

While the trend in English-language institutions was toward practical and scientific studies and secular control, in the French-language sector emphasis continued on classical studies under clerical control. A system of classical colleges and seminaries, which became affiliated with Laval, was operated by various religious communities.

When the four western provinces were settled, other structures began to emerge. The American example of land-grant colleges led to a strong commitment to extension programs and community service. The University of Manitoba was granted a charter in 1877. In Saskatchewan and Alberta provincial universities were established in 1909 and 1908, respectively. The University of British Columbia, although chartered in 1908, did not open until 1915. By the outbreak of World War I, a score of universities in Canada had developed distinctive characteristics. To the traditional faculties of theology, law and medicine, schools of engineering, agriculture, forestry, education, dentistry and home economics had been added.

There was some institutional expansion after World War I. In 1939 Canada had 28 universities, varying in size from the University of Toronto with full-time enrolment of about 7,000 to institutions with fewer than 1,000 students. University expenditures, estimated at \$11.87 million in 1926, had risen a decade later to nearly \$14.15 million. There were about 40,000 students representing 5% of the population between the ages of 18 and 24.

Radical changes began after World War II. As a result of a veteran's rehabilitation program, 53,000 ex-soldiers entered the universities between 1944 and 1951. The immediate problem of space was solved by temporary buildings and creation of satellite colleges. By the mid-1950s places vacated by veterans had been filled with an increasing number of high school graduates. Demands for university expansion continued but the full force of this pressure came in the 1960s when enrolment rose from 128,600 in 1961-62 to 323,000 in 1971-72.

Governments in all provinces became increasingly involved in financing and planning university development. Federal concern was manifested by a system of grants inaugurated in 1951-52. Parliament allocated approximately \$7 million (50 cents per capita) to be distributed to the provinces according to their population. They in turn distributed their portion among the universities according to full-time enrolment. The grant increased to \$1 in 1957, \$1.50 in 1958, \$2 in 1962 and \$5 in 1966. This amounted to \$750 million in 1971-72. As a result, the universities, most of which had operated as private institutions before 1960, became heavily dependent on public funds. Religious sponsorship and control were modified to permit sectarian institutions public support.

In the early 1970s growth rates began to decline. Enrolment in most universities was below forecasts and larger numbers of students withdrew before completing their degrees. Part-time students began to increase in numbers more rapidly than those registered for full-time study. During the last years of the 1970s, full-time enrolment is expected to rise only slightly and to decline after 1980. At the same time, interest in part-time and extension study continues to grow.

Curriculum. Admission to university is usually after 11 to 13 years of schooling. Each institution controls its admission standards and policies. With discontinuation of provincial examinations in recent years, the school record has become the main basis for judging applicants. It is customary for students to enter directly from high school, except in Quebec where they qualify through the collèges d'enseignement général et professionnel (CEGEPs). Most universities provide for the admission of mature students. Those of age 21-24 may be accepted even though they do not meet normal entrance requirements.

The first or bachelor's degree is awarded after three or four years of full-time study. Admission to law, medicine, dentistry, business administration and theology is usually conditional upon completion of part or all the requirements for the first degree. A distinction may be made between general and honours degrees; the latter is more specialized and sometimes requires an additional year of study. A bachelor's degree at the honours level or the equivalent is necessary for acceptance into a master's program. Most entail one year of study, but some take two years. Entrants to doctoral studies must have a master's degree in the same field.