

Rapid post-war expansion of the need for educational services caused other levels of government to become more deeply involved in funding elementary and secondary schools. At the end of the 1940s provincial governments were contributing less than 20% of net general expenditures. During the next decade education spending tripled to more than \$1 billion. This reflected rising enrolment, improvement of teacher salaries, large-scale building programs and the growth of special services. As budgets increased, municipal authorities requested more support from provincial governments.

By 1974 the provinces were paying about \$2 for every dollar spent by local authorities on elementary-secondary education. The relative contributions of the two levels differ from province to province, each provincial authority deciding the magnitude of municipal responsibility. A system of formula financing determines how provincial funds are distributed. The intention is first to secure minimum standards, and second to moderate differences of wealth and income in different localities.

Part of this support actually comes from the federal government, but since the money is channelled through the provinces amounts are difficult to distinguish. Recognition of regional economic disparities eventuated in a system of grants to the provinces for education. In 1974-75 federal expenditures were \$211.3 million or 2.9% of the elementary-secondary total, including what was spent on Indian and overseas schools. The federal government also contributes to elementary-secondary education under a federal-provincial program of co-operation for development of bilingualism in education. In 1974-75 contributions to the provinces under this program amounted to \$75 million, raising the federal share of total elementary-secondary expenditures to nearly 5%.

### 7.3 Post-secondary education

By the 1960s the baby boom children were graduating from high school in record numbers. At the same time, the need for professional and technical manpower, as well as public expectations of education, were growing. Prospective post-secondary students could not be accommodated by existing institutions. In the five years from 1956-57 to 1961-62 enrolment almost doubled to 182,000; by 1966-67 it had risen to 310,500. That year a federal-provincial conference on higher education assigned high priority to post-secondary education. Co-operative action resulted and by 1976-77 a total of 603,500 students were attending post-secondary institutions full time.

#### 7.3.1 Degree-granting institutions

Several types of degree-granting institutions exist in Canada. Universities have, as a minimum, degree programs in arts and sciences; liberal arts colleges are smaller institutions with degree programs, usually only in arts; theological colleges grant degrees exclusively in theology; other specialized colleges offer degree programs in a single field, such as engineering, art or education. In 1976-77 there were 47 universities in Canada, two liberal arts colleges, 12 theological colleges and five other specialized colleges. In this enumeration, affiliated and associated colleges are not counted separately from the parent institution. Fifteen such colleges grant degrees in theology.

**History.** The first institutions in Canada followed European models. The Séminaire de Québec, founded in 1663, was the base upon which Université Laval was established in 1852. The oldest English-language institution, King's College, at Windsor, NS opened in 1789. By 1867 there were 18 degree-granting institutions in the four provinces united by Confederation. Almost all were supported and controlled by religious groups. Their purpose was to train the clergy and a small, select group of laymen who wished to enter the professions. Teaching concentrated on theology, philosophy, the classics, medicine and law.

A reaction against these practices and attitudes began about the middle of the 19th century. McGill University introduced courses in natural sciences, opened a normal school for elementary teachers and pioneered instruction in applied science and engineering. Similar changes were taking place at other universities — Dalhousie in Halifax, Queen's in Kingston, and the University of Toronto.