

## 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

The Canadian education scene in the mid-1960s continues to be dominated by the need for the development of ever greater knowledge, skills, understanding and appreciation among the nation's youth in order to prepare them, individually and as a community, for the challenges they are expected to face in the future. It is widely recognized that this need should be met not only by developing still further the élite at the top of the academic pyramid but also by extending the base to include all young persons, whatever their abilities and aptitudes and whatever their social circumstances and financial resources.

The findings of systematic research as well as the sometimes bitter experiences of schoolmen have brought about an increased realization of the great diversity in aptitude patterns among young people. If all are to be educated so that individual potential may be fully realized, it follows that there must be an equal diversity in the programs of study or training. Facilities for those of academic and scholarly inclination have existed for many years so that recent emphasis has been placed upon the provision of programs suited to those of more practical bent and to the introduction of other measures designed to hold students within the formal education systems to ever-increasing levels of age and attainment. The chart on p. 338 shows the extent to which such measures have been successful. The modern-day labour force has little use for the untrained and poorly educated young person but is greatly in need of qualified tradesmen, technicians and professionals. For this reason there has been an upsurge in the building of vocational and composite schools, the establishment of community colleges and the introduction of policies and practices to cope more adequately with individual differences, such as non-graded systems, subject-promotion schemes and the extension of guidance facilities.

Efforts are also being made to overcome the financial barriers to continuing education. The investigations of demographers and sociologists are confirming and quantifying the

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