

Chapter 7

Education and the arts

The cost of education in Canada for 1971 has been estimated at \$8,241 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 1971, it was estimated that approximately 30% of the entire population of Canada was either receiving or dispensing education.

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 secondary level courses now include fine arts, music, drama, urban planning and social geography. 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, several new structures have evolved. The most innovative type of institution that emerged across the country in the 1960s is the community college. 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 probably 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 to meet the labour market's increasing need for qualified technicians.

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.

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.

Efforts are also being made to overcome the financial barriers to continuing education. Investigations by demographers and sociologists confirmed long-held suspicions that financial constraints were denying advanced education to many Canadians. Consequently, various methods have been tried to lighten the financial burden on the individual and to equalize the rapidly increasing load being carried by the taxpayer. The federal government is assuming an increasingly prominent role in education, particularly in the retraining program of the Department of Manpower and Immigration which involves adult technical and vocational training, as well as in post-secondary education and university education, all matters of prime concern to the nation as a whole.

7.1 Administration and organization of education

7.1.1 Responsibility for education

7.1.1.1 Federal responsibility

In Canada the organization and administration of public education is exercised by the provincial and territorial governments. The federal government is directly concerned only with