

educationally developed of the great democracies." Today it ranks among the world's educational leaders. This evolution was compelled by unprecedented population growth combined with the desire of students to continue to higher levels.

The population grew because of the post-war baby boom and sizable net immigration. Rising expectations and widespread belief in education as a means of upward mobility encouraged students to stay in school longer. Consequently, Canada's educational enrolment in the post-war period increased faster than that of any other industrialized country. Between 1951 and 1971 combined elementary-secondary enrolment more than doubled. The 1960s were the decade of fastest growth, with the number of elementary-secondary students increasing 40% and post-secondary enrolment 168%. Such growth necessitated construction of new schools, expansion of the post-secondary sector and a commensurate rise in numbers of teachers at all levels.

As well as increasing facilities and personnel, it was imperative to revise the curriculum to reflect new social and economic realities. A more industrialized and sophisticated economy imposed new standards on the labour force. The comprehensive secondary school, offering a wide range of options, was recognized as part of the answer to the need for versatility and choice.

In elementary schools, enrolment reached its peak in 1967-68 at 3,844,000. Secondary enrolment patterns follow the elementary level by seven or eight years and peaked at 1,808,600 in 1974-75. The record high for elementary-secondary combined stood at 5,900,000 in 1970-71. Full-time enrolment at all levels, including post-secondary, was also highest in 1970-71, with 6,364,000, a 46% increase in a decade.

Expansion of the education enterprise could not occur without a spending increase. In 1947 education expenditures totalled \$350 million. By 1960 they had risen to \$1.7 billion. During the 1960s, expenditures grew at an average yearly rate of more than 10% (sometimes 20%) to \$7.7 billion in 1970. These expenditures were equivalent to 9% of GNP and absorbed 22% of government spending, more than any other major area. By 1977 expenditures on education represented 8.2% of GNP and social welfare had assumed first place.

The decline in the birth rate and lower levels of immigration have produced an enrolment decline in elementary-secondary schools that is expected to persist into the 1980s. The 1970-71 peak is unlikely to be attained again this century.

6.1.3 Provincial administration

Each province and territory is responsible for its own education system. As a consequence, organization, policies and practices differ from one to another. A department of education in every province is headed by a minister who is an elected member of the provincial cabinet or, in the case of the territories, a councillor. Policy-making power rests with the department; the influence of the legislature is confined to formal matters such as passing budgets. Some provinces have established separate departments for post-secondary education. Where two departments exist there may be two ministers, or one may have dual jurisdiction.

While the education minister has general authority, day-to-day operation of the department is carried out by a deputy minister who advises the minister and supervises all functions of the department. These include: supervision and inspection of elementary and secondary schools; provision of curriculum and school organization guidelines; approval of new courses and textbooks; production of curriculum materials; finance; teacher training and certification; prescription of regulations for trustees and teachers; research; and support services such as libraries, health and transportation.

In most provinces, responsibility for teacher training has been transferred from teachers' colleges to faculties or colleges of education in universities. Increasingly, an elementary teacher must have a bachelor's degree. The Nova Scotia Teachers' College is the only institution of its kind remaining in the country.

Other provincial departments have some responsibility for education, operating apprenticeship programs, agricultural schools, reform schools and forest ranger schools.

Levels of education. Despite such variations as the ages of compulsory attendance, course offerings and graduation prerequisites, the education systems that evolved in