

Submission to Board of Education
of Metro Toronto

May, 1972

Re: Opportunity for Girls & Women in the Educational System

The Ontario Committee on the Status of Women was established in 1971 with the following aims:

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- a) to make responsible and informed representation to the provincial government and to implement those recommendations of the Royal Commission on the Status of Women which require provincial action;
- b) to encourage action at the local level to facilitate such implementation.

We are affiliated with the National Action Committee on the Status of Women which is made up of representatives from 47 national women's organizations.

On March 9, 1972 we met with Premier Davis concerning the need for an "Implementation Committee" to be established by the Ontario government. Our brief was also presented to Liberal leader Robert Nixon (March 16th), NDP Leader Stephen Lewis (March 30th) and MPPs Margaret Birch (April 20) and Margaret Scrivener. We have also discussed this brief with a committee of Conservative Party caucus (April 26th).

Our brief includes recommendations for action in the areas of education, labour, legislation, health, day care and the appointment of women to Boards, Commissions and Ministerial advisory committees.

Mr. Davis has promised us a decision on our recommendations by the end of the current session of the Legislature.

Our comments tonight will be related to opportunity for girls and women in the educational system.

1. The participation of women in graduate education in Canada is less than it was fifty years ago. In 1919-20 women held 26% of the places in graduate schools, while by 1955 the figure was down to 13% and today it has settled at 21%. Evidently, neither the modest expansion of graduate work in the 1950's nor the enormous expansion of the 1960's has been to the advantage of women (Table 1, Chart A). The proportion of M.A.'s awarded to women dropped from 31% in 1931 to 24% in 1965, while the proportion of Ph.D.'s went from 25% in 1931 to a low of 5% in 1951 and 1961, and only up to 9% by 1970. These facts are particularly striking since this was also a period marked by an unprecedented expansion of university and college facilities, along with relatively generous grant and loan schemes. Furthermore, average family size declined throughout this period, while numerous technological and other innovations contributed to lightening the burden of women's traditional role in the family (Tables 2 and 3, Charts B and C).

2. The proportion of women on the teaching staff of Ontario universities has not increased substantially over what it was forty years ago. In 1931, 11% of the full-time teaching staff were women, and by 1966 the figure was still only 12%. This does not include the very large number of women qualified for full-time work who are working part-time in positions with inferior pay and status. (Table 4, Chart d).

3. In Ontario women hold an even lower proportion of places in colleges of arts and technology than they do in universities. The relative lack of participation of women in university education is not compensated for by greater participation in other post-secondary institutions. (Commission on Post-Secondary Education, 1972).

4. The proportion of women in the senior professions has not increased significantly from what it was forty years ago. For example, in Ontario in 1931 no judges were women, 1% of all lawyers and dentists were women, and 3% of all doctors were women. In 1961, 4% of the judges, 5% of the lawyers and dentists, and 8% of the doctors were women (Table 5).

5. Professions in which women have been predominant are now being increasingly entered by men, particularly in the administrative and policy-making positions. For example, while in 1931 77% of all Canadian school teachers were women, only 68% were in 1961. In the same period, the percentage of women among social welfare workers dropped from 70% (1930) to only 56% in 1961. (Table 5).

There are many reasons for the under-achievement of intelligent women.

However, the contributing reasons to which we speak tonight are: role models, textbooks, and guidance. We begin with a discussion of role models:

(a) Role Models

The influence of teachers as examples to students is extremely important. Male students have the benefit of the example of men with whom they can identify at all stages of their academic careers. Female students seldom see women teachers at more than junior levels. (Table 6) If girl students are to be given equal educational opportunities with boys there must be not only women department heads, but also women vice-principals, principals and women in administrative and leadership roles, to act as examples for them and encourage them to pursue serious educational objectives. Our students must meet women who expect full opportunity for their advancement when they perform their jobs as teachers with excellence.

(b) Textbooks

The Ontario Committee on the Status of Women supports Recommendation No. 69 of the Report of the Royal Commission on the Status of Women in Canada which reads:

We recommend that the provinces and Territories adopt textbooks that portray women as well as men in diversified roles and occupations.

A survey of textbooks approved by the Ontario Department of Education for use in primary and secondary schools showed that women were portrayed only in stereotyped traditional roles. (Caron, 1969)

The social problems of our times require the full commitment of concerned creative people. Parents who try to inculcate in their children concern for social justice are increasingly perturbed that school textbooks, so far from supporting an interest in the broader community, hold up as an ideal the women whose interests are limited to cooking, house cleaning and the physical care of children.

(c) Guidance and Counselling

Guidance counsellors still tend to direct girls into service and supportive roles in the labour force.

Co-educational guidance programmes must encourage all children to plan their education according to their individual aptitudes. It is not the purpose of our educational system to encourage the under-achievement of a large proportion of our citizens.

This problem can be overcome in a number of ways. In Toronto, in particular, a) printed materials for the use of guidance counsellors and their students can be designed to stress equality of opportunity in careers regardless of sex; b) guidance counsellors can be directed by the Board of Education to give more consideration to encouraging students to fulfil their promise regardless of traditional divisions along sex lines in careers; c) employers and professional organizations can show the public (and thereby students and their parents) women to positions of responsibility in their careers is available. The profession of education, one which recruits large numbers of qualified women, should surely be a leader in setting an example to employers and other professional groups.

Conclusions:

Public education is required to guarantee to every individual an equal opportunity for learning and achievement. However, present educational practices result in female children being conditioned to accept unequal treatment and unequal status. It is not in the interests of society to encourage the under-achievement of a large proportion of its citizens.

Toronto has always been regarded as a progressive school system. We are confident that the Board will be responsive to the suggestions we offer for making the benefits of this system truly available to all students.

TABLE 1

ENROLLMENT IN GRADUATE EDUCATION. CANADAIN REGULAR SESSIONS (EXCLUDING THEOLOGY) FULL AND PART-TIME

	Total	Female	% Female		Total	Female	% Female
1919-20	383	99	26	1947-48	4139	867	21
21	423	108	26	49	4857	1124	23
22	558	158	28	50	5262	1127	22
23	714	195	27	51	4559	702	15
24	851	221	26	52	4302	663	15
25	873	228	26	53	4387	615	14
26	846	221	26	54	4709	785	17
27	929	252	27	55	4854	785	16
28	1039	291	28	56	5013	797	16
29	1010	269	27	57	5125	903	18
30	1137	318	28	58	5847	988	17
31	1350	352	26	59	6517	1126	17
32	1569	402	26	60	7642	1433	19
33	1698	398	24	61	9120	1718	19
34	1687	424	25	62	10327	2013	19
35	1533	399	26	63	13787	2189	16
36	1586	388	25	64	17631	2930	17
37	1635	398	24	65	21065	3709	18
38	1540	332	22	66	24920	4667	19
39	1550	341	22	67	29830	5862	20
40	1601	354	22	68	34883	7246	21
41	1569	326	21				
42	1406	312	22				
43	1227	287	23				
44	1392	404	29				
45	1689	428	25				
46	2870	630	22				
47	3674	719	20				

TABLE 2

M.A. DEGREES. ONTARIO

	Total	Female	% Female	
1931	137	43	31	a
36	141	33	23	a
41	115	28	24	a
46	209	40	19	a
51	347	60	17	a
56	406	97	24	b
61	635	126	20	b
65	1145	279	24	b

- a. D.B.S. Survey of Higher Education 1952-54 p. 63
b. D.B.S. Survey of Higher Education 1964-65 p. 51

TABLE 3

DOCTORATE DEGREES. ONTARIO

	Total	Female		% Female
1931	24	6	a	25
36	39	3	a	07
41	45	5	a	11
46	50	5	a	10
51	98	5	a	05
56	127	9	b	07
61	145	7	c	05
62	144	15	c	11
63	184	16	c	09
64	190	16	c	09
65	233	25	c	11
66	316	38	d	12
67	333	23	d	07
68	485	49	e	10
69	504	32	f	06
70	640	56		09

- a. D.B.S. Survey of Higher Education 1952-54 p.53
 b. D.B.S. Survey of Higher Education 1964-65 p.52
 c. D.B.S. Survey of Higher Education 1964-65 p.51
 d. D.B.S. Survey of Higher Education 1966-67 p.51
 e. D.B.S. Survey of Higher Education 1968-69 p.51
 f. D.B.S. Survey of Higher Education 1969-70 p.52

TABLE 4

Teaching Staffs in Ontario Universities

Full-time (arts, letters, science and professional faculty)

	Males	Females	Total	% Female	
1921	746	56	802	7	a
26	738	85	823	10	a
31	880	112	992	11	a
36	890	131	1,021	13	a
41	1,110	174	1,284	14	b
46	1,313	161	1,474	11	b
51	1,640	164	1,804	9	b
54	2,231	208	2,439	9	b
61	2,970	380	3,350	11	c
66	4,630	650	5,280	12	c

- a. D.B.S. Higher Education in Canada. 1936-38. p.98
- b. D.B.S. Survey of Higher Education. p.73. 1952-54.
- c. D.B.S. Survey of Higher Education part II. 1964-65. p.19

TABLE 5

PERCENT WOMEN IN SELECTED PROFESSIONS IN ONTARIO

	Physicians & Surgeons	Lawyer & Notaries	Judges & Magistrates	Dentists	Social Welfare Workers	School Teachers
1931	03	01	,00	01	70	77
1941	13	04	01	10	67	70
1951	06	03	03	02	67	70
1961	08	03	04	05	56	68

Table 6
Proportion of Women in Fields of Secondary Teaching

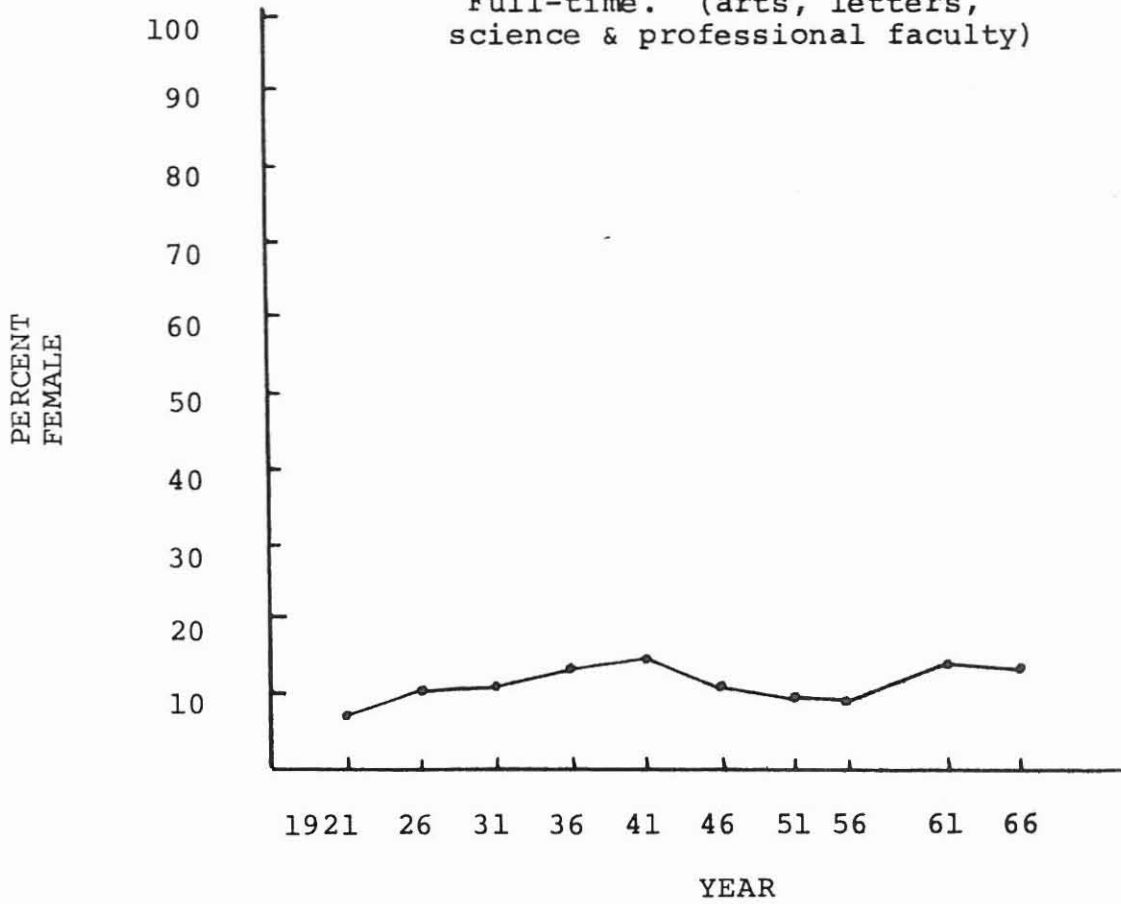
First teaching assignment*	percent women	total number
Principal and vice-principal	.2	25650
English	41.3	5348
French	48.5	2359
Francais	19.7	76
Latin	38.8	495
Greek	10.5	19
German	16.1	391
Russian	11.1	9
Spanish	24.3	189
History	14.3	2991
Geography	11.8	2306
Library	48.5	708
Music	15.1	654
Social Studies	10.9	128
Mathematics	16.9	4271
Science	9.9	3160
Physics	2.4	779
Chemistry	5.4	816
Zoology	14.2	218
Botany	3.0	33
Home Economics	93.6	1070
Counselling	14.2	1313
Group Guidance	17.5	1183
Physical and Health Education	39.2	3329
Accounting	7.8	218
Bookkeeping	13.4	543
Office practice	30.9	365
Shorthand	40.0	487
Typewriting	51.9	1029
Drafting	.4	795
Other	17.6	609
Occupational Practice	29.5	873
Occupational general	25.7	494
Art	25.8	949
Merchandising-Commercial, Marketing, Bus Machines	26.2	2212
Welding-Tech-Food services	3.7	593

There are no women teachers in the fields of Auto mechanics, Airconditioning and refrigeration, Woodworking, Machine shop, Electricity, and Industrial arts.

*OSSTF data, November 1971, public schools only

CHART D

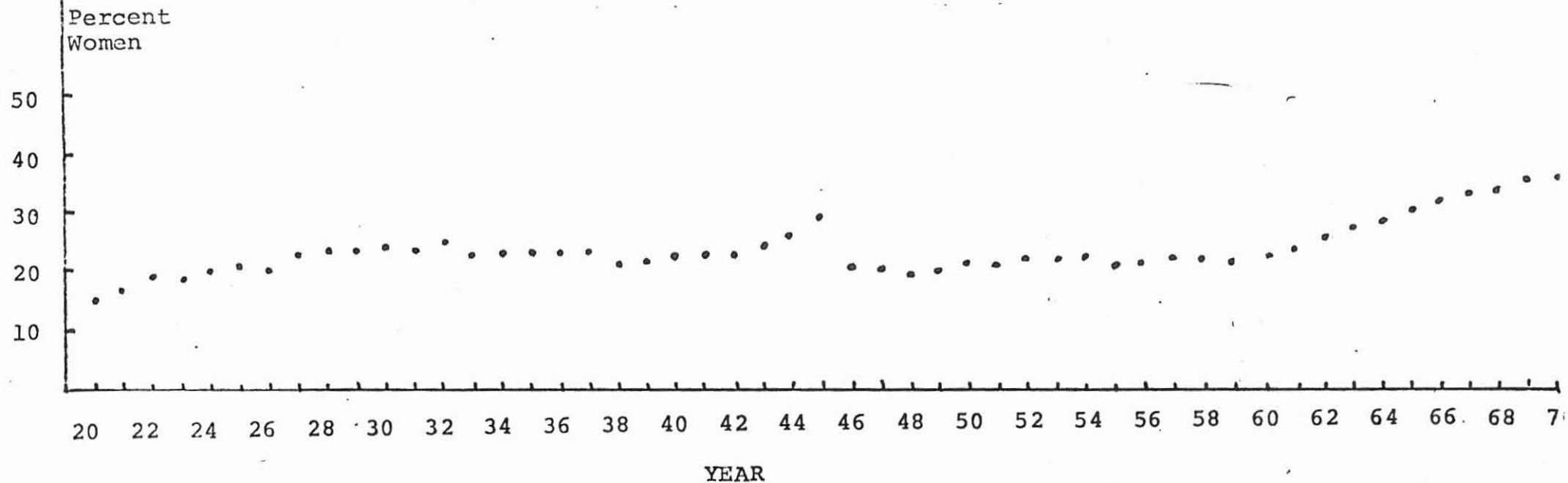
Teaching staff in Ontario Universities
Full-time. (arts, letters,
science & professional faculty)



data taken from Table 6.

CHART A

Full-time Enrollment in Canadian Universities



CHART

Enrollment in graduate education, Canada
in regular sessions (excluding theology)

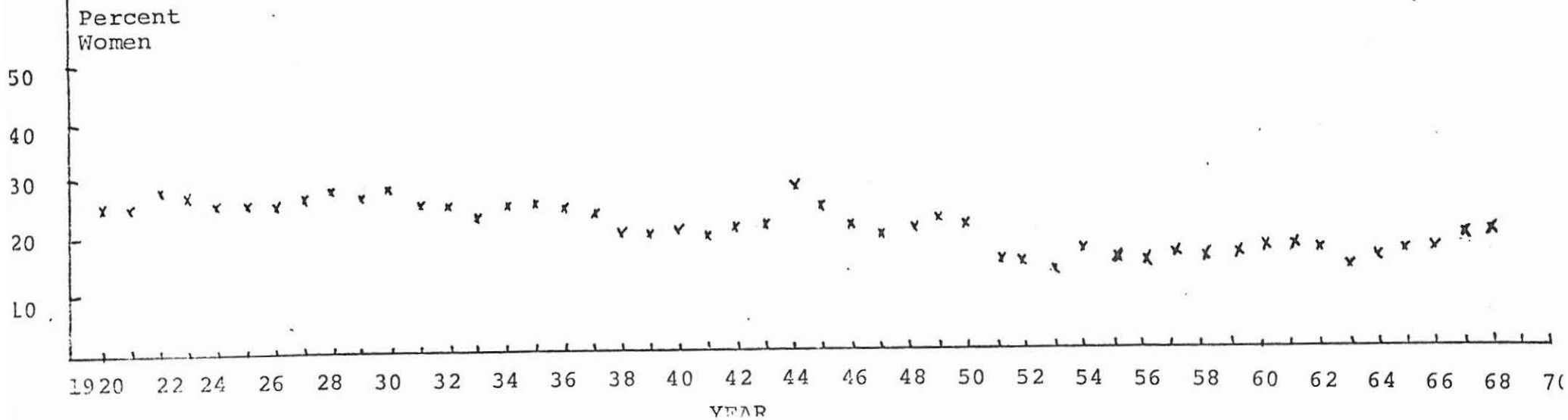


CHART C

Doctorate Degrees. Ontario.

Percent
Women

