

in specialized fields such as agriculture or fine arts. Liberal arts colleges are smaller institutions with degree programs usually only in arts. Colleges of theology offer degrees in theology only.

History. The first institutions of higher education in Canada followed European models. The Séminaire de Québec, founded in 1663, was the base upon which Université Laval was established in 1852. The oldest English-language institution, King's College in Windsor, Nova Scotia, opened in 1789.

By 1867, Quebec had three universities and 712 classical colleges. There were three universities in New Brunswick, five in Nova Scotia and seven in Ontario.

Queen's and Victoria universities, supported by the Presbyterian and Methodist churches, had been chartered in Ontario. Their purpose was to train clergy and a small, select group of laymen who wished to enter the professions. Teaching concentrated on theology, philosophy, the classics, medicine and law.

About the middle of the 19th century, McGill University introduced courses in natural sciences, opened a normal school for elementary teachers, and pioneered instruction in applied science and engineering. Similar changes were taking place at other institutions — Dalhousie in Halifax, Queen's in Kingston, and the University of Toronto.

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.

When the four western provinces were settled, new institutions were created. The University of Manitoba was granted a charter in 1877. Provincial universities were established in Alberta in 1908 and in Saskatchewan in 1909. 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 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.

Some institutional expansion occurred after World War I; by 1939, Canada had 28 universities. They varied in size from the University of Toronto with full-time enrolment of about 7,000 to institutions with fewer than 1,000 students. The total of about 40,000 students represented 5% of the population aged 18 to 24.

Radical changes began after World War II. As a result of a veterans' 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; enrolment rose from 128,600 to 323,000 in 1971-72.

In the early 1970s, growth rates slowed, despite the continued increase in the population aged 18 to 24. Part-time enrolment began to increase more rapidly than the number of students registered for full-time study.

Organization and administration. With minor exceptions, the provinces have authorized the establishment and institutional structures of universities through legislative acts. No two Canadian universities are alike, but their structure and organization are relatively standard.

Universities are not always independent establishments — they can be associated with a parent institution in several ways. A federated college or university has a high degree of independence in that it is responsible for its own administration and can grant degrees. This degree-granting power, however, may be temporarily suspended while the federation exists. Some federated institutions suspend only part of their degree-granting powers, retaining the right, for example, to grant degrees in theology, but not in arts and sciences.

Like federated colleges, affiliated institutions are responsible for their own administration, but they have no power to grant degrees. In both federated and affiliated institutions, the parent university is responsible for teaching and granting degrees in all subjects covered by the federation or affiliation agreements.

Constituent universities and colleges represent still another form of organization. These institutions are fully incorporated into the parent universities, both administratively and academically.

Reflecting the linguistic profile of the country, most universities are English-speaking. Of the seven independent French-speaking institutions, four are in Quebec; Nova Scotia, New Brunswick and Ontario each have one. In addition, two Ontario universities are bilingual, offering instruction in both English and French. Others conduct classes in one language only, but permit students to submit term papers, examinations and theses in either language. As well, there are a number of French affiliates of English and bilingual institutions.