

1.—Persons of the 1931 Population of School Age (5-19) and Persons Attending School in 1931, and at the Dates of the Seven Previous Decennial Censuses.

Year.	Population of School Age.			Attending School.	
	Canadian Born. ¹	Immigrant. ¹	Total.	No.	p.c.
	No.	No.	No.		
1931.....	3,017,687	3,436	3,021,123	1,983,971	65.67
1921.....	2,188,938	227,622	2,416,560	1,483,042	61.37
1911.....	1,394,569	244,785	1,639,354	867,874	52.94
1901.....	1,133,255	271,494	1,404,749	733,700	52.23
1891.....	877,125	96,231 ²	973,356 ²	504,198 ³	51.80 ³
1881.....	606,627	97,653 ²	704,280 ²	361,999 ⁴	51.40 ⁴
1871 ⁵	366,044	65,581 ²	431,625 ²	216,373 ⁴	50.13 ⁴
1861.....	124,666	26,411 ²	151,077 ²	74,027 ³	49.00 ³

¹ The fact that it is impossible to separate repatriated Canadians from either the Canadian born or immigrants leads to a slight duplication. ² Not comparable with first four figures because it includes all immigrants 5-19 years of age arriving before 1901 whether they were in Canada at ages 5-19 or not. ³ Estimated. ⁴ School attendance figures for 1871 and 1881 are for all ages. ⁵ Populations of Yukon and Northwest Territories are included in 1871 population.

New School Curricula.—One of the noteworthy features of education in most of the English-language provinces during the past few years has been revision of the school curricula—the most thorough-going revisions in the hundred years of public education in Canada. Teachers are given much more freedom and responsibility in interpreting them; ‘activity programs’, ‘enterprises’ and ‘projects’ are encouraged; the emphasis on health teaching, physical education, and social studies is substantially increased; the old 8-4 division of grades as between elementary and secondary education is changed to 6-3-3; and there is very much less use of departmental examinations to test successful completion of a year’s work. In some provinces it is now possible to matriculate to university without a single examination external to the school. The old entrance-to-high school examination, obligatory for all students twenty years ago, is now taken by only about one-fourth of the students, considering the provinces together, and the proportion writing external examinations at the end of Grades IX and X is lower still.

Changes in Rural Administration.—Another change in the educational structure, widely advocated and beginning to make its appearance, is the adoption of a larger unit of administration for rural schools. The typical unit of rural school administration in the past has been a community of a few dozen families responsible for raising independently the greater part of the money required to operate its schools. (For a description of the system of school administration, see pp. 960-962 of the 1937 Year Book.) Difficulties in this system have long been obvious, and one province (Alberta) has now abandoned it. In a period of three years, beginning in 1936, the Alberta Department of Education has brought its more than 3,000 rural school districts into some fifty school divisions for financial and administrative purposes. Two or three similar units have been established in British Columbia, while Manitoba and Ontario, in some localities, are making headway in consolidating educational services on a municipal or township basis, such as has been used in Quebec. For several years the Nova Scotia, New Brunswick, and Saskatchewan Departments of Education have been giving close attention to the possibility of developing larger units.

Adult Education.—Post-school education is a field that has received greatly increased attention in Canada during recent years. The Canadian Association for Adult Education, established in 1935, is one of the very few Dominion-wide educational organizations maintaining full-time staffs. It is being financed largely by