

# CHAPTER VII.—EDUCATION

## CONSPECTUS

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*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\*

### Section 1.—The Current Education Situation

With the exception of the Second World War years, the proportion of the gross national product used for education has increased steadily over the past quarter-century, rising from 2.6 p.c. in the late 1920's to level off somewhere between 5 p.c. and 6 p.c. in the mid-1960's. This increase in expenditures on education reflects such changes as larger though fewer schools at the elementary-secondary level, the rapid increase in the number of trade and technical institutes, the increase in the number of colleges and universities, and the rapid expansion of most campuses; it also reflects rising salaries for teachers, a trend that has levelled off at the elementary-secondary level but continues in higher education. In fact, this growth relates to educators and the general public becoming aware of the changes in technology and science, the rapid population increase, urbanization, greater longevity and more leisure, and other changes now having a considerable effect on society.

Acknowledgment of the simple convention that each person ought to have as much schooling as his talents justify is stimulating change throughout education—in the expansion of kindergartens, the provision of special services for atypical pupils, expansion of trade and technical education facilities, interest in dropouts, greater variety in post-secondary schools, courses and retraining, as well as expansion of both the undergraduate and graduate university levels. The concept is often related to ideas of national progress, even to national survival, and has been generally accepted at a time when business, industry and government are all demanding more highly skilled workers and professionals.

Academic and vocational education and training account for about 2.3 p.c. of the net annual expenditure of the Federal Government, 27.8 p.c. of provincial expenditure and 30.4 p.c. of municipal expenditure. This outlay has, in part, increased public interest in education, although economists have stimulated interest in the economic aspects of education

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