related to production and manpower. At the same time, greater concern about resources throughout industry has resulted in more interest in faculties graduating scientists and engineers.

Education facilities are expanding at all levels. At the higher education level, enrolment of full-time university students in 1963-64 was 158,388, a figure 12 p.c. above that of the previous year; in addition, part-time students numbered some 57,000. The numbers being graduated each year with first degrees has advanced in proportion to enrolments and those with second and third degrees are increasing even more rapidly. New institutions of higher education are being established in all provinces or present institutions are expanding, or both. Commissions in British Columbia and New Brunswick resulted in the establishment of new institutions in the former and a reorganization in the latter. Quebec's Royal Commission is considering the best organization of institutions to meet the needs of the province and has recommended the establishment of post-secondary institutes. In Ontario, a committee of the presidents of the universities considered the situation and, following their recommendations, the provincial government established a Department of University Affairs under the Minister of Education. Similar interesting developments and expansions are going on in the other provinces, whether to provide for junior colleges, to provide special faculties or institutes, or to place emphasis on graduate faculties. The 'trimester' system is being adopted by the new Simon Fraser University in British Columbia and Waterloo University in Ontario plans to expand its two-shift, work-study program into appropriate fields other than engineering.

At the elementary-secondary level, there is considerable activity in the field of curriculum and class organization. For example, Quebec has proposed a six-year elementary course in which pupils progress chronologically but with streaming, except that some pupils may include a remedial year at year four and finish after seven rather than six years. Saskatchewan also is in the act of revamping its curriculum into a 3-3-3-3 plan providing for three streams in each unit continuing throughout with no failures. Ontario supports a Curriculum Institute and the other provinces are seeking more efficient methods of instruction and revising content; innovations include the Initial Teaching Alphabet, the Cuisinaire method and the new mathematics.

That the education level of the Canadian population is rising is shown by the census figures of numbers of persons in school and percentages of the total population in school. The population aged 5-14 increased by 55.6 p.c. from 1951 to 1961 but the percentage at school rose by 71.7 p.c.; similarly, the population increase for ages 15-24 was 21.9 p.c. compared with an increase in school attendance of 94.1 p.c. The relative percentage increase for ages 15-24 varied among the provinces from 42.5 in Saskatchewan to 125.0 in Quebec and 279.4 in the Yukon and Northwest Territories. Since over 95 p.c. of pupils remain in school until the end of compulsory schooling, large increases can be expected only if those 16 years of age or over stay in school longer. It is interesting to discover that the situation is improving and to note the number of persons 20-34 years of age who were enrolled in school in 1961:—

Age Group	*Persons in School*	*Level at which Enrolled*		
		University	*Secondary*	*Elementary*
	p.c.	p.c.	p.c.	p.c.
20–24 years	8.0	61.2	34.6	4.2
25–29 "	1.8	56.5	31.7	11.8
30–34 "	1.0	40.0	40.0	20.0

From age 35 on, less than 1 p.c. of the population were at school but, of a total of 1,391,134 persons aged 65 or over, 3,685 reported that they had enrolled in school classes during the census year. This did not refer to occasional attendance, attendance at meetings, etc.; the DBS report *Participants in Further Education in Canada* states that about one adult in 25, or some 426,340 persons, took courses or attended series of meetings during the