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CANADIAN UNIVERSITIES AND COLLEGES

(Prepared in the Information Division,
Association of Universities and Colleges of Canada. *)

Historical background

Canada is a bilingual country with two cultural traditions. As a consequence, two systems of higher education have developed. One, originally patterned on the French system before the secularization of higher education in France, with the majority of the institutions under the direction of Catholic orders or groups, has in recent years been adapted more and more to North American higher education traditions while still retaining distinctively French characteristics. The other system was originally designed according to English, Scottish and United States practices, instruction being given in English and the institutions being controlled by a variety of groups - religious denominations, governments and private non-denominational bodies. A third small group offers instruction to both English-speaking and French-speaking students. The first such bilingual institution to be established, the present University of Ottawa, developed from a Catholic college opened in Ottawa in 1848. Laurentian University, established in 1960, is also a bilingual university.

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Until 1763 Canada was a French colony. Education was provided only by institutions under religious auspices. The first institution where studies were undertaken at college level seems, according to available records, to have been the Collège des Jésuites, founded in 1635 in Quebec City, one year before the establishment of Harvard University (the first institution of higher learning in the United States), and from 80 to 100 years after the creation of the first universities in the Americas, in what is now the Dominican Republic (1538), and in Mexico and Peru (1551).

A complete arts course was probably given at the Collège by 1655. Soon afterwards teaching in theology began and, at about this time, the Séminaire de Québec was founded by diocesan priests. In 1852, the Séminaire was instrumental in the establishment of Laval University in Quebec City. A

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branch of Laval was opened in Montreal in 1878, and in 1920 it received a civil charter as the University of Montreal. Today Montreal, with enrolment at its affiliated colleges included, has more students (23,717) than any other Canadian university. It is followed by the University of Toronto (23,684), the University of British Columbia (18,977), the University of Alberta (15,854), McGill University (15,012), Laval University (14,634), the University of Saskatchewan (13,605), the University of Manitoba (11,535), and the University of Western Ontario (10,220).

Three King's Colleges (one at Windsor, Ontario, later re-established at Halifax, Nova Scotia, opened in 1790; a second at Fredericton, New Brunswick, opened in 1829; and the third at Toronto, Ontario, opened in 1843, though chartered in 1827) were among the first English-language institutions founded after French control of Canada ended. They were closely associated with the Anglican Church, and through it with the dominant governing bodies, at the time of their formation. Early attempts to limit enrolment to Church of England adherents, coupled with the movement towards responsible government in the provinces, made these colleges targets of religious and political criticism and led to two of them becoming provincial (i.e. state-controlled) universities (University of Toronto - 1850, and University of New Brunswick - 1859). The University of King's College at Halifax is an Anglican, co-educational institution associated with Dalhousie University.

Many denominational colleges were also founded in Ontario and the Atlantic provinces, owing to the desire of various religious denominations to educate their young people in the atmosphere of their own faiths. These included such institutions as Acadian University, Wolfville, Nova Scotia (Baptist - founded in 1838; denominational tests have never been permitted); Queen's University, Kingston, Ontario (Presbyterian when founded in 1841, but now non-denominational); Victoria College (founded in Cobourg, Ontario by Methodists in 1841 and now located in Toronto, under United Church direction); St. Francis Xavier University, Antigonish, Nova Scotia (Catholic - founded in 1853); and Mount Allison University in Sackville, New Brunswick (Methodist, now United Church - founded in 1858). After the establishment of the University of Toronto, the Church of England founded its own University of Trinity College in 1851. Trinity is today federated with the University of Toronto.

The first non-denominational institution to be established was McGill University, Montreal, in 1821. It first gave instruction in 1829. Dalhousie University, Halifax, Nova Scotia, which was founded in protest against the exclusiveness of King's College, Windsor, dates from 1818. However, except for a few years between 1838 and 1845, it did not function as a university until 1863.

In the 40-odd years following Confederation in 1867, efforts were made to consolidate existing institutions and to establish monopolistic degree-granting provincial universities in Nova Scotia, Ontario and the four Western provinces. The result failed in Nova Scotia, succeeded in part in Ontario, and until quite recently was the accepted pattern in the West.

A provincial university, the University of Halifax, was established in Nova Scotia in 1878, on the pattern of the University of London, England,

for the purpose of acting as a degree-granting institution for the several universities in the province. However, it ceased to operate a few years later after granting about a dozen degrees. In 1904, after years of negotiation, three church-related institutions in Ontario became federated arts colleges of the University of Toronto.

In 1906, a Royal Commission report resulted in the reorganization of the University of Toronto. This report has been cited as being instrumental in the formation, or subsequent alteration, of legislation governing the original four Western provincial universities. The early sectarian rivalry and multiplication of Eastern universities was likewise used as an argument for the establishment and maintenance of single degree-granting institutions in the West, on the model of the University of London, with the affiliation of denominational and other institutions. The non-sectarian university (for example, the University of Toronto), with its affiliated or federated arts and theological colleges, has been described as a unique Canadian solution to the problem of combining the interests of church and state in higher education.

The University of Manitoba was established in 1877, also on the University of London pattern, as a degree-granting institution for three existing denominational colleges. It granted earned degrees first in 1880 and began to offer instruction in 1900; except for a short period during which the Manitoba Agricultural College was independent, and except for institutions granting degrees only in theology, the University of Manitoba was the sole degree-granting institution in the province until 1967. In that year, two affiliates - Brandon College and United College - were granted university status as Brandon University and the University of Winnipeg.

In 1903, the legislature of the Northwest Territories (then composed of most of Western Canada east of British Columbia) passed an act for the establishment of a university. In 1905, part of the NWT below the 60th Parallel was divided into the present provinces of Alberta and Saskatchewan, and the 1903 Act was succeeded by acts in 1906 and 1907 authorizing the establishment of the University of Alberta (Edmonton) and the University of Saskatchewan (Saskatoon). Both universities established branch campuses, Alberta at Calgary in 1946 and Saskatchewan at Regina in 1961. In 1966, the University of Alberta at Calgary was established as a non-denominational, co-educational and provincial university, under the name University of Calgary.

Acts were passed in 1890 and 1891 authorizing the establishment of a British Columbia university, but they lapsed without result. An act passed in 1908 resulted in the opening of a university in 1915. Before that, instruction at college level in British Columbia had been given mainly by institutions connected with McGill University and the University of Toronto. Until 1963, the University of British Columbia was the only institution of higher learning in the province. In that year, two colleges, Notre Dame and Victoria, became universities; a fourth university, Simon Fraser, enrolled its first students in 1965.

Large universities with numerous faculties and with provision for graduate study in many fields are a comparatively recent phenomenon in Canada. Until the middle of the nineteenth century, higher education in Canada included little more than training in arts and theology. During the latter half of the century, more instruction in science and certain professional fields was gradually introduced.

Graduate studies, to judge by the number of earned doctorates, did not acquire importance until after 1920. Only during the past 20 years or so have more than 100 earned doctorates been granted annually.

While women today comprise about 35 per cent of full-time university enrolment, the first female students were enrolled between 1870 and 1880. By 1920 women accounted for 15 per cent of the total enrolment. Most universities are co-educational, though there are some private Roman Catholic arts colleges for men or women only.

Provincial Developments Since 1964

The Federal-Provincial Fiscal Arrangements Act of 1967, which became effective as of 1967-68, made a drastic change in the financing of Canadian universities. The Federal Government ceased to make grants directly to universities. Instead, it transferred four points of personal income tax and one point of corporation tax to the provinces, equalized this tax yield for those provinces with below-average tax returns, and added a contribution that brought the total transfer to \$14 a head of provincial population or half the operating costs of post-secondary education, whichever was the greater. The \$14 amount was increased to \$15 in 1968. A similar arrangement had been in effect between the Federal Government and Quebec since 1961.

The agreement made no provision for capital costs.

As a result of the change, roughly 75 per cent of a university's operating budget was now paid directly by the provincial government, with 20 per cent coming from student fees and 5 per cent from endowment income, private support and other sources. (These figures are a very rough national average.) The provincial government also provided an even larger percentage of capital grants to most universities.

The existence of the new situation, with the rapidly-increased spending on higher education, led to a demand in most provinces for the establishment of grants commissions that would act as intermediaries between governments and universities, protecting the interests of both. The governments were anxious to account to the taxpayer, and the universities were concerned that increased government support should not lead to diminished academic freedom.

The grants commissions normally have provincially-appointed or provincially-approved members representing government, education and community interests. In general, their terms of reference require them to advise government on the development of provincial university or post-secondary resources; to advise on and sometimes to distribute grants; and to plan, with the institutions, the implementation of programs to meet the expanding education needs of the province.

Newfoundland: Memorial University is the only institution of higher learning in this province. Its relations with the provincial government are direct. Tuition fees for all students regularly resident in the province are paid by the government. Memorial University introduced a system of salaries to its students in 1966-67; this plan has since been drastically modified. A Royal

Commission on Education and Youth recommended in 1967 the establishment of community colleges. There are two institutes of technology.

Prince Edward Island: Until 1969 there were two universities in the province - St. Dunstan's, with degree-granting powers conferred in 1941, and Prince of Wales, which received this power in 1965. The two institutions were merged in 1969 to form the University of Prince Edward Island. There is no grants commission; at present, the government deals directly with the university board of governors. The province created its first community college, Holland College, in 1969.

Nova Scotia: A grants commission was established in 1963. It issues annual reports containing recommendations to the universities and the government. In 1969, Dalhousie University and Nova Scotia Technical College entered into an agreement to co-operate in their architecture and engineering programs. There are eight community colleges in Nova Scotia, ranging from a private junior college to a marine navigation school.

New Brunswick: Following the report of a committee on the financing of higher education (1967), a commission on post-secondary education was set up. This body includes a chairman and eight members representing education, business, professions and labor. Its purpose is to advise the government on the needs and future development of all forms of post-secondary education, and to plan the future with the institutions. The commission is responsible for the actual payment of government operating and capital grants. There are four community colleges, including a forest-ranger school.

Quebec: The post-secondary education system in Quebec in 1969 bears little resemblance to that of 1965. In 1964, the first major step had been taken in the establishment of the Ministry of Education. From the Parent Commission report on education, the Ministry took the idea of an institut that would stand between high school and university. The result was a series of Colleges of General and Vocational Education (CEGEP), which offer students two or three years technical training before they go to work, or entrance to university. There are 30 French-language CEGEPs and one English-language. Classical colleges, normal schools and technical schools were used as bases for the CEGEPs. Once the system of colleges is complete, the CEGEP system will be the only route to university.

The role of the classical colleges has been drastically changed with the appearance of the CEGEP. Their number has been halved (from 100 in 1963) as individual colleges have either become part of a new CEGEP or transformed themselves into purely secondary institutions or junior colleges.

French-speaking Quebec students broke away from the Canadian Union of Students in 1964 and formed the Union générale des étudiants du Québec. The student unions of the English-language universities of Quebec eventually joined the UGEQ. However, this association virtually ceased to exist in 1969.

Faculty associations are grouped in the Fédération des Associations des Professeurs des Universités du Québec, though most members of this association also belong to the Canadian Association of University Teachers.

The Conference of Rectors and Principals of Quebec Universities was established in 1963 to co-ordinate activities and plan the use of resources. In 1965, the Federal Government ceased to make direct grants to Quebec universities, instead transferring tax points to the province. Since there was no university grants commission in Quebec, the conference played an advisory role in the allocation of funds.

The government also receives advice on university matters from the Superior Council on Education, established in 1964, which is charged with responsibility at all levels of education. In 1968, it released two important reports - one on teacher-training and the other on the first year of operation of the CEGEPs.

During 1968, the University of Quebec and the Council of Universities were formed. The former will have a number of campuses, the first three located at Montreal, Chicoutimi and Trois Rivières. The Council will act in much the same way as the university grants committees in other provinces. It will advise the Minister on university needs, development, creation of new institutions of higher education, co-ordination of effort and budget. The Minister will be obliged to submit to the Council for its comment all major proposals of development and finance relative to higher education.

Ontario: In 1964, the Ontario government established the first Department of University Affairs in the country; the Minister of Education is also the Minister of University Affairs. The advisory Committee on University Affairs, established in 1961, was reorganized to include laymen and educators. The Committee has been active in developing formulas for operating grants and capital assistance. It acts in an advisory, not an executive, capacity.

The Committee of Presidents of Universities of Ontario was established in 1962. Since that time, it has set up several subcommittees to advise on specific problem areas. These include research and planning, graduate studies, co-ordination of library services, grants formulas, public relations and information, education television, and admissions. The object of the committee is to promote co-operation among the provincially-assisted universities of Ontario, and between these and the government, and generally to work for the improvement of higher education for the people of Ontario.

Brock University (St. Catherines) and Trent University (Peterborough) opened in 1964. The agreement of affiliation between the University of Toronto and York University ended in 1965. Toronto opened three colleges - Scarborough, Erindale and Innis - in 1964. A system of community colleges was launched in 1965. There are at present 20 of these institutions, known as colleges of applied arts and technology.

Manitoba: In 1965, Manitoba established a council on higher education to study and advise on needs in post-secondary education. Its members were named by the university, the affiliated colleges and the Minister of Education. In 1967, when two colleges of the University of Manitoba were elevated to university status, a university grants commission was established to determine operating and capital-grants payments to higher education institutions through a provincial university grants fund. The commission was also charged with studying the higher education needs of the province and the capability of the institutions to meet them. The

commission comprises nine members, including government, academic, business and professional representatives. A community college system has not yet developed; however, the institutes of technology are growing in size and inclusiveness. The Manitoba Educational Research Council is at present conducting an extensive study of post-secondary, non-university education in the province.

Saskatchewan: In 1964, all teacher-training was taken over by the universities. There is one university with two campuses, at Saskatoon and Regina. Relations with the government are direct. A university-government committee has examined the development of higher education for the province, and has recommended the establishment of community colleges. There are two institutes of technology and one church-governed college.

Alberta: The province now has three universities: the University of Alberta (Edmonton), the University of Calgary (Calgary), which was until 1964 a campus of the University of Alberta, and the University of Lethbridge (Lethbridge). A universities commission was established in 1965, the role of which is to examine university operating and capital costs, financial requirements and needs, to advise the government on grant allocation, and to allocate funds voted by the legislature to the institutions. Alberta has a grants formula similar to the one used in Ontario. In 1967, a provincial board of post-secondary education was established to advise the government on the scope and financing of junior colleges and, with the universities commission, on general post-secondary education needs.

British Columbia: Simon Fraser University opened in 1965. The province is also instituting a system of community and junior colleges. There are two boards in the province, the Academic Board and the Finance Board, which were established in 1964 to assist in the co-ordination of higher education. A Division of University Affairs was set up within the Department of University Education. A grants commission has also been established. In 1969, the Colleges Act established a system of community colleges in the province, to be financed by the provincial government. There are five public colleges, which are designed to become comprehensive community institutions, offering both occupational and university transfer programs. There are two institutes of technology, three agricultural colleges and three private church-related colleges, one of which aims to become the French-language center of higher education in the West.

National and International Aspects

As there is no federal ministry of education, each province, as indicated in the preceding section, is making plans for the future of higher education within its own boundaries. In addition, various national organizations⁽¹⁾ attempt to study and influence certain aspects of higher education at the national level. Examples are the following studies which have either been completed within the past five years or are now under way:

(1) See Appendix III.

(1) The Bladen Report on university financing, completed in 1965. This study was commissioned by the Association of Universities and Colleges of Canada and was financed by a \$100,000 Ford Foundation grant and an approximately matching amount from Canadian business and industry. The Report had a profound effect on Canadian governments responsible for the financing of universities within their jurisdiction.⁽²⁾

(2) The Duff-Berdahl Report on university government (jointly sponsored by the Canadian Association of University Teachers and the Association of Universities and Colleges of Canada) was published in 1966, since when there have been changes in the composition of most university governing bodies to include faculty and students to a much greater extent.

(3) The Ingraham Report on university pensions, sponsored by the AUCC.

(4) The Downs Report on university libraries, sponsored by the AUCC.

(5) A study of university costs, sponsored by the AUCC and scheduled for completion in 1970.

(6) A study of accessibility to higher education, sponsored by the AUCC and due for publication in 1970.

(7) A study of the resources of Canadian universities for co-operation with developing countries, sponsored by the AUCC and the Canadian International Development Agency and due for publication in 1970.

(8) A study of student housing, sponsored by the AUCC and the Central Mortgage and Housing Corporation and published early in 1970.

(9) A study of the relations between universities and governments, sponsored by the AUCC, the Canadian Association of University Teachers, the Canadian Union of Students, and the Union générale des Etudiants du Québec. Financed by a \$150,000 Ford Foundation grant, the report was published early in 1970.

Canadian university personnel have become increasingly conscious of their responsibility to assist newer institutions abroad and to further international studies at Canadian universities. Beginnings have been made through supplying staff to institutions outside the country, co-operating with international organizations such as the International Association of Universities and UNESCO and, in conjunction with the Federal Government and the Canadian International Development Agency (CIDA), supplying student places for recipients of Canadian awards under the Commonwealth Scholarship and Fellowship Plan, the Colombo Plan, the Commonwealth Caribbean Assistance Program and the Special Commonwealth Africa Assistance Plan. The French-language universities in Canada have joined their counterparts in French-speaking areas of the world in an association known as AUPELF (Association des Universités partiellement ou entièrement de Langue française).

(2) See P. 4, Provincial Developments Since 1964.

The CIDA⁽³⁾ attempts to co-ordinate educational, financial, technical and other assistance emanating from Canadian sources, and co-operates in this respect with private agencies and institutions.

Control and Government of Institutions

Civil legislation regarding the establishment of new institutions, or changes in existing ones, is usually enacted by provincial legislatures, except for federal military colleges and a few institutions originally established by act of Parliament.

Once an institution is legally chartered, control is vested in its governing body, the membership of which is indicated in the charter. While various terms are used, and institutions of different sizes may not have all the following positions, institutional administration generally includes: visitor; chancellor; president or principal (often with the additional title of vice-chancellor), or recteur in the case of French-language institutions; board of governors (occasionally called the board of regents or the board of trustees); senate (occasionally called the faculty council or the university council); and sometimes advisory boards reporting to the senate or to the board of governors. The president is the administrative head of the university and will be an ex-officio member of the board and the senate. The chain of authority runs from the board of governors through the president to the senate and deans and so to the faculty as a whole. The chancellor, often elected by the graduates or, in the case of Roman Catholic institutions, a senior cleric, is usually an ex-officio member of the board and senate, while the visitor (or patron) may be a distinguished political figure.

The Duff-Berdahl Report on university government, published in 1966, accelerated the pace of change in university government. In particular, it encouraged the inclusion of faculty members on boards of governors, and some boards now include student members as well. The composition of the board of governors varies according to the type of institution.

Provincial universities normally have government representation; church-related institutions have clergy and lay members appointed by a church organization. Nearly all boards have either direct representation from the business community and from other organizations, as well as representation of the alumni, or are advised by these groups through advisory boards or committees. The size of the board varies from a mere handful to over 30. Its function is to conserve the property and increase the means of the university, to oversee the university's financial operations, and to maintain liaison with governments and the general public. It must retain the public confidence in the way the university is run, and defend in these same quarters the autonomy of the university in its work.

The Report commented on the weakness of senates at Canadian universities. At most universities today, teaching staffs form a majority in the senate, which is responsible for admissions, courses, discipline and the awarding of degrees. Students have been included on the majority of university senates. The senate is usually a much larger body than the board. In one institution, it has been composed of as many as 170 persons.

(3) 75 Albert Street, Ottawa 4, Ontario.

Laval University (Quebec) has a single-tier form of government called le conseil de l'université. The University of Waterloo has approved a single-tier government; this amendment to the University Act is now before the Ontario Legislature.

Apart from the president, the chief administrative officers include the registrar (secrétaire-général in French-language institutions), who often acts as secretary to the various boards and whose office usually admits students, prepares timetables and keeps student records; the business officer (often called comptroller or bursar), whose office is charged with the day-to-day financial operations of the institution, including the collection of fees; and deans and department heads, who administer faculty and departmental affairs.

Most universities now have vice-presidents (vice-recteurs at French-language institutions). Small institutions may have only one; larger universities will have several, each responsible for a particular area of university life (academic matters, administration, finance, research, development).

Other administrative posts may include an admissions officer, a buildings and grounds superintendent, deans of men and of women, a librarian, as well as others.

Increased public interest in the universities, the need for a greater internal as well as external flow of information, student and faculty unrest, have combined to make information officers a necessary feature of every Canadian university.

Teaching Staffs

The usual terminology employed for the various ranks of teachers below the level of dean (doyen in French-language institutions) of a faculty or school is, in descending order, professor (professeur), associate professor (professeur agrégé), assistant professor (professeur adjoint), and lecturers and instructors (chargés de cours). The more junior grades - demonstrators, class and laboratory assistants, and fellows - are often filled by graduate students.

A typical university department will have more assistant and associate professors than full professors. New appointments are usually made at the assistant-professor level or lower, a master's degree usually being the minimum qualification required.

In addition to the Canadians who are recruited, many people from other countries are also recruited. The development of Canadian universities has depended to a considerable degree on the immigration of university personnel, without whom Canadian universities could not have developed to their present state. Although Canadian graduate schools are growing, it will be many years before they can fill the staffing needs of Canadian universities.

The average salaries for teaching staffs for 1968-69 were as follows: \$22,555 for deans; \$18,516 for full professors; \$14,058 for associate professors; \$11,030 for assistant professors; and \$8,649 for lecturers and instructors.

For the 1968-69 academic year, there were about 20,000 full-time teachers and research workers at Canadian universities and colleges. There were about half as many part-time professors.

To assist persons interested in teaching at a Canadian university or college, the Association of Universities and Colleges of Canada⁽⁴⁾ publishes lists of positions available in each issue of its news and opinion bulletin University Affairs, which appears ten times a year, with periodic special supplements. University Affairs is distributed free of charge in Canada; subscriptions outside Canada cost \$3.00 a year. The ten issues will be sent by air mail on request; the subscription rate for this service is \$15.00 a year.

The Canadian Association of University Teachers⁽⁵⁾ also publishes vacancy notices in its quarterly bulletin. The CAUT will accept notices from persons wishing to advertise their availability for teaching posts. The Department of Manpower and Immigration (Ottawa) has issued a memorandum entitled Admission to Canada of Teachers for Appointment to Canadian Universities and Colleges: Immigration Requirements and Procedures, which is obtainable directly from the Department or from regional superintendents of immigration.

Types of Institution

An institution of higher education in Canada is generally defined as one that offers one or more years of work beyond the most advanced high-school grade in the province in which it is located, with all or part of the work offered being acceptable for credit towards a university degree or equivalent diploma. The definition thus excludes institutions offering post-secondary technical and vocational courses for which credit is not given.

Canada is witnessing the expansion of its post-highschool systems of education. Perhaps the most significant development is that of the community college, which offers technical and related forms of training, programs in continuing education for all ages of adult citizens, and courses equivalent to initial university education. Community colleges do not offer degrees; they are all oriented towards community service. In the summer of 1969, there were 115 such colleges in Canada, almost half of which had come into existence after 1964. The 96 in operation during the 1968-69 academic year had a total student population of 86,000.

As of September 1969, there were 62 degree-granting institutions in Canada (not including those offering degrees in theology only). In each of the ten provinces there were at least one degree-granting institution and one community college.

The larger universities show similar organization, their faculties or schools representing the broad areas of human knowledge - arts, pure science, applied science and engineering, dentistry, veterinary science, commerce,

(4) 151 Slater Street, Ottawa 4, Ontario.

(5) 233 Gilmour Street, Suite 700, Ottawa 4, Ontario.

agriculture, law, education, medical and related sciences - and certain other fields. The smaller institutions tend to concentrate more on arts and pure science, or on single professional fields such as education or theology. Most of the degree-granting institutions offer work leading to graduate degrees in addition to their undergraduate courses. The master's degree, or the French-language licence or *maîtrise*, is usually obtained one year after an honors bachelor degree or two years after a pass or general degree. The doctorate is normally earned after a minimum of two years beyond the master's degree.

The University of Toronto and the University of Waterloo offer the master of philosophy degree in arts subjects following at least two years' study beyond the honors bachelor degree or at least one year beyond the master's degree. This degree is designed as an intermediate degree between the master's and doctoral degrees.

Admission Requirements

Education in Canada is a provincial responsibility. Each province has its curriculum and awards its certificates of completion of secondary-school studies. Canadian universities have individual admission requirements based on certificates awarded in the province, but all treat the appropriate certificates of other provinces as approximately equivalent.

Students usually start their pre-university schooling in Grade I at six years of age and reach the level commonly called junior matriculation (minimum university entrance) at 17 or 18, when they complete Grade XI in some provinces (Newfoundland, Nova Scotia, Quebec, Manitoba, Saskatchewan and Alberta, and in the Northwest Territories), or Grade XII in the other provinces, as well as the Yukon. A further year of secondary schooling in most provinces leads to senior matriculation standing, which may be roughly equated to the first year of a four-year degree course in arts for credit purposes. In Saskatchewan, Alberta and Manitoba, and at most universities in Ontario, this senior matriculation standing is required for entrance to university.

The bachelor of arts degree is normally obtained four years after junior matriculation or three years after senior matriculation, depending on the entrance requirements of the institution. An honors bachelor degree usually requires an additional year of study.

Entrance to professional faculties, which in Canada are almost exclusively connected with universities, may be on the same basis as for arts, or may require one or more years of college or even a bachelor's degree as is usual for law and medicine.

Canadian universities and colleges require a certificate of completion of secondary-school studies, the results of the standardized College Entrance Examination Board, Ontario Admissions to College and University or Service for Admission to College and University tests being used as additional measures of suitability for admission to university, often providing the basis for tentative acceptance of applications and the award of entrance scholarships. Discussions begun in 1962 by the National Conference of Canadian Universities and Colleges (now the AUCC) led to the establishment in April 1966 of a Canadian body similar to the CEEB.

Known as Service for Admission to College and University (SACU), the new agency assumed in May 1967 the responsibility for the production and administration of scholastic aptitude and academic achievement tests for English-language and French-language students proceeding from secondary school to university and other forms of post-secondary education. SACU had headquarters in Ottawa⁽⁶⁾ and, initially, is using the facilities of two test-service centers (in Quebec city and in Toronto) to handle the mechanics of test development. The first Administration of SACU tests was held in February 1969, and consisted of an aptitude test and a mother-tongue achievement test in both French and English. Plans call for a series of Canadian tests in both English and French to be available in a few years.

Admission of students from outside Canada is arranged between the students and the universities concerned, and is based on individual evaluation of previous educational records. Evidence of ability to comprehend the language of instruction must be shown. In addition, pertinent regulations of the Department of Immigration must be met. These include proof of sufficient funds, good health, good character, and a certificate of acceptance by a Canadian university or college. The Canadian Department of Manpower and Immigration has issued a booklet entitled Admission of University Students to Canada: Immigration Requirements, giving further information; it is obtainable directly from the Department in Ottawa, or from regional superintendents of immigration.

Detailed entrance requirements for individual universities are given in the Commonwealth Universities Yearbook, published by the Association of Commonwealth Universities, 36 Gordon Square, London, W.C.1, England, as well as in the calendars of the various institutions.⁽⁷⁾

Academic Year

In Canada, the academic year is divided into two terms of four months and runs through the autumn and winter months, from September to April or May, with a vacation of about two weeks at Christmas and a short vacation at Easter. With few exceptions, Canadian universities enrol students for the regular winter session in September only; new enrolments are rarely accepted in the second term, although with recent interest in year-round operation of universities several institutions are studying the matter and a few admit students in other months than September.

Many universities are now practising a policy of early admissions, often accepting students on the basis of their high-school records, confidential reports from principals and results from aptitude and achievement tests. Within a few years, especially in Ontario, where the Grade XIII departmental examinations were given for the last time in 1967, these tests will become the common criteria for admission.

(6) 151 Slater Street, Ottawa 4, Ontario.

(7) Offprints of the material in the Commonwealth Universities Yearbook are obtainable for 50 cents (for the 1968-69 edition) from the Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa 4, Ontario.

Simon Fraser University (British Columbia) and the University of Guelph (Ontario) operate on the trimester system.

The University of Waterloo (Ontario), Memorial University (Newfoundland), Sherbrooke University (Quebec) and the University of Saskatchewan at Regina use the co-operative system for some of their programs. At Waterloo, engineering students spend alternating four-month terms at the university and in industry. At Sherbrooke, students in engineering, in the master of business administration program, and in the bachelor and master programs in social work may participate in the co-operative plan. Regina has established an experimental co-operative engineering program for 100 students. Memorial also has a co-operative engineering program.

Part-time Study

Many institutions give evening instruction during the regular winter session, as well as summer courses during all or some of the months from June to August, and in some cases correspondence courses for degree credits. A few give some courses by television. It is possible at certain institutions to satisfy all requirements for a first degree in some fields by attending summer and evening courses; however, regular full-time attendance during one or more regular sessions is usually required. It is not possible to complete a degree by correspondence.

Students

Full-time university-grade enrolment has climbed rapidly in recent years, as indicated in the following table:

Academic Year	Full-time Enrolment	Academic Year	Full-time Enrolment
1930-31	32,926	1965-66	205,888
1940-41	36,319	1966-67	232,672
1950-51	68,306	1967-68	261,207
1960-61	113,857	1968-69	270,093

In 1968-69, there were 104,000 part-time winter session university-grade students, and about 5,000 taking correspondence courses for degree or diploma credits.

In 1963-64, there were 100,000 students enrolled in non-credit university courses. Although more recent figures are not available, the number has certainly grown tremendously.

In 1968-69, there were 26,000 full-time graduate students in Canadian universities. This constituted 10.7 per cent of the total enrolment.

There were about 97,000 students enrolled in summer courses in 1968.

Some 17,423 students from outside Canada were attending Canadian universities and colleges in 1967-68. Over 157 countries and territories were represented. The largest number of these students came from the United States (4,570).

There were 1,241 from the West Indies (including 698 from Trinidad and Tobago and 266 from Jamaica); 2,146 from Hong Kong; 1,403 from Britain; 1,273 from India; 541 from France; 273 from Pakistan; 243 from Guyana; and 103 from Malaysia. Of the total from outside Canada in 1967-68, 8,320 came from Commonwealth countries.

In 1967-68, over 49,000 bachelor and first professional degrees and equivalent diplomas were granted. The largest number were in arts and pure science (29,818), education (6,642), engineering (2,688), and commerce and business administration (1,996). For the same academic year, 7,314 master and licence degrees and 1,006 earned doctorates were awarded, as well as 300 honorary doctorates.

Enrolment in Canadian universities is expected to increase for many years to come. The best projections at present available suggest a full-time student population of 540,000 in 1975-76. To accommodate the increase, institutions are expanding their building programs. At the same time, they are attempting to solve the problems of duplication in programs offered.

Student Costs

Data available on fee-rates for the 1969-70 academic year indicate that tuition fees in arts and science will average \$450 to \$500 (the highest being \$635), while in medicine they will average about \$650 and in engineering about \$550. Board and lodging in university residences average \$750 to \$900, the highest charge being \$1,149. Rates in Ontario and Quebec are, in general, somewhat higher than in the other provinces.

Total costs for the eight-month to nine-month academic year for students living away from home in 1969 would average between \$1,600 and \$2,000, excluding transportation costs, and would be somewhat higher for most graduate and professional courses.

To help meet these costs, many students take summer jobs, and some have part-time jobs during the academic year. The Canada Student Loans Plan was established in 1964 to provide loan assistance to eligible full-time Canadian students enrolled in courses at the post-secondary level at specified institutions. Under this Plan, loans may be made by chartered banks and designated credit unions on the basis of certificates of eligibility issued by provinces participating in the Plan. The Federal Government guarantees the repayment of these loans and pays interest on them, while the borrowers continue as full-time students and for six months after their studies are completed. The maximum amount which may be borrowed by a student in any one academic year is \$1,000, and the aggregate sum which a student may borrow during his entire course of study is \$5,000.

To be able to borrow, students must meet certain eligibility criteria, including residence in a participating province, and they must establish to the satisfaction of that province that they need a loan to continue their course of study. The principal premise underlying needs assessment is that the primary responsibility for meeting the individual costs of post-secondary education lies with the student and/or his family.

Quebec does not participate in the Plan but instead operates its own extensive student assistance program for the benefit of its residents. Quebec students are, therefore, not covered by the provision of the Plan, but may apply for financial assistance through the Quebec Department of Education.

In addition, the provinces provide non-repayable assistance in the form of grants, bursaries and scholarships.

Certain federal departments do make awards, and many private scholarships and bursaries are available at all levels of higher education. Relatively few university-entrance awards are open to students from outside Canada, though foreign students who have completed a year of higher education in Canada can usually compete with Canadian students for "in-course" awards and, in addition, many loan funds are available to needy students.

Proportionately more awards are available for students from outside Canada at the graduate level, including awards under certain federally-assisted grant programs. At some institutions, foreign students may compete with Canadians for awards given by the universities or by private organizations.

Financing of Higher Education

With the exception of three federal armed services colleges (including the Royal Military College of Canada, opened in 1876 and authorized to grant degrees in 1959), which are supported completely by the Federal Government, the universities and colleges receive financial support from a variety of governmental and other sources.

In the ten-year period from 1956-57 to 1966-67, the total annual expenditure by the universities and colleges rose from \$107 million to \$890 million. In the first of these years, \$87 million represented operating expenditure and \$20 million capital expenditure. By 1966-67, operating (including research) expenditure had increased nearly sevenfold, to \$581 million, and capital expenditure was \$309 million.

Federal Contributions

Under the terms of the British North America Act of 1867, each Canadian province is responsible for the establishment and administration of education within its borders. There is no federal ministry of education. The Federal Government is responsible only for the education of Indians and Eskimos, children in territories outside the provinces, inmates of penitentiaries, and members of the armed forces and their families on military stations in Canada and abroad. The Federal Government does, however, contribute to higher-education costs in a variety of ways through many of its departments. In 1967-68, it spent

on post-secondary education over \$425 million. This amount included capital grants, operating grants, awards and general assistance, grants and transfer payments to the provinces.

The financial contributions of the Federal Government include: transference of tax points; assistance to students by the Department of National Defence through the Regular Officer Training Plan; aid to veterans and to children of the war dead by the Department of Veterans' Affairs; awards by the National Research Council to graduate students in pure and applied science; grants by the Department of National Health and Welfare; and certain other awards.

In addition, several million dollars in federal funds is made available annually for research in the universities. For 1967-68, over \$105 million was reported in this category. A further form of federal assistance consists of loans of up to 50 per cent of the construction costs of student residences. The Government has allocated \$100 million for this purpose, the rate of repayment of which is not to exceed 50 years and the rate of interest of which is to be at the Government's long-term borrowing rate, which at present is about 5.5 per cent.

Another large federal contribution is made through the Canada Council for the Arts, Humanities and Social Sciences. Plans to form the Council, which had been suggested in the 1951 Report of the Royal Commission on National Development in the Arts, Letters and Sciences (Massey Commission Report), were announced in November 1956. The Council was granted \$100 million, half of which, together with accrued interest, was to be distributed to Canadian institutions of higher education over the ten-year period for specific building or capital-equipment projects that were in the areas of the Council's interest. Eligibility and payment were based essentially on the scheme used for university grants. By March 31, 1964, grants totalling \$54,162,000 had been approved.

The interest on the other \$50 million was to be used to assist the development of the arts, humanities and social sciences through graduate scholarships and grants to individual Canadians and organizations. (About \$2,700,000 was made available in 1963-64.) In 1968-69 the Council spent \$24,531,000 in these fields, a Parliamentary grant of \$20,580,000 having been made. The total income of the Council is now eight times larger than five years ago before the first Parliamentary grant.

Since its inception, the Canada Council has from time to time received donations from private sources to add to its funds, and has been able to begin award programs in certain other areas. Further information on the activities of the Council can be found in its annual report⁽⁸⁾, and in the Canada Council News, published four times a year.

(8) Obtainable from the Council's headquarters, 140 Wellington Street, Ottawa 4, Ontario.

APPENDIX I

Degree-Granting Universities and Colleges in Canada, October 1969

(excluding those granting degrees in theology only)

Note: The items in brackets denote 1) control, 2) church relations, 3) composition of student body, and 4) full-time enrolment at the parent institutions and all their affiliates in 1968-69.

Control of the institution is determined principally by the mode of appointment of the majority of members on the board of governors or equivalent body. In Canada, the Federal Government, provincial governments and churches are the only authorities at present responsible for the appointment of half or more of the board members. When no single group appoints a majority, or when the board is self-renewing, the institution is listed as private.

Church relations are maintained in a variety of ways, which may vary from one institution to another. These relations may be very close or very tenuous. They seldom affect the selection of students and of faculty members. They usually refer to certain instruction of offerings in religious studies and the maintenance of chapels and other non-academic services to students.

Composition of the student body may be men only, women only, or co-educational.

NEWFOUNDLAND:

Memorial University of Newfoundland, St. John's (provincial; non-denominational; co-educational; 4,782) - degrees in arts, science, education, engineering, nursing, physical education, social work, commerce. Graduate degrees. Forestry diploma.

PRINCE EDWARD ISLAND:

University of Prince Edward Island*⁽¹⁾, Charlottetown (provincial; co-educational; established in 1969, when St. Dunstan's University and Prince of Wales Colleges were merged) - degrees in arts, science, business administration, and education.

NOVA SCOTIA:

Acadia University*, Wolfville (private; Baptist; co-educational; 1,990) - degrees in arts, science, secretarial science, commerce, education, home economics, music, theology; and in social work, in co-operation with the Maritime School of Social Work, Halifax. Three years engineering. Graduate degrees.

Dalhousie University*, Halifax (provincial; non-denominational; co-educational; 4,069) - degrees in arts, science, commerce, dentistry, education, engineering, fine arts, law, library science, medicine, music, nursing, pharmacy, and engineering physics. Diploma in physiotherapy. Faculty of graduate studies.

(1) Institutions marked with an asterisk are members of the Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa 4, Ontario.

University of King's College*, Halifax (church; Anglican; co-educational; 189) - degrees in theology, and in social work in co-operation with the Maritime School of Social Work, Halifax. Degree courses in arts and sciences with degrees granted by Dalhousie University, with which King's is "associated".

Mount Saint Vincent University*, Halifax (church; Catholic; women; men admitted to extension division and summer session; 643) - degrees in arts, science, education, home economics, nursing, radiological technology, and music. Diploma in secretarial science. Master's degrees in arts.

Nova Scotia Technical College*, Halifax (provincial; non-denominational; co-educational; 496) - bachelor and master's degrees in engineering. Gives final two undergraduate and all graduate years. Junior years must be taken at another institution. Bachelor and master's degrees in architecture. Gives final four undergraduate years and all graduate years. Junior years must be taken elsewhere. M.S. in materials sciences and applied mathematics.

Saint Francis Xavier University*, Antigonish (private; Catholic; co-educational, 2,681) - degrees in arts, science, secretarial arts, commerce, education, home economics, nursing; and in social work, in co-operation with the Maritime School of Social Work, Halifax. Master's degrees in arts, sciences, and education. Three years engineering.

St. Mary's University*, Halifax (private; Catholic; co-educational; 1,647) - degrees in arts, science, commerce, education, theology (offered by affiliated colleges); and in social work, in co-operation with the Maritime School of Social Work, Halifax. Graduate degrees in education. Three years engineering.

Saint Anne's College - Collège Sainte-Anne, Church Point (church; Catholic; bilingual; men; 157) - degrees in arts and general science.

NEW BRUNSWICK:

Mount Allison University*, Sackville (private; United Church; co-educational; 1,281) - degrees in arts, science, music, secretarial science, commerce, education, fine arts, and home economics; and in social work, in co-operation with the Maritime School of Social Work, Halifax. Master's degree in science. Three years engineering.

University of New Brunswick*, Fredericton (provincial; non-denominational; co-educational; 4,792) - degrees in arts, science, business administration, education, engineering, forestry, law, nursing, and physical education. School of graduate studies.

University of Moncton*, Moncton (private, Catholic; co-educational; 2,316) - degrees in arts, science, commerce, psychology, household science, nursing, social sciences, and education. Three years of engineering. All instruction offered in French.

St. Thomas' University, Fredericton (Catholic; co-educational) - degrees in arts and education. Holds in abeyance power to grant other degrees while federated with the University of New Brunswick.

QUEBEC:

Bishop's University*, Lennoxville (private; Anglican; co-educational; 994) - degrees in arts (including business administration), science, education, theology. Graduate degrees.

Laval University*, Quebec (private; Catholic; co-educational; 14,668) - degrees in arts, architecture, science, agriculture, forestry and surveying, commerce, engineering, guidance, law, letters, medicine, pharmacy, philosophy, psychology, social sciences, theology, music, education, household science, social work, nursing, medical technology. School of graduate studies. All instruction in French.

McGill University*, Montreal (private; non-denominational; co-educational; 14,941) - degrees in arts, science, agriculture, architecture, business administration, commerce, dentistry, divinity, education, engineering, household science, law, library science, medicine, music, nursing, physical education, physical and occupational therapy, social work. Faculty of graduate studies.

Montreal University*, Montreal (private; Catholic; co-educational; 13,622) - degrees or diplomas in arts, letters, law, science, engineering, dentistry, hygiene (including physical education), medicine, hospital administration, architecture, nutrition, psychology, household science, medical technology, physiotherapy, nursing, music, pharmacy, philosophy (including mediaeval studies), social science (including social work), religious sciences, theology, agriculture, commerce, veterinary medicine, optometry, community planning, library science, and education. Graduate degrees. All instruction in French.

University of Sherbrooke*, Sherbrooke (private; Catholic; co-educational; 5,575) - degrees in arts, law, commerce, medicine, science, engineering, education, household science, theology. Courses in physical education. Graduate degrees. A faculty of medicine is being organized. All instruction in French.

University of Quebec*, three campuses at Montreal, Chicoutimi, Trois Rivières, (provincial; non-denominational; co-educational) - opened in 1969.

Sir George Williams University*, Montreal (private; Young Men's Christian Association of Montreal; co-educational; 5,604) - degrees in arts, science, commerce, engineering.

ONTARIO:

Brock University*, St. Catharines (private; non-denominational; co-educational; 1,168) - degrees in arts and science. Graduate degrees in biological sciences and physics.

Carleton University*, Ottawa (private; non-denominational; co-educational; 5,971) - degrees in architecture, arts, science, commerce, engineering, journalism, public administration and social work. Graduate degrees.

University of Guelph*, Guelph (private; non-denominational; co-educational; 5,149) - degrees in agriculture, agricultural engineering, home economics, and veterinary science, arts, hotel and food management, household science, landscape architecture, physical education, science, veterinary medicine.

Lakehead University*, Thunder Bay (private; non-denominational; co-educational; 1,518) - degrees in arts and science. Three years of commerce; one year of applied science; two years of forestry; three years post-basic nursing; four years basic nursing; diplomas in business administration, engineering technology, forest technology, and library technology. Graduate degrees.

Laurentian University of Sudbury*, Sudbury (private; non-denominational; co-educational; 1,532) - degrees in arts, science, commerce, nursing, language and physical and health education. Bilingual.

McMaster University*, Hamilton (private; non-denominational; co-educational; 6,354) - degrees in arts, science, commerce, engineering, medicine, music, nursing, physical education, social work, and theology (for McMaster Divinity College, an affiliated Baptist college). Faculty of graduate studies.

University of Ottawa*, Ottawa (private; non-denominational; co-educational; 6,156) - degrees in arts, canon law, law, medicine, philosophy, engineering, criminology, psychology, science, social science, theology, education, nursing, library science, hospital administration, household science, physical education, recreation, commerce. School of graduate studies. Bilingual.

Queen's University*, Kingston (private; non-denominational; co-educational; 7,090) - degrees in arts and science, business administration, applied science and engineering, law, medicine, nursing, physical and health education, rehabilitation therapy, theology (for Queen's Theological College, a United Church college). Graduate degrees.

Pontifical Institute of Mediaeval Studies, Toronto (church; Catholic; co-educational; 28) - graduate degrees in mediaeval studies. The institute has a Pontifical Charter.

Royal Military College of Canada*, Kingston (Federal Government - Department of National Defence; non-denominational; men; 1,151) - degrees in arts, science, engineering.

University of Toronto*, Toronto (provincial; non-denominational; co-educational; 24,222) - degrees in arts, science, commerce, applied science and engineering, dentistry, food science, forestry, law, medicine, music, urban and regional planning, landscape architecture, computing and data processing, hygiene, pharmacy, architecture, library science, nursing, physical and health education, social work and education (for the Ontario College of Education). Diploma in child study. School of graduate studies.

Trent University*, Peterborough (private; non-denominational; co-educational; 1,091) - degrees in arts and science.

University of Waterloo*, Waterloo (private; non-denominational; co-educational; 9,500) - degrees in arts, architecture, environmental design, mathematics, optometry, physical education and recreation, engineering, science. In engineering, co-operative system, whereby students spend alternating four-month terms in classroom and industry. Graduate studies.

Waterloo Lutheran University*, Waterloo (church; Eastern Canada Synod of the Lutheran Church in America; co-educational; 2,613) - degrees in arts, theology, science and social work.

University of Western Ontario*, London (private; non-denominational; co-educational; 10,141) - degrees in arts and science, business administration, library and information science, home economics, journalism, music, physical health and recreation education, radio physics, secretarial science, clinical science, engineering, law, dentistry, medicine, medical rehabilitation, medical sciences, social sciences, and theology (offered at affiliated colleges), nursing. Faculty of graduate studies.

University of Windsor*, Windsor (private; non-denominational; co-educational; 4,214) - degrees in arts, commerce, engineering, fine arts, law, music, physical and health education, social work, household science, nursing, science. Graduate degrees.

York University*, Toronto (private; non-denominational; co-educational; 5,981) - degrees in arts, science, business administration and law. Graduate degrees.

MANITOBA:

Brandon University*, Brandon (provincial; non-denominational; co-educational; 1,014) - degrees in arts, education, music and science. Brandon College of the University of Manitoba until 1967.

University of Manitoba*, Winnipeg (provincial; non-denominational; co-educational; 11,692) - degrees in arts, science, agriculture, architecture, commerce, community planning, dentistry, education, engineering, fine arts, home economics, interior design, law, medicine, music, natural resource management, nursing, occupational and physical therapy, pharmacy, physical education and social work. Faculty of graduate studies.

University of Winnipeg*, Winnipeg (private; non-denominational; co-educational; 2,333) - degrees in arts, science, and theology. United College of the University of Manitoba until 1967.

SASKATCHEWAN:

University of Saskatchewan*, Saskatoon and Regina (provincial; non-denominational; co-educational; 13,412) - degrees in arts, science, administration, physical education, agriculture, commerce, education, engineering, home economics, law, medicine, music, dentistry, and theology (offered by affiliated colleges), nursing, pharmacy. College of graduate studies.

ALBERTA:

University of Alberta*, Edmonton (provincial; non-denominational; co-educational; 15,628) - degrees in arts, science, agriculture, commerce, dentistry, divinity, education, engineering, fine arts, food science, household economics, law, library science, medical laboratory science, physical education, rehabilitation medicine, theology (for St. Stephen's College, an affiliated United Church college). Faculty of graduate studies.

University of Calgary*, Calgary (provincial; non-denominational; co-educational; 6,770) - degrees in arts, science, education, fine arts, home economics, and music, plus one year of agriculture, and post-basic nursing, commerce, engineering and physical education, medicine. Faculty of graduate studies.

University of Lethbridge*, Lethbridge (provincial; non-denominational; co-educational; 1,105) - degrees in arts, science, and education. Established in 1967.

BRITISH COLUMBIA:

University of British Columbia*, Vancouver (provincial; non-denominational; co-educational; 18,952) - degrees in arts, science, business administration, commerce, librarianship, education, home economics, music, physical education, social work, agriculture, applied science (including engineering, architecture and nursing), forestry, law, dentistry, medicine (including rehabilitation medicine - physiotherapy and occupational therapy), pharmacy, regional and community planning, theology (offered at affiliated colleges). Faculty of graduate studies.

Seminary of Christ the King, Mission City (private; Catholic) - degrees in arts and theology.

Notre Dame University of Nelson*, Nelson (private; Catholic; co-educational; 514) - degrees in arts, science and education. Diploma in medical or general secretaryship.

Simon Fraser University*, Burnaby (provincial; non-denominational; co-educational; operates on the trimester system; 2,501 (summer 1968); 5,334 (autumn 1968); 5,367 (spring 1968) - degrees in arts, science and education. Graduate degrees.

University of Victoria*, Victoria (provincial; non-denominational; co-educational; 4,726) - degrees in arts, education, fine arts and science. Nursing school approved but postponed.

APPENDIX II

List of Some Canadian Higher Education Student Service and Academic Organizations

Canadian Association of University Business Officers, c/o Mr. D.H. McNeill,
Comptroller, Dalhousie University, Halifax, Nova Scotia.

Canadian Association of University Teachers, 233 Gilmour Street, Suite 700,
Ottawa 4, Ontario. Publishes a quarterly bulletin.

The Canadian Service for Overseas Students and Trainees (CSOST) for
information concerning educational travel, study and work progress
available to Canadians in overseas countries and to Canadians and foreign
students in Canada. The Bureau is a non-governmental service organization
which enjoys the support of a number of federal, and provincial departments
and agencies and private organizations, such as the Department of the
Secretary of State, the Canadian International Development Agency, the
Canadian National Commission for UNESCO, etc.

Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa 4,
Ontario. Publishes a bulletin nine times a year (University Affairs), and
the reports of various studies concerning problems of higher education.
Also publishes an annual handbook (Universities and Colleges of Canada).
Administers the Canadian section of the Commonwealth Scholarship and
Fellowship Program. Through its secretariat it performs a variety of
services for its member institutions, the university community, governments
and the public.

Canadian University Service Overseas, 151 Slater Street, Ottawa 4, Ontario. A
private, non-political and non-denominational organization involved in
selecting, training and sending qualified Canadian university graduates to
serve on two-year assignments with governmental or other appropriate agencies
in developing countries. It works through local committees, at Canadian
universities and colleges, which are responsible for the initial pre-selection,
orientation and recruitment of suitably-qualified volunteers in their area.

World University Service of Canada, 328 Adelaide Street West, Toronto 28, Ontario.
Provides liaison between students and university teachers in Canada and their
colleagues in other countries. Sponsors scholarships, welfare services and
summer programs for overseas students in Canada. Helps Canadian students to
study abroad. Organizes regional and international seminars.

Dominion Bureau of Statistics, Higher Education Section, Tunney's Pasture, Ottawa.

Education Support Branch, Department of Secretary of State, Ottawa 4, Ontario.
Advises the Government of Canada with respect to its role in relation to
higher education in Canada.

Association of Canadian Medical Colleges, 151 Slater Street, Ottawa 4, Ontario.
Publishes a quarterly bulletin.

Association of Canadian University Information Bureaus, c/o Mr. David Dunsmuir, Director, Information Services, University of Victoria, Victoria, British Columbia.

Canadian Association of College and University Libraries, c/o Canadian Library Association, 63 Sparks Street, Ottawa 4, Ontario.

Canadian Association of Departments of Extension and Summer Schools, c/o Mr. Harold R. Baker, Director, Extension Division, University of Saskatchewan, Saskatoon, Saskatchewan.

Council of Associations of University Student Personnel Services, c/o Mr. R. Paul Gilmour, Director of Student Affairs, University of Guelph, Guelph, Ontario.

Canadian Association for Adult Education, 21 Sultan Street, Toronto 5, Ontario.

Canadian Association of Student Awards Administrators, c/o Mr. A.E.D. MacKenzie, Assistant Dean of Men, University of Western Ontario, London, Ontario.

Canadian Commission for the Community College, 21 Sultan Street, Toronto 5, Ontario.

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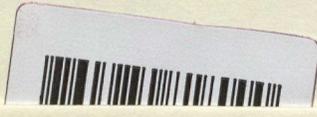
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