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CANADIAN UNIVERSITIES AND COLLEGES

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Historical background

Canada not only is a bilingual country but also has two cultural traditions. As a consequence, two somewhat different 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 control of Catholic orders or groups, has in recent years adapted more and more to such North American higher education traditions as may be considered to exist while still retaining distinctively French characteristics. The other was originally designed more according to English, Scottish, and United States practices; instruction being given in English and the instructions being controlled by a variety of groups - religious denominations, governments, and private non-denominational bodies. Institutions comprising a third small group and giving instruction to both English-speaking and French-speaking students are operated or controlled mainly by Catholic groups. The first such bilingual institution to be established, the present University of Ottawa, developed from a Catholic college opened in Ottawa in 1848.

Until 1763 Canada was a French colony. Education was limited to that provided by institutions under religious auspices. The first institution where college-level studies were undertaken, according to available records, seems 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 education in the United States), and from 80 to 100 years after the creation of the first American universities 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. Shortly afterwards, teaching in theology commenced, and at about this time the Séminaire de Québec was founded by diocesan priests. In 1852 the Séminaire was instrumental in the establishment of the Université Laval in Quebec City. A branch of Laval was opened in Montreal in 1878 and in 1920 it received a civil charter as the Université de Montréal. Today Montréal, with enrolment at its affiliated colleges included, has the largest number of students of any Canadian university.

Three King's Colleges (one at Windsor and later Halifax, Nova Scotia - opened in 1790; a second at Fredericton, New Brunswick - opened in 1829; and the third at Toronto, Ontario - opened in 1843, although 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).

Many denominational colleges were also founded in Ontario and the Maritime 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 Acadia University, Wolfville, Nova Scotia (Baptist - founded in 1838); 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 control); 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.

The first non-denominational institution to be established was McGill University in Montreal in the Province of Quebec in 1821. It first gave instruction in 1829. Dalhousie University in Halifax, Nova Scotia, founded in protest against the exclusiveness of King's College at Windsor, dates from 1818 but did not begin teaching until 1838.

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 four western provinces.

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 Nova Scotia universities, but ceased operations a few years later after granting about a dozen degrees. Years of negotiations in Ontario led to the federation of three church-related institutions as federated arts colleges of the University of Toronto by 1904.

A 1906 Royal Commission report, which resulted in the reorganization of the University of Toronto, has often been cited as being instrumental to the formation, or subsequent alteration, of legislation governing the 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, with affiliation of denominational and other institutions. The non-sectarian university, as for example the University of Toronto, with its affiliated or federated arts and theological colleges, has been termed 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, offered instruction first in 1900, and, except for a short period when the Manitoba Agricultural College was independent, and for institutions granting degrees only in theology, it has been the sole degree-granting institution in the province. At present it appears as if Brandon College, now an affiliate of The University of Manitoba, may become an independent university some time in the near future.

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 that area. In 1905, part of the Territories below the 60th Parallel were 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 (in Edmonton) and the University of Saskatchewan (in Saskatoon) respectively. Both universities recently established branch campuses, Alberta at Calgary and Saskatchewan at Regina, and these branches may become separate universities, although still provincially-controlled, in a few years.

Acts were passed in 1890 and 1891 which authorized the establishment of a University of British Columbia, but they lapsed. An act in 1908 brought about the opening of a university in 1915. Before that, instruction at

college level in British Columbia had mainly been given by institutions connected with McGill University and with the University of Toronto. Until 1963 the University of British Columbia was the only university in the province. In that year two colleges were made universities, and plans are well-advanced for the opening of another university by 1965.

Large universities, with numerous faculties and provision for graduate study in many fields, are comparatively recent phenomena. Until the middle of the nineteenth century, higher education in Canada included little more than arts and theological training. From that time, 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 for the past 20 years or so have more than 100 earned doctorates been granted annually.

While women today comprise about 27 per cent of full-time university enrolment, the first women students were enrolled around 1870-80. By 1920 they accounted for 15 per cent of the total enrolment. Most universities are co-educational, although there are numerous private Roman Catholic arts colleges for men or for women.

Some developments in the provinces since 1960

Newfoundland: With the occupation of a new campus on the outskirts of St. John's in the fall of 1961, enrolment at Memorial University of Newfoundland showed a sharp rise. There has been talk of establishing a university or college in the western part of the island but as yet nothing definite has developed.

Prince Edward Island: Efforts have been made recently to have Prince of Wales College, at present a junior college, become a degree-granting institution. In 1964 the Provincial Government announced that it would appoint a Royal Commission on Higher Education, and perhaps as a result a bill before the Legislature to elevate the College to degree-granting status was not passed. With another university (St. Dunstan's - a Roman Catholic institution) already serving the province's total population of about 100,000, there was speculation that some form of federation between the two institutions might be one recommendation of the Commission.

Nova Scotia: The provincial government established an Advisory University Grants Committee in 1963 to enquire into the financial support of the province's universities, colleges, and other post-secondary institutions, as well as of others outside the province which enrol a substantial number of Nova Scotia students. The Committee was also asked to study curriculum, standards, and facilities in higher education in the province. The first interim report resulted in increased operating grants to Nova Scotia institutions for the 1963-64 academic year. The second report suggested that enrolment of out-of-province students may have to be limited, that increased government grants be made, that requirements for university entrance in the province be raised to the senior matriculation level (this is under study and may come into effect in about two years), that teacher-training in the province be strengthened, and that the 12-month operation of university facilities be seriously studied. The Committee is to be continuing in nature with a part-time secretary for the time being.

New Brunswick: A Royal Commission on Higher Education was appointed in 1961. Its 1962 report recommended that the three French-language universities in the province forfeit their degree-granting powers and become affiliated arts colleges of a proposed new degree-granting institution. This came about with the creation of the Université de Moncton in 1963. Other recommendations of the Commission resulted in increased provincial government grants to New Brunswick universities, the removal of St. Thomas University in 1964 from Chatham to the campus of the University of New Brunswick in Fredericton, and the creation of a branch campus of the University of New Brunswick at Saint John with the first year arts and science courses being offered in the fall of 1964. Plans for an independent university at Saint John had floundered during 1960-61.

Quebec: In 1961 the Quebec government began a new program of increased operating and capital grants to institutions of higher education, and increased its financial aid to Quebec students. Bills for the incorporation of three new universities in Quebec (two in Montreal and one in Trois-Rivières) were held in abeyance pending the report of a Royal Commission of Inquiry on Education in the province. The Commission, appointed in 1961, made its first report in 1963, and one of the recommendations was effected when a provincial Ministry of Education was created in 1964. Quebec had been the only province without such a ministry. Pending further Royal Commission reports, no action is being taken on the creation of new universities. It was expected that curriculum changes and re-organization at all levels of education in the province would be recommended, and that the relationship of the collèges classiques to the universities and the public school system would be one of the major areas of investigation. A report devoted to higher education was expected in late 1964 or early 1965.

Ontario: In 1959 and 1960, five additional institutions received degree-granting powers (University of Waterloo, Waterloo Lutheran University, York University, the Royal Military College of Canada, and Laurentian University of Sudbury). With this flurry of activity in creating new universities - the number in Ontario was raised from 9 to 14 - and with at least two others being proposed at about this time for which charters were not granted, concern was felt about adequate planning for future higher education needs in the province. The Ontario government, in 1961, appointed an Advisory Committee on University Affairs to replace a former University Committee appointed in 1958. The University Committee had been composed of senior government officials; the Advisory Committee on University Affairs was expanded to include some representation from outside the government, but still not directly from the universities, although it asked the presidents of Ontario universities to meet with it, and to prepare recommendations on post-secondary education in the province to meet an expected tripling of Ontario university enrolment between 1961 and 1970. The resultant report suggested that at least three new undergraduate colleges should be created; that increased support for graduate studies be provided; that increased provision be made for non-university post-secondary institutions; that provincial government grants should be both increased, and assured for three to five years ahead so that adequate planning could be undertaken on the basis of known future grants; that adequate central staff be provided for the Advisory Committee; and that an advisory sub-committee of university presidents be formed. The Ontario government began implementing these suggestions, including the passing of legislation in 1964 for the creation of a Department of University Affairs which may succeed the Advisory Committee.

Meanwhile, more new universities and colleges were being formed. Trent University (at Peterborough) and Brock University (at St. Catharines) are scheduled to open in the fall of 1964. The Lakehead College of Arts, Science and Technology, at Port Arthur, was granted degree-conferring powers in 1962; and the Ontario Agricultural College, the Ontario Veterinary College, and Macdonald Institute, all at Guelph, were grouped as the Federated Colleges of the Department of Agriculture (of Ontario). In 1964 legislation was passed for the creation of the University of Guelph, with the Federated Colleges forming its nucleus. The University of Toronto announced that it would establish two colleges, on the eastern and western outskirts of Toronto, which are to open in a year or two.

Manitoba: There has been discussion about raising Brandon College, at present affiliated with the University of Manitoba, to independent university status. Entrance requirements to Manitoba's higher education institutions were to be raised in the fall of 1964 to the high school graduation level of senior matriculation, so that three years would be required for a pass arts degree, rather than four as previously. With this change, British Columbia became the only one of the four western provinces to admit students to its universities after they had passed the junior matriculation level.

Saskatchewan: In the fall of 1964, all teacher-training in the province will be undertaken by the University of Saskatchewan, rather than shared by the University and provincial teacher-training colleges, as has been

the case. Some of the education courses will be given at the Regina branch of the University, which is being expanded to give full undergraduate degree courses, and which may eventually become a separate university. A new campus is being built at Regina, and Campion College, a Roman Catholic junior college, announced that it would expand its course offerings to the full undergraduate level as an affiliate of the Regina branch.

Alberta: During the 1961-62 academic year the provincial government formed a joint government-university Survey Committee on Higher Education to study the growth and development of post-secondary education in the province. Its first report recommended more junior colleges in the province - a type of institution seemingly more in favour in Western Canada than, with a few exceptions, in central or Eastern Canada. Both Alberta and British Columbia have permissive legislation for the establishment of junior colleges. Several such institutions are being planned and are expected to open in 1964 and 1965, in affiliation with the University of Alberta. The Calgary campus of the university, now officially called the "University of Alberta, Calgary", had developed by 1963-64 to an institution offering full undergraduate and graduate degree courses in several faculties, and plans were underway to have it become a separate provincial university not later than 1966.

British Columbia: With the elevation of two colleges to university status in 1963, British Columbia became the first of the four western provinces to have more than one degree-granting university. Victoria University, formerly Victoria College, had for some years been an affiliated junior college of the University of British Columbia, although by 1960-61 it was offering full undergraduate degree programmes in certain fields. Notre Dame University of Nelson, a Roman Catholic institution, had been affiliated with St. Francis Xavier University in Nova Scotia since 1961, and previously had been an affiliated junior college of Gonzaga University in the State of Washington in the United States of America.

The creation of these two universities followed, in point of time, a report by the President of the University of British Columbia on higher education in the province which included plans for the future. Among other things, the report recommended independence for Victoria College, and the creation of another full undergraduate college as well as several two-year post-secondary regional colleges. The report also recommended that two boards be formed to help coordinate the higher education system of the province: an academic board, and a grants commission to advise the government on financial support. Following publication of the report, the government laid the groundwork for the establishment of Simon Fraser University, at Burnaby (it is to open in the fall of 1965 with courses in arts, science, and education); and passed further legislation for the establishment, maintenance, and operation of two-year colleges. Action was also taken in appointing the Academic Board, and the financial Advisory Board for higher education. Work was also begun by several groups for the establishment of more two-year colleges.

Some national and international aspects of Canadian higher education

As there is no Federal Ministry of Education, national planning for higher education has been hampered. Each province, as indicated in the preceding section, is making plans for the future of higher education within its own boundaries, and as will be seen later in this paper, the Federal Government does contribute to higher education costs. In addition, various national organizations (some of which are listed in Appendix III) attempt to study and influence certain aspects of higher education at the national level.

An example of the latter is the announcement in 1963 by the Canadian Universities Foundation of a commission to study the financing of higher education in Canada, with particular reference to the decade ending in 1975. The Commission report is expected to be ready sometime in 1965. The costs of the study will be met by a \$100,000 Ford Foundation grant and approximately the same amount from Canadian business and industry.

The Canadian Universities Foundation is exploring the possibility of a set of common university entrance examinations for the country, and of a national university admission service. It recently held a conference on the international role of Canadian universities, and has added an International Programmes Division to its organization.

Canadian university personnel have become increasingly conscious of their responsibilities in assisting newer institutions abroad, and in furthering international studies at Canadian universities. It is only fair to say that much more should still be done by both the universities and the nation as a whole, but beginnings have been made through supplying staff to institutions outside the country; cooperating with international organizations such as the International Association of Universities and UNESCO; and, in conjunction with the Federal Government and its External Aid Office, supplying student places for recipients of Canadian awards under the Commonwealth Scholarship and Fellowship Plan, the Colombo Plan, the West Indies Commonwealth Technical Assistance Program, and the Special Commonwealth Aid to Africa Program. The French-language universities in Canada have joined together in cooperation with their counterparts in French-speaking areas in the world.

The Federal Government's External Aid Office (75 Albert St., Ottawa 4, Ontario) attempts in so far as possible to coordinate educational, financial, technical and other assistance emanating from Canadian sources, and cooperates 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 the Canadian 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 different-sized institutions may not have all of the following positions, institutional administration generally includes the following categories: 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 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 composition of the board of governors varies according to the type of institution. Provincial universities normally have government representation; church-related institutions have clergymen. Nearly all boards have either direct representation from the business community, other organizations, and representation of alumni, or are advised by these groups through advisory boards or committees. The size of the board varies from a very few to over forty. It has ultimate control of the university and normally reserves to itself complete financial powers including the appointment of the president and most other staff. On occasion there will be faculty representation on the board, and recently there have been attempts on the part of faculty groups of many institutions to obtain greater representation on the boards of governors.

The senate usually has academic matters delegated to it by the board. It is responsible for admission, courses, discipline, and the awarding of degrees, and is composed mainly of faculty, although there may be alumni and representatives of non-academic groups. Usually the senate is a much larger body than the

board. In one institution it has been composed of as many as 170 persons.

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 controller 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.

The position of vice-president has recently been added in some universities. There may be one such person in smaller institutions or several in larger ones in such areas as administration, finance, and development.

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

Teaching staffs

The usual terminology employed for the various ranks of teaching staff 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). More junior grades of 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.

A Dominion Bureau of Statistics survey of university teachers' salary scales for 1964-65 showed that at least ten institutions had minimums of \$13,000 for full professors; \$9,500 for associate professors; \$7,500 for assistant professors; and about \$6,000 for the rank immediately below that of assistant professor. While other institutions approach these levels, many others (especially in the Atlantic Provinces) pay less.

For the 1963-64 academic year, there were about 13,000 full-time teachers and research workers at all Canadian universities and colleges. For the past three years an average of over 1,000 new teaching personnel, many from other countries, have been added annually to Canadian higher education teaching ranks.

To assist persons interested in the possibility of teaching at a Canadian university or college, the Canadian Universities Foundation (75 Albert St., Ottawa 4, Ontario) publishes a free periodic listing, Academic Vacancies in Canadian Universities and Colleges; the Canadian Association of University Teachers (77 Metcalfe St., Ottawa 4, Ontario) publishes listings of vacancies, and notices for those wishing to advertise their availability for teaching posts in Canada, in the CAUT Bulletin; and the Department of Citizenship and Immigration (Ottawa, Ontario) has issued a memorandum, 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 institutions

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 technical and vocational post-high school courses for which credit is not given.

At the beginning of the 1960-61 academic year, the latest year for which an accurate count has been made, there were 354 institutions of higher learning serving a population of nearly 18,000,000 with an enrolment of 113,857 full-time university-grade students.

Of these institutions, 59 granted degrees in one or more fields (including 19 that granted degrees in theology only); and 51 of junior college level offered fewer than the minimum number of years required for a first degree. The other 244 institutions provided instruction to the bachelor-degree level or higher, their degrees being granted by institutions to which they were affiliated. Some 212 of the total were in the Province of Quebec, including about 100 classical colleges giving an eight-year course from Grade VII leading to a bachelor of arts degree granted by a university, and about 50 normal schools giving instruction in pedagogy.

In each of the 10 provinces, there was at least one degree-granting institution, and in eight of the 10 at least one junior college. (Appendix I distributes all institutions in 1960-61 by type of controlling body, and by the proportion of enrolment in each type.)

The larger universities show similar organization, their faculties or schools representing the broad areas of human knowledge: arts, pure science, applied science and engineering, commerce, agriculture, law, education, medical and related science, 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 honours 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.

University admission requirements

Admission requirements vary from province to province. 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, Alberta, and the Northwest Territories), or Grade XII in the others, including 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 both Saskatchewan and Alberta, and for most universities in Ontario, this senior matriculation standing is required for entrance to university. It will also be required by The University of Manitoba, beginning in the fall of 1964.

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 honours 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 degree as is usual for such faculties as law and medicine.

Admission of students from outside Canada is arranged between the student and the university concerned, and is based on individual evaluation of previous educational records. Evidence of ability to comprehend the language of instruction used 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 Citizenship and Immigration has issued a booklet, Admission of University Students to Canada: Immigration Requirements, giving further information. It is obtainable directly from the Department

(Ottawa, Ontario) 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. (Offprints of the material in the Commonwealth Universities Yearbook are obtainable for 25 cents (for the 1963-64 edition) from the Canadian Universities Foundation, 75 Albert Street, Ottawa 4, Ontario.)

The academic year

In Canada the academic year is divided into two terms of four months each and runs through the fall and winter months, from September to the following April or May, with about two weeks' vacation 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 seriously studying the matter, and a few do admit students at times other than in September.

Part-time study

Some 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 credit. A few give some courses by television. It is possible at some institutions to satisfy all requirements for a first degree in some fields by attending summer and evening courses, although regular full-time attendance during one or more regular sessions is usually required.

Students

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

Academic year	Full-time enrolment	Academic year	Full-time enrolment
1920-21	23,139	1960-61	113,857
1930-31	32,926	1961-62	128,894
1940-41	36,319	1962-63	141,388
1950-51	68,306	1963-64	158,270

In 1963-64 there were about 50,000 part-time winter session university-grade students, about 40,000 at summer sessions, and about 7,000 taking correspondence courses for degree or diploma credit. Well over 100,000 others were taking non-credit courses given by many institutions in a great variety of fields.

Some 8,518 students from outside Canada were attending Canadian universities and colleges in 1962-63. Over 130 countries and territories were represented. The largest number of these students came from the United States (2,845), followed by the West Indies (about 1,150, including over 600 from Trinidad and over 330 from Jamaica), Hong Kong (700), the United Kingdom (650), India (over 400), and the Republic of China (about 200). France, Pakistan, and Germany accounted for over 100 each, while just under 100 came from Nigeria. Of the total of 8,518 students from outside Canada in 1962-63, 3,763 were from the British Commonwealth area.

In 1962-63 over 25,000 bachelor and first professional degrees and equivalent diplomas were granted. The largest number were in arts and pure science (12,769), education (3,495), engineering (2,246), and commerce and business administration (1,186). For the same academic year 3,152 master and licence degrees and 421 earned doctorates were awarded, as well as 254 honorary doctorates.

Enrolment in Canadian universities is expected to increase for many years to come, and may double the 1962-63 full-time figure of 141,388 in six years, and triple it by about 1973-74, if present trends continue. To accommodate the increase, existing institutions are expanding their building programmes, and new institutions, as noted previously, are being planned and started. The likelihood of an impending shortage of fully-qualified university teachers is receiving much attention.

Student costs

Data available on fee rates for the 1963-64 academic year indicate that tuition and other fees in arts and science would average \$400 to \$450 (the highest being nearly \$600), while in medicine they would average about \$600 and, in engineering, about \$500. Board and lodging in university residences averaged \$600 to \$700, with the highest charge being \$1,000. Rates in Ontario and Quebec were, in general, somewhat higher than in the other provinces. Several institutions have announced fee increases of about \$50 or more for 1964-65.

Total costs for the eight to nine month academic year for students living away from home in 1964 would average about \$1,600-\$1,700, excluding transportation costs, and would be somewhat higher for most graduate and professional courses. Average costs for a full calendar year would be likely to be over \$2,000.

To help meet these costs, many students take summer jobs and some have part-time jobs during the academic year. There is as yet no Canadian Government scholarship scheme like that in the United Kingdom, though 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, although 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 programmes. 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 usually receive financial support from a variety of governmental and other sources. Current operating income for all universities and colleges (excluding the three services colleges) in 1962-63 amounted to \$235 million (including sponsored and assisted research, but excluding ancillary enterprises such as student residences, dining halls, and bookstores). Sources of this income included:

Federal Government	19.3%
Provincial Governments	38.9%
Endowment income	3.5%
Student fees	26.6%
Corporations and foundations	3.2%
Other sources	8.5%
	100.0%

In recent years both current and capital expenditures have risen rapidly. For 1958-59, for example, current expenditures (including sponsored and assisted research but excluding ancillary enterprises) for all institutions amounted to \$121 million and capital expenditures, an estimated \$52 million. For 1962-63 the figures were \$238 million and \$112 million respectively.

Federal contributions to higher education

Under the terms of Confederation (the British North America Act) in 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 native Indians, 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 several of its departments.

The financial contributions of the Federal Government include: the University Grants Programme; assistance to students by the Department of National Defence through the Regular Officer Training Plan; aid to veterans and to children of 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; vocational-training grants by the Department of Labour, made through provincial government authorities; and certain other awards.

In addition to money for such student awards, several million dollars of federal funds are made available annually for research in the universities. For 1962-63 over \$18 million was reported in this category. A further form of federal assistance is through loans of up to 50 per cent of the construction costs of student residences. The government has allocated \$100 million for this purpose, repayment not to exceed 50 years and the rate of interest to be the government's long-term borrowing rate which at present is about 5 1/2 per cent.

The largest federal contribution is in the form of annual grants to universities and colleges for current operating purposes. These grants were first paid for the 1951-52 academic year when roughly \$7 million was voted by Parliament to be paid on the basis of 50¢ a head of the population in each province. Distribution within each province was made on the basis of eligible full-time university-grade enrolment in the various eligible institutions as a proportion of the provincial population. Grants at the 50¢ rate were paid until 1956-57. In that academic year the grant was raised to \$1.00, and payment was made by the Government to the National Conference of Canadian Universities, which distributed the money among the eligible institutions. In 1959 the NCCU was reorganized to become the National Conference of Canadian Universities and Colleges, with the Canadian Universities Foundation being incorporated as its executive agency. Distribution of University Grants became the responsibility of the CUF. Beginning with 1958-59 session, the Federal Government increased the grant to \$1.50, and from 1962-63 it was raised to \$2.00.

The average grant per full-time student at the eligible institutions in the nine provinces in receipt of grants for 1963-64 was \$271, down from \$297 for the previous year. This drop is explained by the fact that full-time enrolment increased at a greater rate than the total population. After having accepted the grants in 1951-52, all universities in the Province of Quebec refused them in subsequent years due to the government of the province regarding these grants as violating provincial autonomy in education. From 1956-57 to 1959-60 Quebec payments were held in trust by the NCCU and CUF while unclaimed grants for the earlier years were forfeited. A resolution of the difficulty was reached in 1959. The grants from 1956-57 to 1959-60 were approved for payment and beginning in 1960-61 Quebec universities received grants from the province based on \$1.75 per capita of provincial population. This resulted from an amendment by the Parliament of Canada of the Federal-Provincial Tax-Sharing Arrangements Act which allowed any province to collect an additional one per cent corporation income tax for the purpose of paying grants at the minimum rate set for the rest of Canada. Quebec rates were raised in 1962-63 to correspond with the increase to \$2.00 per capita.

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 (the 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 10-year period for specific building or capital equipment projects that were in the fields 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 individuals and organizations in these fields. About \$2,700,000 was made available in 1963-64.

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 programmes in certain other fields. Further information on the activities of the Council can be found in its annual report (obtainable from the Council's office at 140 Wellington St., Ottawa, Ontario), and in the Canada Council News published four times a year.

A bill to establish the Canada Student Loans Act, authorizing individual loans of up to \$1,000 a year to full-time post-secondary students, came into force on July 28, 1964. It provides for loans to be made to students with satisfactory scholastic standing who are Canadian citizens or who have resided in Canada for at least a year and intend to continue to reside in Canada. The loans are interest-free while the borrower remains a student and for six-months thereafter, the Federal Government paying the interest during that time.

The loans, which will be guaranteed by the government in case of default, and insured in case of the death of the borrower, must first be authorized by provincial authorities. Loans can then be made by banks, credit unions or other co-operative credit agencies from their own funds, and are not to exceed a total of \$5,000 for any one student. Repayment of principal and interest (about 5 3/4%) by the student need not begin until the last day of the seventh month after the month in which full-time studies ended. No interest is chargeable to the student until after the end of the sixth month following the month in which he ceases to be a full-time student. Thus if the student repaid the loan in full at any time during the six months after cessation of full-time study, he would pay no interest at all.

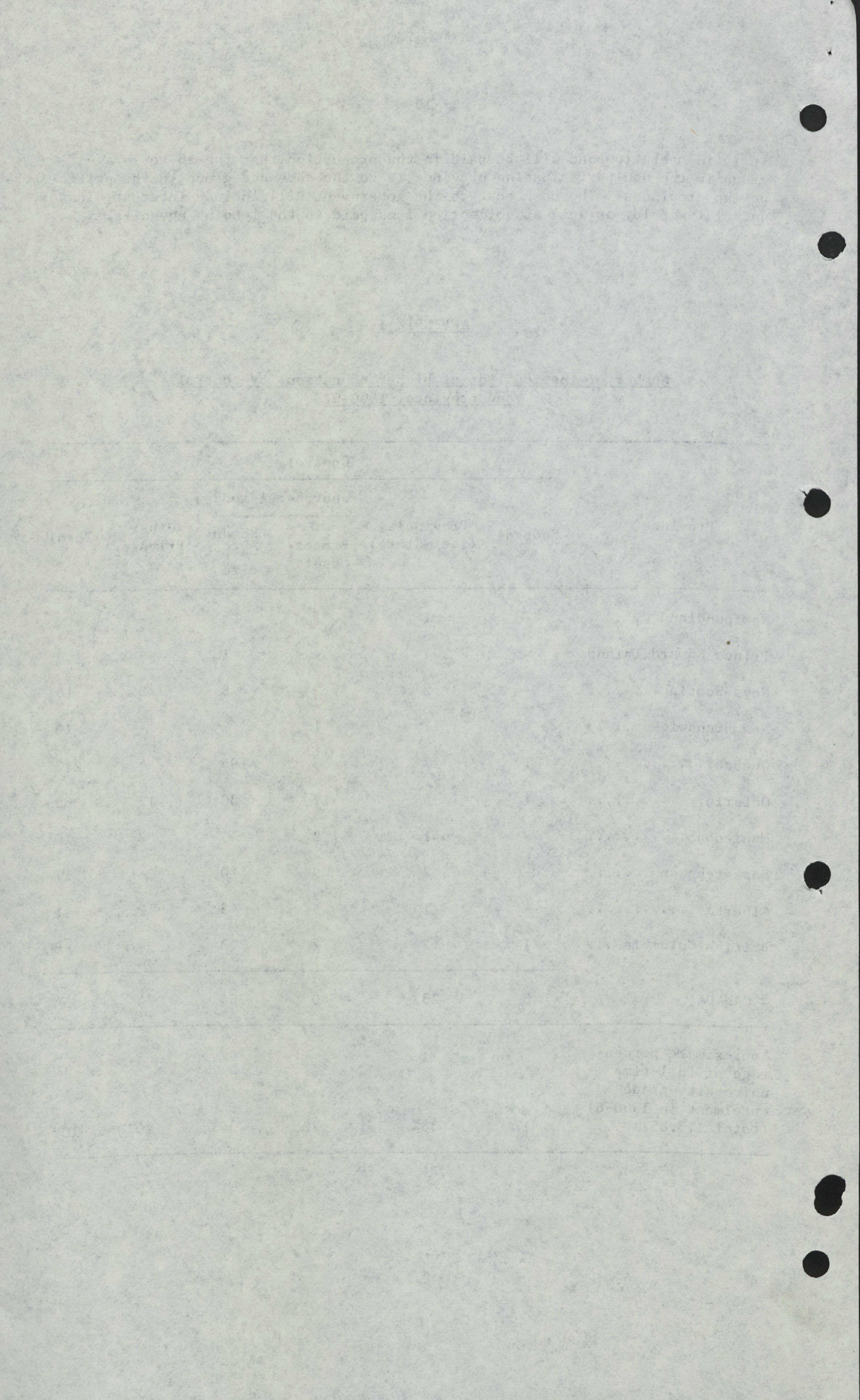
The maximum yearly limit for the loans (\$40 million expected for 1964-65) will be apportioned among the provinces on the basis of each province's proportion of the total number of Canadians in the age group 18 to 24 inclusive. The Act provides for equivalent compensation for those provinces not taking part in the Canada-wide plan. This compensation will be calculated on the basis of the cash cost to the Federal Government of operating the plan in provinces where

it is in operation and will be paid in the proportion that the 18 to 24 age group in the non-participating province is to the same age group in the participating provinces. The cash cost to the government will include interest, losses, and claims paid, as well as collection fees paid to the lending agencies.

APPENDIX I

Number of institutions of higher education, by control and province, 1960-61

Province	Control					Total
	Federal	Provincial (i.e. State)	Church-related		Other Private	
			Protes- tant	Roman Cath- olic		
Newfoundland	-	1	1	1	-	3
Prince Edward Island	-	1	-	1	-	2
Nova Scotia	-	2	3	8	3	16
New Brunswick	-	1	1	8	-	10
Quebec	1	7	4	195	5	212
Ontario	1	5	17	30	12	65
Manitoba	-	1	2	5	2	10
Saskatchewan	-	2	5	10	-	17
Alberta	-	1	5	3	2	11
British Columbia ...	1	2	2	3	-	8
CANADA	3	23	40	264	24	354
Approximate percent- age of full-time university-grade enrolment in 1960-61 (total 113,857) ...	1%	38%	7%	34%	20%	100%



APPENDIX IIDegree-granting universities and colleges in Canada, July 1964

(excluding those granting degrees in theology only)

Note: Material in brackets denotes control, composition of student body, and 1963-64 full-time university-grade enrolment at parent institutions and all their affiliates.

NEWFOUNDLAND:

Memorial University of Newfoundland, St. John's (provincial; co-education; 2,244) - degrees in arts, science, education, commerce. Three years engineering; two years agriculture and pre-forestry. Graduate degrees.

PRINCE EDWARD ISLAND:

St. Dunstan's University, Charlottetown (Catholic; co-educational; 510) - degrees in arts, science, commerce, education. Three years engineering, first year nursing.

NOVA SCOTIA

Acadia University, Wolfville (Baptist; co-educational; 1,267) - 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 (non-denominational; co-educational; 2,489) - degrees in arts, science, commerce, dentistry, education, fine arts, law, medicine, music, nursing, pharmacy, and engineering physics. Diploma in physiotherapy. Faculty of graduate studies. Three years engineering.

University of King's College, Halifax (Anglican; co-educational; 208) - 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 College, Halifax (Catholic; women; 461) - degrees in arts, science, education, home economics, nursing, secretarial science, radio-logical technology, and music. Master's degree in arts, education.

Nova Scotia Technical College, Halifax (provincial; co-educational; 381) - bachelor and master's degrees in engineering. Gives final two undergraduate and all graduate years. Junior years must be taken at another institution. Also grants bachelor degrees in architecture with the final four years being taken at the college.

St. Francis Xavier University, Antigonish (Catholic; co-educational, 1,790) - degrees in arts, science, 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 and sciences. Three years engineering.

St. Mary's University, Halifax (Catholic; men only in day division, co-educational in evening division; 662) - degrees in arts, science, commerce, education; and in social work, in co-operation with the Maritime School of Social Work, Halifax. Graduate degrees in education.

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

APPENDIX II (Cont'd.)

NEW BRUNSWICK:

Mount Allison University, Sackville (United Church; co-educational; 1,211) - degrees in arts, science, 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 degrees in arts, science and education. Three years engineering.

University of New Brunswick, Fredericton (provincial; co-educational; 2,510) - degrees in arts, science, business administration, education, engineering, forestry, law, nursing, and physical education. School of graduate studies.

Université de Moncton, Moncton (Catholic - French; co-educational; 1,158) - degrees in arts, science, commerce, and education. Three years of engineering. This French-language university grants degrees for three former New Brunswick universities, Université de Sacré-Coeur, Université St-Joseph, and Université St-Louis, which forfeited their degree-granting powers in 1963 and became affiliated arts colleges of the new university as Collège de Bathurst, Collège St-Joseph, and Collège St-Louis respectively.

St. Thomas' University, Chatham (will move to Fredericton, New Brunswick as of September, 1964) (Catholic; co-educational; 274) - degrees in arts, education and nursing. One year of engineering.

QUEBEC:

Bishop's University, Lennoxville (Anglican; co-educational; 562) - degrees in arts (including business administration), science, education, theology. Graduate degrees.

Collège de l'Immaculée-Conception, Montreal (Catholic - French; men; 110) - degrees in arts and theology.

Université Laval, Quebec (Catholic-French; co-educational; 13,128) - degrees in arts, science, agriculture, forestry and surveying, commerce, engineering, law, letters, medicine, philosophy, social sciences, theology, music, education, household science, social work, nursing, medical technology. School of graduate studies.

McGill University, Montreal (non-denominational; co-educational; 9,651) - degrees in arts, science, agriculture, architecture, 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.

Université de Montréal, Montreal (Catholic-French; co-educational; 23,036) - degrees or diplomas in arts, letters, law, science, engineering, dentistry, hygiene (including physical education), medicine, 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.

Université de Sherbrooke, Sherbrooke (Catholic; co-educational; 3,160) - degrees in arts, law, commerce, science, engineering, education, household science, theology. Courses in physical education. Graduate degrees. A Faculty of Medicine is being organized.

APPENDIX II (Cont'd.)

Sir George Williams University, Montreal (Young Men's Christian Association of Montreal; co-education; 3,016) - degrees in arts, science, commerce. Two years engineering.

ONTARIO:

Brock University, St. Catharines (non-denominational; co-educational; -) - Will open in the fall of 1964 with degree courses in arts and science.

Carleton University, Ottawa (non-denominational; co-educational; 2,221) - degrees in arts, science, commerce, engineering, and journalism, diplomas in public administration. Graduate degrees.

University of Guelph, Guelph (non-denominational; co-educational; 1,502) - The University was chartered in May, 1964 and for the first year or so of its existence will offer degrees in agriculture, home economics, and veterinary science. These degrees were formerly granted by the University of Toronto to students at the Ontario Agricultural College, Macdonald Institute, and the Ontario Veterinary College, which together form the nucleus of the new university, and to which the 1963-64 enrolment of 1,502 refers.

Lakehead College of Arts, Science and Technology, Port Arthur (non-denominational; co-educational; 154) - authorized to grant degrees in arts and science but will not do so until 1965. It was formerly a junior college.

Laurentian University of Sudbury, Sudbury (non-denominational; co-educational; 385) - degrees in arts and science. First two years of commerce; first year of nursing.

McMaster University, Hamilton (non-denominational; co-educational; 2,641) - degrees in arts, science, commerce, engineering, nursing, physical education and theology (for McMaster Divinity College, a Baptist college). Faculty of graduate studies.

Osgoode Hall Law School, Toronto (Law Society of Upper Canada; co-educational; 444) - bachelor and graduate degrees in law.

University of Ottawa - Université d'Ottawa, Ottawa (Catholic; co-educational; - degrees in arts, canon law, law, medicine, philosophy, engineering, science, social science, theology, education, nursing, library science, household science, physical education, commerce, social work (for St. Patrick's College, Ottawa). School of graduate studies.

Queen's University, Kingston (non-denominational; co-educational; 3,729) - degrees in arts, and science, business administration, applied science and engineering, law, medicine, nursing, physical and health education, theology (for Queen's Theological College, a United Church college). Graduate degrees.

Pontifical Institute of Mediaeval Studies, Toronto (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; men; 1,069) - degrees in arts, science, engineering.

APPENDIX II (Cont'd.)

University of Toronto, Toronto (provincial; co-educational; 16,430, excluding 506 at York University) - degrees in arts, science, commerce, applied science and engineering, dentistry, food science, forestry, law, medicine, music, pharmacy, architecture, library science, nursing, physical and health education, social work, and education (for the Ontario College of Education). Degrees formerly granted in agriculture, household science, and veterinary science are now granted by the University of Guelph. School of graduate studies.

Trent University, Peterborough (non-denominational; co-educational; -) - will open in the fall of 1964 with degree courses in arts and science.

University of Waterloo, Waterloo (non-denominational; co-educational; 2,289) - degrees in arts, engineering, science. Faculty of graduate studies.

Waterloo Lutheran University, Waterloo (Eastern Canada Synod of the Lutheran Church in America; co-educational; 1,297) - degrees in arts (including business administration and secretarial science), and theology.

University of Western Ontario, London (non-denominational; co-educational; 5,765) - degrees in arts and science (including business administration; home economics; journalism; music; physical, health and recreation education; radio physics; secretarial science), clinical science, engineering, law, medicine, nursing. Faculty of graduate studies.

University of Windsor, Windsor (non-denominational; co-educational; 1,820) - degrees in arts, commerce, engineering, household science, nursing, science. Graduate degrees. The University was, until 1963, under Catholic control as Assumption University of Windsor.

York University, Toronto (non-denominational; co-educational; 506) - Degrees will be granted by the University of Toronto until 1965-66. In 1963-64 York began to offer its own curriculum with first year courses in arts and science.

MANITOBA:

University of Manitoba, Winnipeg (provincial; co-educational; 8,566) - degrees in arts, science, agriculture, architecture, commerce, community planning, dentistry, education, engineering, fine arts, home economics, interior design, law, medicine, music, nursing, occupational and physical therapy, pharmacy, physical education (beginning 1965) and social work. Faculty of graduate studies.

SASKATCHEWAN:

University of Saskatchewan, Saskatoon (provincial; co-educational; 7,623) - degrees in arts, science, physical education, agriculture, commerce, education, engineering, home economics, law, medicine, nursing, pharmacy. College of graduate studies. There is a branch campus at Regina which will offer full undergraduate degree courses in arts and science in 1964-65.

ALBERTA:

University of Alberta, Edmonton (provincial; co-educational; 10,662) - degrees in arts, science, agriculture, commerce, dentistry, divinity, education, engineering, fine arts, household economics, law, medical laboratory science, medicine, music, nursing, pharmacy, physical and occupational therapy, physical education, theology (for St. Stephen's College, a United Church College). Faculty of graduate studies.

APPENDIX II (Concl'd.)

The University of Alberta, Calgary, presently a branch campus of the main Edmonton campus, is expected to become a separate degree-granting university by 1966. In 1963-64 it offered full degree courses in Arts, Science, Education, and Music; plus one year of Agriculture, Home Economics, and Nursing; two years of Commerce, Engineering and Physical Education; pre-Dentistry, pre-law, and pre-medicine; and some graduate work.

BRITISH COLUMBIA:

University of British Columbia, Vancouver (provincial; co-educational; 14,392) - degrees in arts, science, commerce, education, home economics, music, physical education, social work, agriculture, engineering and applied science (including architecture and nursing), forestry, law, library science, medicine, (including rehabilitation medicine - physiotherapy and occupational therapy), pharmacy regional and community planning. Faculty of graduate studies.

Notre Dame University of Nelson, Nelson (Catholic, co-educational, 285) - degrees in arts and science.

Simon Fraser University, Burnaby - will open in the fall of 1965 with degree courses in arts, science, and education.

University of Victoria, Victoria (provincial; co-educational; 2,028) - degrees in arts, education, and science. First two years of a five-year degree course in Commerce.

BRITISH INDIAN

The University of London has been established in 1826. It is the oldest and largest university in the United Kingdom. It is a member of the Association of American Universities.

UNIVERSITY OF LONDON

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List of Some Canadian Higher Education Student Service
and Academic Organizations

- African Students Foundation, 85 Lombard St., Toronto 1, Ontario. Provides financial assistance for African students to study in Canada.
- Canadian Association of University Business Officers, c/o University of Toronto, Toronto 5, Ontario. An association of business officers of about 40 institutions which meets yearly to discuss mutual problems.
- Canadian Association of University Teachers, 77 Metcalfe St., Ottawa 4, Ontario. An association of about 40 local university and college teaching staff organizations. Publishes a quarterly bulletin.
- Canadian Service for Overseas Students and Trainees - Service canadien pour les étudiants et les stagiaires d'outre-mer, 338 Somerset Street West, Ottawa 4, Ontario. Co-ordinates the efforts of government agencies, universities, industry and voluntary organizations to provide reception, hospitality, counselling and welfare services for overseas students and trainees in Canada. This organization takes over the work formerly done by the national office of Friendly Relations with Overseas Students. It has representatives and co-operating groups in most localities where universities and technical colleges are located, including continuing local committees of FROS.
- Canadian Union of Students - Union canadienne des étudiants, Rideau-Sussex Building, 45 Rideau St. (Suite 406), Ottawa 2, Ontario. A union of over 40 student associations representing universities, colleges, and post-secondary institutes of technology. Formerly called the National Federation of Canadian University Students.
- Canadian Universities Foundation - Fondation des universités canadiennes, 75 Albert St., Ottawa 4, Ontario. The executive agency of the National Conference of Canadian Universities and Colleges. Publishes a quarterly bulletin (University Affairs) and other reports on higher education in Canada, is responsible for administering the academic aspects of Canada's contributions to the Commonwealth Scholarship Scheme and the Federal Government's University Grants payments, and through its secretariat performs a wide range of other services.
- Canadian University Service Overseas - Service universitaire canadien outre-mer, 75 Albert St., 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. CUSO is an associate committee of the Canadian Universities Foundation and part of its International Programme Division. It works through local committees at over 40 Canadian universities and colleges which are responsible for the initial pre-selection orientation and recruitment of suitably qualified volunteers in their area.
- Commission in Canada for Barbados, Windward-Leeward Islands, and British Honduras, 2100 Drummond St. (Suite 351), Montreal 25, Quebec. This Government Commission, in addition to promoting the trade industrial development and other interests of the territories served, maintains liaison with various institutions in Canada, and with governments of the home territories in supervising the interests of their student nationals in Canada.
- Fédération des collèges classiques, 1940 est, boulevard Henri-Bourassa, Montréal 12, P.Q. An association of representatives of about 100 collèges classiques. The organization studies educational problems and does research in the fields of its interests, which are to better the role of the education given, and to assist the colleges in offering better service.

National Conference of Canadian Universities and Colleges - Conference nationale des universités et collèges canadiens, 75 Albert St., Ottawa 4, Ontario. An association of universities and colleges, which meets yearly and publishes its Proceedings annually, as well as various other material in conjunction with the Canadian Universities Foundation.

World University Service of Canada - Entr'aide universitaire mondiale du Canada, 2 Bancroft Ave., Toronto 5, Ontario. Provides liaison between students and university teachers in Canada and their colleagues in other countries. Sponsors scholarships, welfare services and summer programmes for overseas students in Canada. Helps Canadian students to study abroad. Organizes regional and international seminars.

Selected List of Reference MaterialA. Bibliographies:

- Dominion Bureau of Statistics, Education Division, A Bibliographical Guide to Canadian Education - Guide bibliographique de l'enseignement au Canada. Ottawa: The Queen's Printer, 1964, 55pp., 75 cents. Contains a brief account of Canadian government contributions to education, an outline of educational documentation in Canada, and a bibliography of over 400 items.
- Harris, Robin S., and Arthur Tremblay, A Bibliography of Higher Education in Canada - Bibliographie de l'enseignement supérieur au Canada. Toronto (and Quebec): University of Toronto Press (and Les Presses Universitaires Laval), 1960, 158 pp., \$6.50.

B. Current information issued by:

- I. Association canadienne des éducateurs de langue française (3 Place Jean Talon, Québec 2, P.Q.).
- Répertoire des institutions canadiennes d'enseignement français. Issued annually. (1962-63 edition \$7.50).
- II. Association of Commonwealth Universities (36 Gordon Square, London, W.C.1, England).
- Commonwealth Universities Yearbook. Issued annually. Gives information on staff, courses, fees, admission requirements, current developments, etc., for the principal university institutions in each of the Commonwealth countries. Available about May of each year. About \$16.00 plus postage and packing (à discount is offered to staff of member institutions of the ACU).
- III. Canadian Association of Directors of Extension and Summer School.
- Canadian Correspondence Courses for University Credit. Issued annually. Obtainable from the Department of Extension, Queen's University at Kingston, Kingston, Ontario.
- IV. Canadian Government Travel Bureau (Ottawa, Canada).
- Summer Study in Canada. Issued annually. Free.
- V. Canadian Universities Foundation (and National Conference of Canadian Universities and Colleges - 75 Albert St., Ottawa 4, Ontario). The name will become the Association of Universities and Colleges of Canada in late 1964 or early 1965.
- Admission Requirements of Canadian Universities. Issued annually. Reprinted from the Commonwealth Universities Yearbook. Contains information on admission to bachelor degree courses for over 30 institutions and their affiliates (1963-64 edition - single copy 25 cents, 100 or more copies 10 cents each).
- Awards for Graduate Study and Research - Bourses d'études supérieures et de recherches. Issued biennially - formerly published by the Dominion Bureau of Statistics. The emphasis is on awards tenable in Canada, and overseas by Canadians. (1963 edition \$3.00).
- Canadian Universities and Colleges - Universités et collèges canadiens. A biennial handbook listing the officers and facilities of most institutions. Includes a listing of learned societies in Canada. (1962 edition - \$3.00; the 1964 edition will be available in the fall of 1964 - price may be higher).

Enrolment to 1976-77 in Canadian Universities and Colleges (1963 projection) - Inscriptions jusqu'en 1976-77 aux universités et collèges canadiens (Prévisions faites en 1963). Published in 1964 (\$1.00).

First-Degree Courses at Canadian Universities and Colleges - Cours conduisant au premier grade aux universités et collèges canadiens. Issued annually. A chart indicating facilities for study at over 50 institutions. (1963-64 edition - single copy 25 cents, 100 copies \$15.00).

Graduate Courses at Canadian Universities - Etudes graduées aux universités canadiennes. Issued annually. A chart indicating facilities for study at about 35 institutions (1963-64 edition - single copy 25 cents, 100 copies \$15.00).

Proceedings, National Conference of Canadian Universities and Colleges. Issued annually. (1963 edition - \$1.00).

University Affairs - Affaires Universitaires. Published four times a year (October, December, February, and April). Contains articles and notes of current interest. (Free on request).

University Study in Canada. Published in English and French editions (French edition: Les études universitaire au Canada). (Current editions \$1.00 in Canada; free abroad from Canadian Missions). Revisions planned for late 1964.

VI. Dominion Bureau of Statistics, Education Division (Ottawa, Ontario, Canada). Orders should be sent to the Publications Distribution Section, Dominion Bureau of Statistics, Ottawa.

Canadian Institutions of Higher Education - Institutions de l'enseignement supérieur au Canada. Includes names, addresses and courses offered by all such institutions, together with general information on entrance requirements and fees. The 1963-64 edition will be available in the fall of 1964 (\$1.00). Thereafter it will be issued every two years.

Canadian Universities, Income and Expenditure, 1961-62 and 1962-63 - Universités canadiennes, recettes et dépenses, 1961-62 et 1962-63. After this first edition, it will be issued annually. (50 cents.).

Preliminary Statistics of Higher Education - Statistique provisoire de l'enseignement. Issued annually. Gives data on enrolment, teaching staffs, salaries, education finance, etc., for various levels of education (including higher education). (75 cents).

Salaries and Qualifications of Teachers in Universities and Colleges - Traitements et qualification des professeurs des universités et collèges. Issued annually. Detailed analysis of salaries at about 60 institutions by rank, field, region, size and control of institution, subject, age, and years since award of first and highest degrees. (75 cents).

Survey of Higher Education - Relevé de l'enseignement supérieur. After the editions for 1954-61 (75 cents) and 1961-62 (75 cents), the Survey is issued annually in two parts, beginning with the 1962-63 academic year:

Part I: Fall Enrolment in Universities and Colleges - Partie I: Inscriptions d'automne aux universités et collèges. Gives data on full-time, part-time and correspondence enrolment by faculty, institution, province, and sex. (75 cents).

Part II: Degrees, Staff, and Summary - Partie II: Grades, personnel et résumé. Gives data on degrees granted and other areas not covered by Part I of the Survey. Includes a summary of developments for the year. (75 cents).

University Student Expenditure and Income in Canada, 1961-62. Issued in separate English and French editions in three parts:

Part I - Non-Canadian Students. (75 cents).

Part II - Canadian Undergraduate Students. (75 cents).

Part III - Canadian Graduate Students. (75 cents).

VII. Fédération des collèges classiques (1940 est, boulevard Henri-Bourassa, Montréal 12, P.Q.).

Annuaire. An annual listing of Quebec classical colleges with information on staff, enrolment, etc.

VIII. UNESCO (Paris 7^e, France).

World Survey of Education: Volume IV - Higher Education. Should be available in late 1964, either direct from UNESCO or through national distributors of UNESCO publications. (Probable price \$30 to \$40).

July, 1964
RP/A

