

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. 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. During the 1970s enrolment fell in some years, despite the continued increase in the 18-24 population.

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. Initially 50 cents per capita of provincial population, the grant increased to \$1 in 1957, \$1.50 in 1958, \$2 in 1962 and \$5 in 1966. A new formula introduced in 1967 led to a transfer to provinces of \$750 million by 1971-72. 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 to receive 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. A decline in full-time enrolment is expected in the 1980s although 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 provincial examinations discontinued 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, including those who 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 are more specialized and sometimes require 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.

Some universities are bilingual, the University of Ottawa, Laurentian University of Sudbury and Université Sainte-Anne being notable examples. Instruction is offered in both English and French. Other universities conduct classes in one language only but permit students to submit term papers, examinations and theses in either French or English.

**Higher education for women.** Admission of women to undergraduate studies began in the 19th century but their numbers grew slowly. In the 1920s fewer than one-fifth of full-time students were women, and even after World War II the proportion had risen only to one-quarter. By 1970, however, it had increased to more than one-third and is currently almost equal to male enrolment. Women are now accepted in all faculties and with the integration of nursing, education and social work into universities they predominate in the social and health sciences. Their enrolment in graduate studies has