

among the universities by the Canadian Universities Foundation, according to full-time enrolment. In addition, the Federal Government has made provision for loans to enable the universities to build residences for out-of-town students and guaranteed to needy students loans of up to \$1,000 a year from one to five years, free of interest until after graduation. During 1964-65, the first year of this programme, the \$4 million allocated was rapidly exhausted.

Various federal departments and councils, such as the Departments of Health and Welfare and Agriculture and the National Research Council and Defence Research Board, provide grants for research to university professors and to graduate students.

The Vocational and Technical Branch of the Department of Labour, under agreement with the provinces, makes grants available for the following purposes: vocational courses in secondary schools; technical institutes, adult trade and other occupational training and retraining, including apprenticeship; management education, including supervision, technical analysis and services; and administration. Money is provided to assist with capital projects, equipment, current expenditure on vocational technical programmes and teacher training. Such contributions are aimed at ensuring a more highly-skilled work force. The activities of the Branch are administrative, supervisory and consultative, and stress the co-ordinating of training activities provided for the ten provinces. From 1961 to 1964, \$341 million was contributed by the Federal Government and \$219 million by the provincial governments to erect 14 new technical institutes and 52 trade schools, and to enlarge many others and bring the number of vocational high schools to 305. This provided a total of 153,371 student places for trade and technical trainees.

In addition to their expenditures on such provincial schools as teachers' colleges, trade and technical schools, and special schools for the deaf, the blind and "problem cases", the province makes grants to school-boards, provides for services to and supervision of the schools, and contributes to audio-visual aids, guidance, curriculum studies, textbooks, school supplies and teachers' pensions.

There is considerable variation in the grant schemes used by the provinces. In the beginning, most provinces used flat and incentive grants of one sort or another, based on such considerations as number of teachers, enrolment, days in session and attendance. Special grants were introduced as an incentive to such items as purchasing special equipment or serving hot school lunches. Next, attempts were made to introduce an equalization formula specially designed to help poorer districts. Recently, there has been an increase in the number adopting some form of foundation programme under which the provincial authority establishes a minimum level of services that local authorities are to provide as an acceptable minimum. Districts may levy for more revenue and provide more services, but not fewer. The province usually decides the size of its contribution, and then strikes a uniform rate for all districts to use on equalized assessments. The provincial contribution pays any difference between the amounts determined and collected in any district and, in addition, distributes an equitable proportion among the schools.