



The above chart is intended not only as a picture of the growth of school activities since Confederation, but also as a study of this growth.

The circles show the school population as having increased 3.2 times between 1871 and 1925, the total population having increased in the meantime by 2.5 times. (See page 100). A study of the bar diagrams and the age distribution of population will show that this disproportionate increase in the scholars was due to fuller enrolment rather than to an increased percentage of persons of school age. Attention may be called in passing to the increase in the complexity of the school system.

The bar diagrams illustrate the growth of what is by far the most essential factor in the operation and cost of the school system, *viz.*, the teaching staff. The bars on the right show that this staff increased from 19.7 to 31.1 per thousand scholars—an increase of 57.9 p.c., indicating smaller and therefore more efficient classes. The increased proportion of teachers and professors to the total number of persons engaged in gainful occupations, as shown by the bar diagrams on the left, is evidence of the growing recognition of the vital importance of educational activities to the commonwealth. Yet the increase of teachers and professors from 13 to 20 per thousand engaged in gainful occupations—or 53.3 per cent—is less than the increase of 57.9 per cent in the proportion of teachers to scholars. This can only mean that the school enrolment has not increased as rapidly as the number in gainful occupations—a fact due chiefly to the declining birth rate and the consequent “ageing” of the population in the last half-century.