Allowance payments may be stopped if a child fails to attend school without sufficient cause.

In the primary schools emphasis is on the fundamental subjects—reading, writing, arithmetic, health and social studies—with varying additions of science, arts and crafts, music, home economics and shopwork. In rural areas, the science may have an agricultural bias. Despite the fact that each province has its own curriculum and textbooks vary there is considerable uniformity in subject matter and the grade placement of various topics and projects. In methodology, the enterprise or activity technique has largely replaced the drill and recitation method.

*Intermediate.*—The curriculum of these schools includes pre-vocational and exploratory courses giving a greater variety than in the general primary school. They provide a transition between the primary and secondary levels and there is evidence that they tend to hold many pupils in school a year to two years longer than where they do not exist.

*Secondary.*—The traditional secondary school course is directed towards the needs and prerequisites of the universities. The provincial departments authorize texts, prescribe the courses and set examinations. Academic courses and examinations are usually set in consultation with the universities of the province.

Since the end of the First World War, increasing attention has been paid to the needs of those wishing to enter commerce, industry or the trades and to this end at least four separate paths are being followed. One way is by offering many diverse subjects outside a central core of English, mathematics and social studies all within the high-school course. This is the plan in British Columbia and Alberta. In New Brunswick and Ontario the emphasis is on the composite high school where, after the first year, the student enters upon an academic, commercial, industrial or agriculture course. In most of the large cities there are commercial high schools and technical high schools where the students are separated not only by course but by schools. In these large technical schools courses are given leading to matriculation for students desiring to take a university course in engineering, nursing, etc. Quebec, in turn, has a considerable number of specialized schools of agriculture, household science, arts and trades, in addition to ordinary technical schools.

*Advanced Technical Schools.*—In several provinces there are technical schools of the junior college level. In Alberta there is the Calgary Provincial Institute of Technology and Art, in Manitoba a Technical Institute at Winnipeg. There are four technical institutes in Ontario, the Provincial Institute of Mining at Haileybury, the Provincial Institute of Textiles at Hamilton, the Lakehead Technical Institute, Port Arthur and the Ryerson Institute of Technology at Toronto. There is also an agricultural school at Kemptville.

Quebec has several institutes of fine arts and graphic arts, one for forest rangers and another for paper-making. Recent legislation provides for the establishment of technical institutes in Nova Scotia.

*Teacher-Training Schools.*—In all provinces (except Alberta and Quebec) teachers for the primary schools are trained in the provincial normal schools. Most provinces now require training two or more years beyond matriculation.

While some of the Catholic normal schools in Quebec are operated by the Province, others are operated by religious orders and one by Laval University. The Protestant normal school is at Macdonald College of McGill University.