

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

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. The line of authority runs from the board of governors through the president (or *recteur*) to the senate and deans and the faculty as a whole.

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, alumni associations and other organizations, 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. 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 1966 was 234,000, a 13.7 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. The current financing of universities is discussed at pp. 378-379.

In addition to the full-time university-grade enrolment, 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. The numbers of graduates in most faculties for the academic years ended 1965-67 are given in Table 10, p. 377.

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 organiza-