

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. Responsibility for academic affairs is usually delegated to the senate. Composed mainly of faculty members, although there may also be alumni and representatives of non-academic groups included, it is responsible for admission, courses, discipline and the awarding of degrees.

Although there are variations, most students enter a university or the *cours collégial* of a *collège classique* after the completion of from 11 to 13 years of elementary and secondary schooling. In from three to five years, courses of instruction lead to a bachelor's degree in arts, pure science, and such professional fields as engineering, business administration, agriculture, and education. Courses in law, theology, dentistry, medicine and some other fields are longer—usually requiring for admission completion of part or all of a first-degree course in arts or science. For those pursuing graduate studies and research, the second degree is normally the master's or *licence*—at least one year beyond the first degree—and the third is the doctorate, normally requiring at least two additional years beyond the second degree.

There are about 400 institutions of higher education in Canada, of which about 50 have degree-granting powers (not including about a score that confer degrees in theology only). Full-time enrolment in the fall of 1965 was 201,000, a 13-p.c. rise over the previous year. The tremendous increase in demand for university places in recent years has resulted in a rapidly intensifying crisis in the financing of higher education, and a commission under the chairmanship of Dean Vincent Bladen of the University of Toronto was set up in 1963 by the then Canadian Universities Foundation, now the Association of Universities and Colleges of Canada, to study the financing of higher education in Canada. The Commission presented its report in the fall of 1965; among its recommendations were many referring to increased federal support for the universities.

In addition to the full-time university-grade enrolment mentioned above, almost as many students are enrolled at the pre-matriculation level or are taking university-grade courses on a part-time basis, whether in the evenings, during summer session or by correspondence. In 1964-65 over 33,000 students graduated with first degrees or equivalent diplomas, over 4,000 graduated at the master level, and 569 earned Ph.D. or equivalent doctoral degrees.

Adult Education

A variety of opportunities is provided to adults for further academic, vocational and cultural experiences beyond the regular full-time school system for young people. Each province has developed its own programs, operated mainly by local school boards and provincial universities and supplemented by independent universities and private organizations. The Federal Government sponsors some adult education programs and provides grants-in-aid to the province for others. Co-ordination of these programs is secured through voluntary associations at national and provincial levels.

In 1964-65, total course enrolment in adult education (as defined by UNESCO) was well over 3,000,000. Two thirds of the enrolment was in professional and vocational training, including university-sponsored refresher courses and technical, trade, agricultural and business courses, under various auspices. Another 18 p.c. was in health and social education courses, including courses in marriage preparation, citizenship training, first-aid, water safety, child care, nutrition, and courses designed to assist in the treatment or prevention of specific diseases. Academic courses leading to a high school diploma or university degree accounted for nearly 8 p.c. of the total enrolment and fine arts and other cultural subjects for the remainder.