

Three provinces, Quebec, Ontario and British Columbia, accounted for 78.9% of the national total. Ontario led Canada's back-to-school movement in 1971-72 with 414,367 students. As shown in Table 7.13, correspondence courses represent another avenue by which adults may continue their education. In 1971-72 there were an estimated 74,268 individual participants.

Table 7.14 shows the participation rates, as at June 1, 1972, of the population aged 15 years and over and not enrolled full-time at an educational institution. Of this group almost one person in every 10 was participating in this back-to-school movement. Residents of British Columbia and Prince Edward Island were the most active where participation rates per 1,000 population reached 131 and 120 respectively.

Table 7.15 gives the number and percentage of registrations in non-credit courses by course type for adults in the regions across Canada. It should be noted that these are total individual registrations and should not be interpreted as the number of persons attending courses.

In the non-credit course programs offered by school boards, universities, and colleges, general interest courses accounted for almost three quarters (72%) of the 740,107 non-credit course registrations reported. Home arts, and fine arts and craft courses were the most popular. Together they accounted for almost 45% of the general interest course registrations in Canada.

Professional development and refresher courses accounted for approximately 23% of the non-credit course enrolment. Courses related to business and management were the most popular for Canada (35.7%) except in Quebec where courses related to the health sciences accounted for one third of that province's enrolment.

In the association diploma programs which made up the balance of the non-credit course registration (5%), courses related to the field of accounting represented approximately 50% of all registrations. Banking courses, however, were most popular in the Atlantic region accounting for approximately one third of that region's total.

Table 7.16 shows that part-time university and college enrolment in 1971-72 and 1972-73 was quite high. In 1971-72, 84.6% and in 1972-73, 81.8% of the students were enrolled in undergraduate degree, diploma and certificate courses, 11.6% and 13.4% in 1971-72 and 1972-73 in graduate programs and 3.8% and 4.8% in non-university-level diploma or certificate courses.

7.2.2 Teaching staff

7.2.2.1 Elementary and secondary schools

During the 1950s and 1960s, the number of teachers in publicly controlled schools in Canada increased from 85,152 to 249,078, or by 193%. However, this steep upward trend is not expected to continue during the next few years. At the elementary level the increase will end because of the predicted decline in school enrolment.

As shown in Table 7.17, in 1971-72 male teachers at the secondary school level significantly outnumbered female teachers in eight provinces (data for Ontario and Quebec are not available) but the opposite is true for teachers at the elementary level.

The median salary in 1971-72 for all teachers (excluding Quebec and Ontario) was \$8,525, an increase of 334% over the median salary of \$1,965 in 1949-50. The rate of increase from one year to the next during the two decades fluctuated considerably, ranging from 2.4% in 1962-63 to 10.9% in 1971-72.

It should be noted that variations in median salaries do not necessarily indicate variations in the salary schedules on which teachers are being paid. Since salary scales are based on both years of education and years of teaching service, improvements in the teaching force based on either of these two factors could conceivably cause an increase in the median salary even though the salary scale remained constant. Thus, when the rise in the median is used for interprovincial or historical comparisons, the effects of other contributing factors should be taken into account.

The median salary of male teachers is higher than that of female teachers at both the elementary and secondary levels for all provinces shown. Although, proportionately, the female teachers have more years of experience, a greater proportion of the male teachers are university graduates. However, the proportion of teachers with university graduation has been rising steadily over the past few years, and this trend is expected to continue and should result in a corresponding decrease in the present salary differential.