

CHAPTER VII.—EDUCATION

CONSPECTUS

| | PAGE | | PAGE |
|--|------|---|------|
| Part I.—Formal Education | 329 | SECTION 2. MUSEUMS AND EDUCATION | 358 |
| SECTION 1. ADMINISTRATION AND ORGANIZATION OF EDUCATION | 330 | SECTION 3. THE EDUCATIONAL AND CULTURAL FUNCTIONS OF THE CANADIAN BROADCASTING CORPORATION | 360 |
| SECTION 2. STATISTICS OF SCHOOLS, UNIVERSITIES AND COLLEGES | 340 | SECTION 4. THE EDUCATIONAL AND CULTURAL FUNCTIONS OF THE NATIONAL FILM BOARD | 362 |
| Subsection 1. Elementary and Secondary Schools | 344 | SECTION 5. THE CANADA COUNCIL | 363 |
| Subsection 2. Universities and Colleges | 348 | SECTION 6. LIBRARY SERVICES | 365 |
| Subsection 3. Vocational Education | 353 | | |
| Subsection 4. Adult Education | 353 | | |
| Part II.—Cultural Activities Related to Education | 355 | | |
| SECTION 1. THE ARTS AND EDUCATION | 355 | | |

The interpretation of the symbols used in the tables throughout the Year Book will be found on p. viii of this volume.

PART I.—FORMAL EDUCATION*

There is a high degree of relationship between education and standard of living—to a great extent, the general level of education shapes the nation's destiny. The amount of education given to each person in Canada has increased decade by decade until now the dream of a fair measure of education for all is almost a reality. The 1961 Census showed that of the out-of-school population, 1.7 p.c. had no schooling, 45.3 p.c. had elementary schooling, 47.0 p.c. had secondary schooling, 3.1 p.c. had some university training and 2.9 p.c. had one or more university degrees. These proportions varied from province to province; for example, the percentage with a university degree varied from 0.8 in Newfoundland and 1.5 in Prince Edward Island to 3.3 in British Columbia and 3.4 in Ontario. Improvement over the years is indicated by the fact that 3.9 p.c. of the out-of-school population aged 25 to 44 had university degrees compared with 3.4 p.c. of the population aged 45 to 54 and 2.7 p.c. of those aged 55 to 64. In the 15 to 19 age group, 1.1 p.c. reported no schooling.

The acceleration of social change during the past two decades has already had some impact on educational institutions and is disturbing the traditional functioning of the school systems. Many problems have arisen, including that of preparing experts for both old and new types of jobs. With knowledge increasing at an explosive rate and the demands of industry expanding, the possibilities for specialization at the technical, undergraduate and graduate levels are multiplying rapidly. There is a noticeable trend toward large educational organizations and mass processing of people, particularly in the metropolitan areas and at the university level. The growing use of automatically controlled mechanical-electrical communications systems, together with new data processing procedures, programmed instruction machines and related media, will soon lead to extensive changes in educational procedures. Also of immediate concern is the increase in the number of students, especially at the college and postgraduate levels, with concomitant

* Prepared in the Education Division, Dominion Bureau of Statistics.