

# Chapter 7

## Education

### 7.1 Current developments

The cost of education in Canada for 1970 has been estimated at \$7,409 million, an amount representing almost 9% of the gross national product (GNP); by comparison, the cost of education in 1960 represented only 4.3% of the GNP. During the 1960s, school and university enrolment increased by 50% and staff by 70%, and by 1970, it was estimated that approximately 30% of the entire population of Canada was either receiving or dispensing education.

In the past decade Canada's administrators in the field of education have become increasingly aware of the need for young people to receive the types of education that will prepare them for their future careers; for professional, technological and cultural education to be diversified and of a high standard; and for the provision of equal educational opportunity for each individual regardless of socio-economic status, sex, ethnicity or location. The necessity of assuring equality of opportunity and of providing diversified programs has led education planners to offer a wide choice of courses at all levels of education. At the elementary and secondary levels, courses are included on fine arts, music, drama, urban planning, social geography and man in society. Community colleges and vocational institutions provide a widening range of advanced technological and para-professional courses. Universities offer varied interdisciplinary programs at the undergraduate and graduate levels and some have instituted programs of Canadian studies.

At the post-secondary non-university level, a proliferation of new structures has evolved. The most innovative type of institution that emerged across the country in the 1960s is generically known as the "community college". For example, in Quebec there are now about 35 colleges of this type, many of them formerly operated by religious communities. They are now known as *collèges d'enseignement général et professionnel* and are commonly referred to as CEGEPs. There are also about 20 private classical colleges in the province, some of which will undoubtedly be absorbed into the CEGEP group within the next few years. In Ontario, colleges of applied arts and technology (which incorporated the former institutes of technology and the provincial vocational centres and are known as CAATs) were set up in 1967 in 20 regions. This upsurge in the establishment of additional post-secondary vocational and technological institutions has occurred all across Canada. The institutions are evolving to meet the labour market's increasing need for qualified technicians and the students' need for diversified education.

Another significant change in education is the greater accessibility of programs to students regardless of sex. Females, who constituted about 36% of the full-time university and community college enrolment in 1971-72, are increasingly selecting, and being selected for, certain post-secondary courses which previously had shown almost total male enrolments. For instance, more women are now studying architecture and urban planning, engineering and applied sciences, dentistry, law and pharmacy, and a few women are enrolled in such courses as electronics and forestry. At the same time, male students are selecting courses which were formerly the preserve of females, such as nursing, social work, library science, dietetics and nutrition, and especially education. As education and occupations previously designated as male- or female-oriented become more open to both sexes, the choice of occupation will become increasingly more dependent on interest and ability regardless of sex. A major determinant in this transition is the continuing change in the cultural definitions of male and female work.

Further changes in Canadian education have been brought about by the realization that adjustments had to be made to accommodate variations in interest and abilities of students in different subjects. This has resulted in a drastic revision of policies to include non-graded systems, subject promotion, changes in methods of examination and the extension of guidance facilities.

One of the notable increases in teaching facilities is in the area of library service. A Statistics Canada survey showed that, in the school year 1968-69, school libraries increased their stocks of books by nearly 8 million. These libraries provide up-to-date reference books on all subjects in the school curricula and have assumed increasing importance as resource centres for audio-visual aids such as projectors, films, filmstrips, maps, tapes and records.