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UNIVERSITY STUDENT EXPENDITURE AND INCOME IN CANADA

1961-62

PART I—NON-CANADIAN STUDENTS

This survey will be published in three parts. Part II will deal with Canadian undergraduate students and Part III with Canadian graduate students (DBS Catalogue Nos. 81-520 and 81-521). The last survey was published for 1956-57 (Catalogue No. 81-509).

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PREFACE

This is the first of three reports which will be issued pursuant to a survey of university and college students covering the academic year 1961-62. By producing three reports rather than one, much of the information can be made available to those interested before all of the forms are processed. Forms covering non-Canadian students were processed first, followed by Canadian undergraduate and graduate students. It is expected that the second report will be ready for printing within the next two months and the third report will be available this fall.

The first study in this series was undertaken by the National Federation of Canadian University Students in 1948 with the assistance of DBS which prepared and processed the forms and issued a brief report. The response was rather incomplete and patchy but the results were indicative of the situation.

The second survey was undertaken by DBS for the academic year 1956-57 with the co-operation of the universities and most organizations concerned with higher education. The forms were distributed and collected by the institutions and the results were gratifying. A well-received report on the survey, *University Student Expenditure and Income in Canada, 1956-57*, was published in 1959.

For the third survey, participating universities and colleges agreed to forward lists of all students to DBS, where the samples were drawn. Letters were sent to some 19,000 selected students, and follow-up letters were used where necessary. The response was exceptionally good, with over 80 per cent of all selected students returning usable forms. The Education Division is deeply appreciative of the co-operation of the university staffs and students.

Experience from previous surveys indicated the desirability of sending forms to all available non-Canadian students since the numbers were scattered and clustered according to home land, faculty selected, and such. A fairly complete report of the sampling design will be found in the appendix of the second report on the survey.

This report is based on 4,263 returns and represents students from some 140 countries attending 35 major Canadian universities and colleges and a representation from the Classical Colleges of Quebec. About one-quarter of the students were enrolled in the graduate schools although around one-third had university degrees. It is likely that as faculties at the undergraduate level are provided

in the developing countries, the number of undergraduates studying in Canada will drop off, while both the number and proportion of graduates will show an increase.

Some relationship between faculty selected and home country was observable. For the most part, students from the developing countries selected pure science, engineering and agriculture, probably with an eye to the need for increasing production.

About one-fifth of these students were girls and 91 p.c. of them were single. For the males, some 82 p.c. were single although the percentage varied from country to country. There is a real problem in providing suitable accommodation for these students which is recognized by most universities.

Another problem of considerable concern is that of providing summer employment, which may determine whether or not the student can enroll the following year; essentially a matter of how much he can spend; and in a few cases that of finding something instructive to do during the long summer vacation.

Around 41 per cent of the students received grants-in-aid, an essential determinant of college entrance for many of the students from developing areas.

Canada is in a rather fortunate position to make a contribution to foreign students in that some of her universities provide instruction in English, others in French and a limited number in both languages. At present, some 6,000 students leave Canada annually to study abroad and a similar number enter our institutions of higher learning. Having such a number of students from outside Canada living here can be a rewarding experience for us. We also have a responsibility for trying to understand them and to make their stay profitable. Responses of the students to an optional questionnaire indicate that there are problems for both sides to work out. For the young students this can be limited to maturing and appreciating another way of life; for us it should mean a willingness to try to understand and appreciate other peoples.

Inquiries concerning the data in this publication should be addressed to Dr. F.E. Whitworth, Director of the Education Division. The publication, undertaken in the field of higher education, represents a contribution of most of the Sections of the Education Division.

WALTER E. DUFFETT,
Dominion Statistician.

SYMBOLS

The interpretation of the symbols used in the tables throughout this publication is as follows:

- ... medians not calculated, numbers too small.
- nil or zero.

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INTRODUCTION

NON-CANADIAN STUDENTS IN CANADIAN UNIVERSITIES, 1961-62

The latest survey of university student expenditure and income was undertaken for the academic year 1961-62. During that year Canadian universities and colleges enrolled a record 7,900 students from outside Canada; a number about equal to the number of Canadian students studying abroad. Table 1, from the records of the Higher Education Section rather than the survey, gives the number of non-Canadian students enrolled in Canadian institutions of higher learning for the four years 1958-59 to 1961-62 inclusive; the number enrolled by the four selected regions, East, Quebec, Ontario and West for 1961-62; and the countries from which the students came to Canada. In this report East refers to the four Atlantic provinces and West to the four western provinces, Quebec and Ontario were left as single units.

Students from other countries presently form an important segment of our college enrolment¹ at both the undergraduate and graduate levels, although their numbers and relative importance are of more concern at the graduate schools. Actual enrolment of non-Canadian students increased from 5,988 to 7,900 during the four years ending 1961-62. The following statement gives numbers and percentages of total full-time enrolment of all students and non-Canadian students for the four years.

	All students	Non- Canadian	Per cent
1958-59	94,400	5,988	6.3
1959-60	102,000	6,433	6.3
1960-61	114,000	7,251	6.4
1961-62	128,894	7,900	6.1

It will be noted that although the actual numbers of non-Canadians have increased considerably year by year, the percentage that they form of the student body has remained relatively stable since increase of Canadian students and non-Canadian students have paralleled one another. Such increases are noteworthy in that the spectacular recent increase of full-time university students has been unparalleled in our history.

The actual numbers shown reflect a fairly high degree of success by the universities in reporting accurately and by the Education Division in consistent accounting. However, the difficulties involved have been such that complicated cases may not have always been included or excluded consistently. For example, decisions as to whether or not certain students are repatriated Canadians, landed immigrants, or foreign students studying in Canada raises many difficulties, as does the problem of deciding when a student should be considered as "enrolled". In spite of such difficulties the data are reasonably trustworthy.

¹ In accordance with common practice, the terms "college" and "university" are used as if synonymous in this report unless the context indicates otherwise.

It might also be mentioned that because the data are useful in many contexts there are problems concerned with processing them. For example, landed immigrants are probably in the same category of difficulty for teaching as non-Canadian students, but quite different for certain other considerations such as summer employment.

In collecting the data for Table 1, "non-Canadian students" were limited to students from outside Canada who were temporarily residing in Canada for the purpose of attending Canadian educational institutions of higher learning. In some instances, but especially for some European countries, landed immigrants were included. For the Survey, on which the following tables are based, landed immigrants were asked to indicate such and were excluded from the Survey.

Somewhat under 150 countries are listed as "home country" by the students, with enrolments by country ranging from one to 2,362. Increases, and a few decreases, show rather wide differences. The greatest increase for the larger geographic divisions shown was in Africa where the numbers increased by 167 p.c. for the four-year period, possibly in part reflecting the Commonwealth scholarship plan and other efforts to help African students. Increase was 52 p.c. for Asia, 33 p.c. for North America and 27 p.c. for South America. Numbers from Oceania increased by 68 p.c. but here the numbers were small and the question of determining landed immigrants confuses the issue. There was little change for Europe and the numbers for Central America and Mexico dropped a little.

Composition and Regional Distribution of the Survey Population

Tables 2 and following are based on information gathered by the third survey of university and college student income and expenditure. This survey conducted from the DBS was made possible because of the co-operation of the universities and colleges, the willingness of the presidents to take part, the work of staff members in providing lists of students, etc., and an excellent response on the part of the students.

Twelve universities and colleges from the Atlantic Provinces, seven from Quebec, ten from Ontario, six from the Western provinces co-operated in providing lists of non-Canadian students. The Classical Colleges, which reported only eight such students, were omitted from Part 1 of the survey, as were some of the smaller universities and other colleges.

The first indication from the universities included in the survey was that 6,325 students from outside Canada had reported to their institutions in the fall, 1961. Of these, 1,190 declared they were either Canadian students or landed immigrants. Of the 5,135 students remaining 4,263 or 83.02 per cent forwarded usable returns. Some of those culled in the editing were dropped because too few items

were completed, or for other reasons, and it is likely that some of those who did not make returns considered themselves as landed immigrants.

Table 2 gives the number of students studying in Canada, for the areas or countries selected for classification and the percentage in each of these who were born in that same area. The percentages range from 57 p.c. and 56 p.c. for China and Pakistan to 97 p.c. for Africa and 96 p.c. for the West Indies. Of the total, 90 p.c. were born in the country or area where their home now is and where they resided before coming to Canada to enroll in college.

Table 3 shows how the 4,263 non-Canadian students studying in this country were distributed regionally. About 30 p.c. were enrolled in institutions in Quebec, another 30 p.c. in Ontario, with the remaining 40 p.c. attending college in the eastern or western provinces. American students were almost equally divided among Ontario, Quebec, and the Atlantic provinces, with only 7 p.c. attending western institutions. About one-half of the students from Central and South America were in Quebec, perhaps because of language or religious considerations, while more than two-thirds of the students from Australia and New Zealand were in Ontario. Universities in western Canada attracted the largest proportion of students from India.

Characteristics of the Non-Canadian Students

Sex and marital status of the 4,263 students is shown in Table 4 for the same geographic areas as in Table 3. Just over one-quarter of all full-time students in Canadian universities are female, which may be compared with just under one-fifth for the non-Canadian students studying in Canada. The proportion of female students varies from area to area, with Pakistan and Africa falling below 10 p.c., Central America and Continental Europe being under 15, South America, Hong Kong and Asia just below or average for the sample. About average were the Republic of China, the West Indies, and the U.S.A. at 23 p.c.

About 82 p.c. of the male students and 91 p.c. of the female students were single. For Canadian students in the Survey, the percentage of single students was 71 p.c. for graduates; 78 p.c. for Law; 84 p.c. for Education, 92 p.c. for Engineering; and 95 in Arts-Science, to select five of the faculties. The percentage single for male students ranged rather widely depending on the area with 59 p.c. for Oceania male students, 61 p.c. and 64 p.c. for students from Pakistan and India and the others ranging between 75 p.c. for Africa and 98 p.c. for Hong Kong. For single female students the percentages began with 33 p.c. for Pakistan; 63 p.c. for India; and 68 p.c. for Africa with the others ranging from 80 to 100 p.c. for Central America and Oceania.

Median age of the non-Canadian students is shown in Table 5 for the selected areas except where the data were not available or the numbers too small. It is of interest that with the exception of students from some Asian countries the average

female was younger than the average male in all areas, and on the average by as much as two years, one month. A comparison of ages for different areas should not be attempted, essentially because the proportion of undergraduate and graduate students among the numbers for the areas vary rather widely.

Faculties in which Non-Canadian Students are Enrolled

There were 3,248 undergraduate students in the survey. Of these 35 p.c. were enrolled in Arts and Science, 19 p.c. in Pure Science, 16 p.c. in Engineering, 11 p.c. in Medicine, and 6 p.c. in Commerce and about 13 p.c. in the others. Of the 1,015 graduate students, 40 p.c. were enrolled in Pure Science, 18 p.c. in Arts, 12 p.c. in Engineering, 6 p.c. in Agriculture, 5 p.c. in Psychology and Sociology and less than 4 p.c. in any of other disciplines. As 54 p.c. of the undergraduates were enrolled in the Arts-Science and Pure Science faculties and 40 p.c. of the graduate students were in Pure Science and 18 p.c. in Arts, and 12 p.c. in Engineering, it would appear that the greatest concern for the adjustment of non-Canadian students would be in faculties offering Science followed by Arts. The only other faculties with more than 10 p.c. of the total numbers enrolled were Engineering, for both undergraduates and graduates, and Medicine for the undergraduates.

It is understandable that a large percentage of students from the underdeveloped countries enrolled in pure and applied science, and that the percentage from the U.S.A., Australia and New Zealand would be relatively low. Enrolment of American students in the Social sciences, Arts and Medicine is also understandable as are some of the other selections, for example, 20 p.c. from the West Indies in Agriculture.

Table 7 shows a percentage distribution for four regions in Canada for the faculties in which students enrolled. Of the 3,248 undergraduates, 1,142 had enrolled in Arts and Science, 624 in Pure Science, 527 in Engineering, 354 in Medicine and the rest in other faculties. Almost 22 p.c. were attending universities in the Atlantic Provinces, 34 p.c. in Quebec, 26 p.c. in Ontario and 18 p.c. in the West. In the East the largest percentage found in any faculty was 32 p.c. in Commerce and Business Administration. In Quebec the largest percentages were in Architecture, Dentistry, Commerce, Nursing and Science in that order. In Ontario the largest percentages, though smaller than for Quebec, were in Nursing, Arts and Science and Engineering; and in the West the largest percentages were in Pure Science, Arts and Science, and Engineering. It would not seem that course selected was a dominant factor in determining in which university the students enrolled so long as desired courses were offered.

Of the 1,015 graduates 43 p.c. were in Ontario, 34 p.c. in the West, 19 p.c. in Quebec and 4 p.c. in the East. The highest percentage in the East was in Medicine; in Quebec, Psychology, Sociology and Medicine; in Ontario, Commerce, Philosophy, Arts and Social Science; and in the West, Agriculture followed by Pure and Applied Science.

Degrees Held by the Graduate Students

Table 8 provides some information on the sort of degrees the 1,462 graduate students held and where they were obtained. For all areas or countries of origin 34 p.c. of the students held degrees, but the percentage with degrees varied widely for students from area to area; for example 91 p.c. of Indian students had degrees whereas only 16 per cent of the students from Hong Kong were graduates. Only Pakistan, India, Oceania and some of the Asian countries showed more graduate than undergraduate students. This indicated that students came to Canada for a variety of reasons as shown in the next two tables, Tables 9 and 10.

An attempt was made to discover whether or not most students enrolling for graduate work continued in the same or a related field or whether they changed to one unrelated to their first course. The largest percentage, 46 p.c. had taken degrees, mostly in Arts-Science, which were prerequisite to enrolment in the courses selected in the graduate school, although here there was a wide range from area to area, ranging from between 69 and 67 p.c., for the U.S.A. and Central America to 20 p.c. or less for Oceania, India and Pakistan. Almost as many, 44 p.c., took their initial degree in the same field, 7 p.c. in a related field and only 4 p.c. switched to an unrelated field. Of the latter, the largest percentage was from South America, 10 p.c., followed by the U.S.A. and Continental European students.

An item was also included to find out whether or not the first degree was obtained in Canada. By far the larger part, 68 p.c. of the graduate students entered with degrees obtained in their home land; 20 p.c. had obtained their first degree in Canada and the remaining 12 p.c. obtained theirs in some country other than their home land or Canada. The largest percentages of those who obtained their first degree in Canada were the students from the West Indies and Hong Kong.

Why Non-Canadian Students Come to Canada

An attempt was made to have the students indicate the reasons why they came to Canada to study. Undergraduates and graduate students were not tabulated separately but the data can be related to the percentage who are graduates as shown elsewhere. Tables 9 and 10 indicate that motives varied rather widely among the students as might be expected, with some predominant drives shown for certain areas where there was a shortage of facilities, where competition was keen, and where various traditions connected with education were in operation.

In the U.S.A. for example, about one-third of those enrolled were graduates. Here more than half of the students indicated that they came to Canada mainly because the Canadian institution had a good reputation, or because it was relatively inexpensive to come to Canada, and another 15 p.c. entered

because of an emotional attachment of their parents or themselves for Canada. These reasons were as pertinent for undergraduates as for graduates.

Of the Central American students, 19 p.c. were graduates and the main reasons given had to do with the academic reputation of Canadian universities and a lack of adequate facilities at home. Sentimental reasons, or desire to study abroad, was given by about one-quarter of all students from Central America and Continental Europe. Students from the West Indies gave as their main reason the lack of adequate facilities at home, followed by sentimental reasons and Canada's educational reputation, whereas students from Africa, Oceania and the U.K. placed scholarships tenable in Canada first. The U.K. students reported sentimental reasons, desire to study abroad, and ease of entering Canadian institutions in that order as second, third and fourth; and the African students reported lack of adequate facilities second and sentimental reasons third.

Lack of adequate facilities at home was mentioned most frequently, followed by the academic reputation of Canadian universities, scholarships tenable in Canada, sentimental reasons, and the opinion that higher education in Canada is relatively inexpensive (chiefly held by U.S.A. students). Some 1,430 provided secondary reasons for coming to Canada and the largest group, 29 p.c., gave reasons of sentiment, followed by academic reputation and low cost, which accounted for 34 p.c.; lack of adequate facilities at home given mainly by students from Africa, Asia and Central America came next.

Year of Arrival in Canada and Year of Graduation

Table 11 in some ways is related to Table 1 in that it gives some idea of when the students first came to Canada. However, it gives only the year in which they came to Canada, for students who are still enrolled. Of all students, 37 p.c. came in 1961, 39 in 1959 and 1960, 17 p.c. in 1957 and 1958 and the remaining 7 p.c. previous to 1957.

Table 12 gives the percentage of those who expect to be graduated from 1962 to 1967 or later, and the percentage of these who arrived in Canada in 1961 or before. The greatest number expect to graduate in 1963, followed by those in 1964, 1962, 1965, and 1966 or later. About three-quarters of those graduating in 1962 came to Canada from 1957 to 1960 inclusive; 70 p.c. of those graduating in 1963 entered from 1959 to 1961 inclusive; and 88.5 p.c. of those graduating in 1964 came to Canada from 1959 to 1961. For those graduating in 1965 or later, 70 p.c. or more came to Canada within a year of the survey.

Family Characteristics of Non-Canadian Students

Certain other student characteristics were obtained from the form used. Table 14 gives the average number of brothers and sisters for students in

the various areas and shows a range of 1.9 for the U.K. to 4.6 for Pakistan and 5.1 for Malaya. On the average each student had 3.3 brothers and sisters.

Data in Table 15 are limited to the 544 families of married male students of which almost two-thirds were in Canada. Of these, 197 were childless families, 178 families had one child, and 76 had three or more dependent children. Of the wives living in Canada, 44 p.c. were working full-time, 39 p.c. kept house, 8 p.c. attended university and the rest were otherwise employed. Of the wives outside Canada 56 p.c. kept house, 29 p.c. were employed full-time and 7 p.c. attended university, leaving 8 p.c. otherwise engaged. Full-time employment is inversely related to number of children for wives in Canada but not so for those in their home country. Generally speaking the families with no children have an advantage in that the wife is free to take courses, work, or keep house depending on the circumstances or wishes. Many of the families with children where the wife wishes to attend classes or work have more problems if living in Canada than do many of those left at home, where parents or other relatives may help solve the problems. For example, 50 p.c. of the mothers of families with five or more children who did not come to Canada worked full-time, and 10 p.c. attended university full-time, although it should be noted here that only 10 families were in this category.

Living Arrangements in Canada

Two out of three non-Canadian students were rooming or boarding either in college residences or in private homes. A much higher proportion of students were in residence in the Atlantic region than in other parts of Canada, apparently indicating greater availability of college operated living facilities in this region.

Occupation of Father

An occupational classification used in Canada may be unsuitable for some other countries. Nevertheless, the classification used throughout this survey was the same whether for Canadian or non-Canadian students since it provided some means for comparison. Table 16 gives a percentage distribution for the selected areas or countries divided into the nine group classification of occupations selected. As might be expected, the largest number of fathers, 32 p.c. was found in proprietary and managerial positions, followed by 27.8 p.c. in the professional and technical groups. The next highest percentages in descending order were, 10 p.c. for manufacturing and mechanical, 7 p.c. for primary industries (many of the fathers here could have been classed under "proprietary and managerial"), 6 p.c. for clerical personnel, and less than 5 p.c. in commercial and financial, service and recreation, etc. Regional differences were noted; for example, one-quarter of the students from Africa had parents employed in the primary industries, 16 p.c. from the U.S.A. were classed under "manufacturing and

mechanical", 13 p.c. from Pakistan as clerical, and 8 p.c. from U.S.A. under commerce and finance. The highest percentage for proprietary and managerial was 59 p.c. for Hong Kong, and the highest for Professional was 74 p.c. in Oceania. As is generally found in similar surveys the majority of students came from families belonging to the upper strata of society whether proprietary and managers, or professionals, although the numbers in these occupation divisions form a relatively small fraction of the total labour force.

Summer and Part-time Work in Canada

The problem of making good use of the summer months comes up many times for students from outside Canada studying in this country. Students may be at loose ends for from four to five months unless they take summer school or are working on a thesis. Going home may be expensive and there may be little for them to do at home. Some of those who are not busy studying indicate that they would like to tour Canada if cheap enough transportation and accommodation were provided. But the majority would prefer to work, which raises a number of questions. There is a limited number, though not fixed, of summer jobs available which are in demand by Canadian university and high school students as well as by members of Canada's work force inclusive of married women who do not want steady employment. The number of casual jobs has been decreasing in some areas such as farming and fishing and there is some question as to whether or not in the years to come there will be sufficient summer jobs to meet the needs. The situation concerning Canadian students in 1961-62 will be dealt with more fully in the second part of this report. Although Canada has obligations for her own students, this is only one factor that must be taken into consideration. If we consider students from other countries as ambassadors; and if we are interested in social and economic development throughout the world, then we must consider the good of those students.

The problem is not simple. The situation for American students is different from that of students from Asia and Africa because of distances, and possibly need, etc. Although 92.5 p.c. of the U.S. students reported that they did not look for work in Canada, the majority, no doubt, had summer jobs in the U.S.A.

The same questions were asked of the non-Canadian as of the Canadian students. The results for the former as shown in Table 17.

In interpreting the data in Tables 17 and 18, it must be kept in mind that students from other countries may have been in Canada for less than one year to eight or more years as shown in Table 11. Since more than one-third of the total came to Canada in 1961 few, if any, of this group would have looked for a summer job although they might have been interested in part-time work. Table 17 shows that 24 p.c. had a paying job, 7 p.c. were

unable to find work and 69 p.c. did not look for work. For non-Canadian students other than those from U.S.A., we find 32 p.c. employed in the summer, 10 p.c. unable to find work and 14 p.c. with part-time jobs. If we consider that of the 58 p.c. who did not look for work included many who would not have been in a position to look for work in Canada, it follows that the question of obtaining summer employment is, and will be, an important consideration in the years to come.

The column which indicates the percentage who were unable to find work is of some interest in determining the extent of the problem, should Canada accept any responsibility for those who cannot fend for themselves for whatever reasons. If percentage unable to find work is the main criterion, both the largest percentage unable to find work and the smallest percentage working were for students from Central America, followed by South America.

For the 1,030 students who worked during the summer of 1961, Table 18 indicates that the median monthly pay was \$242 and median savings for the summer was \$500.00. The work reported was categorized under a limited number of headings. The numbers employed in these and pay received; showed wide variation; in fact some of the categories are included because of interest in the area although the numbers do not justify inclusion. The largest number were found in jobs related to the faculty in which they were enrolled, whether it was law, medicine, etc. The second largest number were employed as maids, waiters, cooks, guards, orderlies and such, closely followed by those in jobs requiring special skills. Some 109 were employed as labourers, seamen, railway or highway workers and related jobs. The other categories showed fewer than 50 employed; and 44 failed to identify their jobs. The median pay ranged from \$191 for unskilled service to \$274-5 for factory workers, bus drivers and such, and jobs related to the course taken. Average savings were highest for the factory-worker, truck-driver category, and lowest for store clerk, cashier, receptionist and such.

Of the 14 p.c. with part-time jobs 183 worked part-time for the university at tasks related to their courses and 87 worked outside the university at jobs related to the course they were taking. Four students enrolled for officer training, and the remaining 325 worked at a variety of jobs with the greater number working as waiter, maid, cook, guard, etc. A fair number of the latter jobs were in students' residences or otherwise related to the university. Actually, directly or indirectly, the university provided the bulk of the part-time work for non-Canadian students.

Grants-in-Aid

If it were not for scholarships, fellowships, bursaries and other grants in aid, a fair number of non-Canadian students would not be able to attend

Canadian universities. The 4,263 students reported 1,932 such grants, but since 201 reported that they held 2 grants, actually some 1,731 students, or 41 p.c. of the total, held grants-in-aid. Again considering the situation for all students except those from the U.S.A., we find that 34 p.c. held one or more grants.

The percentage of students from the various geographical areas holding scholarships varied from a low of 16 p.c. to a high of 89 p.c. for Africa. It would seem that the number of African students coming to Canada is closely related to the number of scholarships and other grants made available. Percentages with scholarships from Oceania and India were quite high. The lowest percentage was for the students from Central America, followed by South America, the United States, Hong Kong and the West Indies.

Table 21 continues with the information on grants-in-aid by giving the average for grants from the sources shown on the previous table. The largest grants in value per grant, on the average, were obtained from international organizations, \$3,432, followed by grants from professional associations averaging \$2,500, and the Canadian government averaging \$2,376. The lowest shown, omitting those not classified, were \$650 from alumni associations, \$900 from private firms and \$916 from provincial governments. The others fell between \$1,000 and \$1,900.

In Table 22 the number receiving grants and average value of the grants are shown for both the undergraduate and graduate students. The largest number by faculty for undergraduates were held by students in Arts and Science, where the total enrolment was larger than for other faculties. Pure Science and Engineering accounted for another 305, and of the remainder only Medicine reported more than 100 students receiving grants. A larger proportion of the graduates than undergraduates received grants and the average grant was \$768 higher. Three-quarters of the students with grants were in Arts-Science or Engineering. The average grant ranged from \$1,655 in Philosophy to \$3,300 in Medicine.

Table 23 classifies the Canadian grants-in-aid under seven headings. Of the 82 p.c. of Canadian grants, the greater number, 43 p.c. were provided by universities and colleges, followed by 27 p.c. through the federal government, 7 p.c. from private foundations and less than 3 p.c. from other governments, church and private organizations.

The 18 p.c. of the total comprising the non-Canadian grants, were made up of 9 p.c. from governments, 4 p.c. from private foundations, 3 p.c. from church foundations, and less than 3 p.c. from all other categories. By far the largest part of the total, some 82 p.c., comes from governments and universities, although private foundations and churches account for one-quarter of the grants-in-aid for the U.S. students.

Student Costs

Tables 24 and 25 provide data on the students' income and expenditure. These are fairly comprehensive tables which warrant considerable study. They are based on data provided by the students in February-March of the year 1961-62, which necessitated that the students make estimates for the remaining months. For many of the students, it also meant that they had to recall expenditures for the preceding months. Lesser but nevertheless important difficulties were related to such items as clothing, where the expenditure is seldom spread evenly over the year, or even year by year. It is hoped that reports of over or under expenditure were compensated for by other respondents and that the average figures shown are representative of true conditions.

A number of the students, in estimating expenditure, discovered that they would be short of money and had made no provision as yet for getting it, —in fact some stated that they still did not know where they would get it. To provide for this situation, a place was included for the students to indicate the amount needed. Other students were in the happier position of budgeting for a surplus. A place was provided for such students to enter the amount that their income would exceed their expenditure. The column entitled total expenditure gives the amount used by students of the selected areas and the numbers of students in each such category. Figures are not shown where the number of respondents was below five.

The average student expected to spend \$1,988 for the academic year. Of the 4,263 students, 2,238 expected to have money left over at the end of the year, \$318 on the average. But 682 students were hard pressed to make ends meet and would have to find \$282 on the average to meet expenses. If the numbers of students needing additional funds and those having a surplus are added, and then subtracted from the total, it will be found that 31 p.c. spent what they had, whereas 52 p.c. had a surplus and 17 p.c. must find additional funds.

Students' income was classified under grants-in-aid, leave with pay, loans, family and other contributions, earnings, and withdrawal from savings. Of the students, 1,908 received grants as scholarships, bursaries, fellowships, etc. amounting on the average to \$1,502; 62 on leave with pay received an average of \$1,698. Less than one-third of the students had borrowed money, and 43 p.c. of these had borrowed money from their parents, 22 p.c. from other relatives and friends and the remaining 35 p.c. borrowed from banks, trust companies, etc. Of the total, 2,187 students received on the average \$1,306 from parents, 799 received an average of \$231 from other relatives, and the spouses of 226 provided on the average \$1,510.

To look at the figures another way. If the total expended is 100 p.c. then 32 p.c. of the amount spent by the students came from grants-in-aid, a

second 32 p.c. was provided by the family and 6 p.c. came from relatives and friends. An additional 13 p.c. came from summer and part-time work, (if you include the amount earned in the U.S.A. by American students), 10 p.c. was borrowed or earned by the spouse and the remaining 7 p.c. came from other sources including previous savings and leave with pay.

Area differences are found for all sources of income as well as for the totals. The range for total expenditure is from \$1,803 for students from the West Indies to \$2,694 for those from Australia and New Zealand. Ranges for the various sources were extensive, grants-in-aid varied from a low of \$878 for Hong Kong students to \$2,258 for those from Australia and New Zealand. Funds from home, ranged from \$740 in Africa to \$2,354 in Central America, and, summer savings from \$342 for Malaya students to \$765 for those from India. Some of these differences as in grants reflect differences in grants-in-aid to undergraduate and graduate students which vary for the different areas.

Expenditures by single and married (including other) undergraduate and graduate students for the areas selected are shown in Table 25, except that no entry was made where the number was below five. In addition to showing area differences, the totals point to fairly large differences for male and female, single and married.

The average single male undergraduate spent \$1,805 which was about \$140 more than the female undergraduate who spent \$1,665, and \$718 less than the married male undergraduate. The single male graduate spent \$2,165 which was \$74 more than the single female graduate who spent \$2,091 and \$897 less than the married male graduate who spent \$3,062. Expenditure by single male undergraduates was \$718 lower than by married male undergraduates. For female students there was less difference, the married graduates spending only \$51 more than the married undergraduates, and the single graduates \$426 more than the single undergraduates on the average.

Area differences were greater in some cases but served to accentuate the differences already noted rather than to minimize them.

If one examines the individual returns closely the degree of overlapping is such as to indicate that the amount a student must or chooses to spend depends greatly on how much he has available, his interests and obligations. The figures of \$1,988, about \$2,000, is probably as good as any to indicate the amount used by a non-Canadian to finance a year at university in 1961-62. It should be added that on the average it will cost a married student \$700-\$800 more and a single student about \$150 less. Transportation is more of a problem for some than others and here as for Canadian students, there are differences, from faculty to faculty. These are but averages; about half the students spend more, half less.

Countries under the British Commonwealth

Of the areas and countries selected for classification purposes in the Survey, 14 were a part of the Commonwealth. It was decided to provide three tables (Tables 26, 27 and 28) showing the number of students by sex classified as graduate or undergraduate and distributed by faculty, and showing the number and per cent receiving grants in aid. A total of 2,092 or just under half of the students from outside Canada fell in this category. Of these, one out of six were women; and one-tenth of the women were married. More than one-quarter of the Commonwealth students were graduates. About 56 p.c. of the undergraduates enrolled in Arts-Science and Pure Science, and another 20 p.c. in Engineering. From 7 p.c. to as low as 1 p.c. were found in Commerce, Medicine, Dentistry, Nursing and Architecture. More than three-quarters of the graduate students were in Arts-Science, Science or Engineering. Percentages for the other faculties except Agriculture, 7 p.c., were below 3 p.c.

Of the 2,092 students 46.5 p.c. received grants in aid and of these receiving grants 843 received one, and 130, two grants.

Results from an Optional Questionnaire for Non-Canadian Students

A supplementary questionnaire was included in the letters to non-Canadian students suggesting that answering it was optional but it was included to provide an opportunity for students to express an opinion about their stay in Canada. There were nine items with boxes to be checked relating to language, accommodation or social difficulties, opportunities for visiting Canadian homes, travel and such and in addition there was a place for free comments. The form was filled in by 3,842 students and of these somewhat less than half of them added comments in addition to checking the questions. Table 29 summarizes the answers to the questions.

Of the 679 students from the Atlantic provinces who responded, 98 reported some language difficulties and 30 reported severe difficulties. For the 1,157 replies from Quebec, 209 reported some difficulty and 36 considerable trouble. Of the 1,171 who replied in Ontario, 204 reported some and 33 reported considerable trouble. Comparable figures for the Western provinces were 835, 173 and 43. It would appear that the percentage who felt they were severely handicapped was relatively small, while those with some difficulty was considerably larger but in all regions less than 20 p.c. and about the same proportions, reported difficulty at first in following the subject matter, with a slightly larger proportion of those from Asia falling in this group.

The third question which asked about difficulties in obtaining accommodation found that 23 p.c. had some trouble and 5 p.c. a good deal of trouble obtaining suitable quarters. Of the students from U.S.A., 16 p.c. reported some difficulty and from the U.K. 18 p.c.; more of the others reported difficulties with those from Asia amounting to 31

p.c. with some and 7 p.c. with considerable difficulty. It should be remembered, however, that some Canadian students, as with the British and American students, also have problems in finding adequate quarters. Nevertheless there is a real problem here, which has been recognized by most universities, and more residences are being provided annually.

Questions 4 and 5 dealt with difficulty in making friends and invitations to Canadian homes. About 23 p.c. of the students reported some difficulty making friends and 3 p.c. a great deal. Around 19 p.c. said they were hardly ever invited to Canadian homes, 56 p.c. were invited occasionally and 25 p.c. had many invitations. About 13 p.c. of U.S. and 19 p.c. of U.K. students reported some difficulty in making friends compared to 31 and 32 p.c. for students from Asia and Africa, and 43 p.c. for those from Central America.

About half of the American students were invited to Canadian homes occasionally and the other half were about evenly divided between "hardly ever" and "often", as compared with 67 p.c. of Asiatic students and 53 p.c. of African students who reported occasional invitations.

Questions 6, 7 and 8 asked about travel. About 41 p.c. were only in one province and 43 reported travelling in the province where they were presently located. Just over 33 p.c. visited 2 provinces, 7 p.c. travelled in 3 and 16 p.c. in 4 or more of the provinces. About 57 p.c. of U.S.A. students, and 76 p.c. of U.K. students visited 2 or more provinces as did 62 p.c. from South America; 58 p.c. from the West Indies; and 45 p.c. from Africa. Since 41 p.c. of all foreign students saw only one province and perhaps little more than one city in that province, and another 33 p.c. saw only two, it would seem as if those students who ask that steps be taken to make travel easier and less expensive have a point. Almost 59 p.c. of the students managed to visit the rural areas but this is far short of the 100 p.c. who could benefit from such contacts.

The last question which asked the students whether or not they intended to settle in Canada, was included because of interest in the results, although it was recognized that many students had agreed to return home before receiving a scholarship. The data are therefore difficult to interpret. It is interesting, that between 50 and 60 p.c. of students from 4 of the areas as classified and between 40 and 50 p.c. of 2 others were undecided. Of those wishing to settle in Canada the largest percentage, 39 p.c. came from Europe, followed by South America with 30 p.c., Asia with 19, and the West Indies and United Kingdom each with 16 p.c.; the others fell below 6 p.c.

Some attempt was made to categorize the comments and while much of this is subjective, it is probably of some interest. By far the greatest number of comments were grouped under the heading "found Canadians friendly and am enjoying my stay

in Canada". This was true for students from all regions. Second place numerically was for the category "Found Canadians too reserved - lack of Canadian friends" although this was not rated second by students from Europe, India, Pakistan or other Asian countries. Third came "good educational opportunities in Canada" which was followed by complaints concerning the Canadian climate and weather. After that came comments grouped under "difficulties in getting summer work" and "lack of money for travel" with some suggestions that much more could be done to facilitate travel at a cost all could afford. A fair number indicated that they were interested in staying in Canada; some of these had married Canadian girls and others considered that opportunities in business and the professions were good. A few complained because Canadians generally were ignorant of the country from which they came and several thought they had a missionary task in enlightening our students and in developing our country.

Comments which could not be grouped were related to the need for more residences for married students, shorter summer vacations, a more sympathetic attitude to second and third languages by registrars, treatment of non-Canadians as poor relations, need for hostels, lack of entertainment on Sundays, blue laws affecting liquor outlets, and such.

Generally it would appear that the students are adapting themselves to conditions here and that the Canadian universities are doing a good job of instructing them. There are problems, and the number will probably increase and be intensified in certain areas as the enrolments increase. Most of these are possible of solution, but the universities will have to intensify their efforts to ensure satisfactory adjustment and the general public can play an important part in this if they will meet the students on equal terms.

TABLE 1. Students from Outside Canada at Canadian Universities and Colleges, by Region in Canada, 1961-62, and by Country of Residence, 1958-59 to 1961-62¹

Country of Residence	1961-62					1960-61 Total	1959-60 Total	1958-59 Total
	Region where studying				Total, Canada			
	East	Quebec	Ontario	West				
A. Summary								
Totals	1,203	2,338	2,748	1,611	7,900	7,251	6,433	5,988
Country or continent not stated	4	6	34	23	67	44	32	128
British Commonwealth	414	940	1,196	1,037	3,587	3,294	2,803	2,662
Other countries	785	1,392	1,518	551	4,246	3,913	3,598	3,198
B. Continent and Country								
No information	—	2	27	23	52	31	23	—
Africa:								
Africa ²	4	4	1	—	9	4	2	16
West Africa ²	—	—	3	—	3	4	3	1
British Commonwealth:								
Basutoland	3	1	3	—	7	2	—	—
British East Africa ²	—	—	4	—	4	2	2	—
Ghana	4	7	32	15	58	36	26	31
Kenya	12	7	25	6	52	23	11	7
Mauritius	—	1	1	2	4	4	—	—
Nigeria	4	35	27	16	82	49	25	22
Rhodesia & Nyasaland	2	5	8	7	22	9	10	7
Seychelles	—	—	—	—	—	—	1	—
Sierra Leone	3	4	5	3	15	4	3	—
South Africa (Republic of)	2	10	20	2	34	24	24	30
South West Africa	1	—	—	—	1	—	—	—
Tanganyika	—	2	4	—	6	2	1	—
Uganda	3	9	5	2	19	4	3	—
Zanzibar	1	—	1	—	2	—	—	—
Other countries:								
Algeria	—	1	—	—	1	—	1	—
Angola	1	—	—	—	1	1	1	1
Cameroun, Fed. Republic of	2	2	—	1	5	—	—	—
Congo (Leopoldville)	—	2	—	—	2	—	—	—
Congo (Brazzaville)	—	3	—	—	3	—	—	—
United Arab Republic (Egypt)	1	14	21	6	42	35	29	16
Ethiopia	1	7	4	—	12	11	18	17
Ivory Coast (Republic)	—	1	—	—	1	—	—	—
Liberia	—	3	2	—	5	4	1	1
Libya, United Kingdom of	1	—	—	1	2	—	—	—
Mali	—	1	—	—	1	—	—	—
Morocco	—	2	—	—	2	7	6	2
Portuguese West Africa ²	—	—	—	—	—	1	—	1
Somalia	—	1	—	—	1	1	—	—
Sudan	—	—	—	—	—	1	—	1
Togo	—	9	—	—	9	—	—	—
Tunisia	—	4	—	—	4	5	1	—
Africa totals	45	135	166	63	409	233	170	153
Asia:								
Asia ²	—	—	—	—	—	—	—	13
British Commonwealth:								
Ceylon	3	1	14	4	22	24	9	18
Hong Kong ²	118	210	209	137	674	676	594	813
India	17	51	144	142	354	288	213	155
Malaya	5	13	16	10	46	42	28	18
North Borneo	1	2	6	6	15	22	12	3
Pakistan	6	21	48	27	104	86	80	52
Sarawak	12	—	8	—	18	7	5	—
Singapore	1	—	6	8	15	5	3	4
Other countries:								
Afghanistan	—	—	—	—	—	1	2	1
Arabia	—	1	—	—	1	—	—	—
Armenia	—	1	—	—	1	—	—	—
Burma	1	1	9	1	12	16	14	7
Cambodia	—	22	—	—	22	13	17	15
China ²	—	10	2	51	63	109	89	33
Formosa ²	7	2	49	24	82	23	25	7
Hawaii	—	—	8	—	8	1	2	2
Indonesia	7	5	8	17	37	39	42	49
Iran	1	12	4	5	22	14	11	8
Iraq	—	1	2	1	4	4	3	1
Israel	3	15	7	6	31	21	18	14
Japan	2	33	12	22	69	87	67	56
Jordan	—	—	1	—	1	4	2	3

See footnotes at end of table.

TABLE 1. Students from Outside Canada at Canadian Universities and Colleges, by Region in Canada, 1961-62, and by Country of Residence, 1958-59 to 1961-62¹ - Continued

Country of Residence	1961-62					1960-61 Total	1959-60 Total	1958-59 Total
	Region where studying				Total, Canada			
	East	Quebec	Ontario	West				
Asia—Concluded:								
Other countries—Concluded:								
Korea	—	8	4	3	15	10	11	15
Laos	—	1	1	—	2	7	6	6
Lebanon	—	20	5	1	26	8	10	18
Macau	2	5	1	1	9	4	10	8
Palestine	—	—	1	—	1	—	—	1
Philippines	2	9	10	13	34	24	25	11
Syria	—	2	2	2	6	2	2	3
Thailand	1	7	10	4	22	17	14	4
Turkey	—	—	2	4	6	6	9	13
Viet-Nam	—	62	1	—	63	53	65	20
Asia totals	191	515	590	489	1,785	1,615	1,368	1,173
Europe:								
Europe ²	—	—	—	—	—	2	—	77
British Commonwealth:								
Cyprus	—	1	—	1	2	3	2	1
Malta	—	1	1	—	2	2	2	2
United Kingdom	27	175	232	143	577	582	531	526
Other countries:								
Austria	1	2	2	9	14	14	10	5
Azores	—	—	—	—	—	—	2	2
Belgium	—	24	5	3	32	45	42	32
Bulgaria	—	—	—	—	—	1	2	2
Crete	—	1	—	—	1	—	—	—
Czechoslovakia	—	1	—	5	6	3	7	7
Denmark	1	2	4	3	10	14	13	7
Eire	5	2	14	13	34	30	31	22
Estonia	—	—	—	—	—	—	2	2
Finland	—	—	2	—	2	1	6	2
France	3	106	13	8	130	148	157	137
Germany	6	11	51	29	97	82	83	87
Greece	7	13	16	14	50	60	52	53
Hungary ³	5	7	23	11	46	54	54	59
Iceland	—	—	1	—	1	1	1	2
Italy	—	29	9	4	42	42	57	39
Latvia	—	1	—	2	3	3	1	2
Lithuania	—	1	—	1	2	—	—	—
Netherlands	7	25	28	31	91	69	75	86
Norway	—	6	10	3	19	19	20	15
Poland	1	5	3	1	10	9	22	2
Portugal	—	1	5	2	8	6	10	5
Roumania	—	2	—	1	3	4	2	—
Russia	—	2	1	2	5	—	—	—
Slavic countries ⁴	—	—	—	—	—	12	29	21
Spain	—	9	3	2	14	20	12	7
Sweden	1	—	5	—	6	4	5	5
Switzerland	—	8	—	4	20	21	30	14
Ukraine	—	—	—	2	2	—	—	—
Yugoslavia	1	2	4	6	13	11	10	5
Europe totals	65	437	440	300	1,242	1,282	1,270	1,226
North America:								
British Commonwealth:								
Bahamas	10	7	4	1	22	25	15	18
Bermuda	22	33	18	1	72	63	66	63
Other countries:								
St. Pierre and Miquelon	—	—	—	—	—	3	4	4
U.S.A.	684	688	1,075	213	2,660	2,362	2,035	1,984
North America totals	716	728	1,095	215	2,754	2,453	2,120	2,069
South America:								
South America ⁵								
British Commonwealth:								
British Guiana	6	20	17	7	50	51	34	38
Other countries:								
Argentina	—	9	6	1	16	14	11	7
Bolivia	1	3	1	2	7	14	7	4
Brazil	—	16	3	1	20	18	16	14
Chile	—	8	5	1	14	8	7	8
Colombia	6	7	7	2	22	14	18	18
Ecuador	—	—	—	—	—	3	2	—

See footnotes at end of table.

TABLE 1. Students from Outside Canada at Canadian Universities and Colleges, by Region in Canada, 1961-62, and by Country of Residence, 1958-59 to 1961-62¹ - Concluded

Country of Residence	1961-62					1960-61 Total	1959-60 Total	1958-59 Total
	Region where studying				Total, Canada			
	East	Quebec	Ontario	West				
South America—Concluded:								
Other countries—Concluded:								
Paraguay	—	2	—	—	2	—	—	—
Peru	3	8	6	3	20	18	15	16
Surinam	—	—	1	—	1	—	—	—
Uruguay	—	4	—	—	4	5	1	—
Venezuela	7	16	13	4	40	51	50	34
South America totals	23	93	60	21	197	199	164	155
Central America and Mexico:								
Central America ²	—	—	2	—	2	—	1	9
British Commonwealth:								
British Honduras	—	2	—	3	5	6	4	5
Other Countries:								
Costa Rica	2	2	—	1	5	9	6	6
El Salvador	—	2	—	1	3	4	4	2
Guatemala	3	2	—	—	5	6	4	4
Honduras	2	1	—	—	3	6	5	5
Mexico	—	8	11	1	20	33	27	23
Nicaragua	4	3	2	—	9	5	7	5
Panama	1	3	3	1	8	10	11	7
Central America and Mexico totals	12	23	18	7	60	79	69	66
Oceania:								
British Commonwealth:								
Australia	—	6	24	5	37	31	24	23
Fiji	—	1	1	1	3	2	1	—
New Zealand	—	2	7	3	12	8	7	8
Oceania totals	—	11	32	9	52	41	32	31
West Indies:								
British Commonwealth:								
British West Indies ^{2,3}	16	104	19	27	166	204	155	15
Anguilla	—	—	—	—	—	1	1	1
Antigua	3	—	4	—	7	9	5	4
Barbados	6	19	10	5	40	36	49	51
Dominica	2	6	5	—	13	9	7	3
Grenada	3	4	5	2	14	15	14	20
Jamaica	19	95	130	66	310	270	270	290
Montserrat	1	—	1	—	2	4	4	7
St. Kitts	2	—	1	—	3	7	10	8
St. Lucia	6	—	10	—	16	16	15	30
St. Vincent	1	2	2	—	5	3	4	4
Trinidad and Tobago	89	80	121	383	673	634	548	584
Virgin Islands	1	1	—	—	2	2	3	1
Other countries:								
Cuba	—	24	8	—	32	23	27	41
Dominican Republic	—	9	2	—	11	18	13	5
Haiti	—	43	—	—	43	56	87	29
Martinique	—	1	—	—	1	3	2	—
Netherlands West Indies	—	3	—	—	3	2	—	15
Puerto Rico	2	3	2	1	8	6	3	7
West Indies totals	151	394	320	484	1,349	1,318	1,217	1,115

¹ When this information was collected, a student from outside Canada was defined as one who was temporarily residing in Canada for the purpose of obtaining education. This definition was followed by most reporting institutions. In some cases, and especially for some European countries, landed immigrants and others were included.

² Not elsewhere classified.

³ May include some students from Formosa.

⁴ Probably comprises students from Hong Kong and Formosa.

⁵ May include some students from Hong Kong.

⁶ Excludes several hundred Hungarian refugees. All of those reported are probably Hungarian refugees in the landed immigrant category.

⁷ Most of these students are probably from Trinidad or Jamaica.

TABLE 2. Percentage Born in Present Homeland

Country or area	Total	Born		Country or area	Total	Born	
		In same country or area	Elsewhere			In same country or area	Elsewhere
		per cent				per cent	
United States of America	1,294	94.6	5.4	Asia - Concluded:			
Central America ¹	31	80.6	19.4	Malaya	75	88.0	12.0
South America	110	75.4	24.6	India	245	93.9	6.1
West Indies ²	890	96.4	3.6	Pakistan	77	55.8	44.2 ³
United Kingdom	194	81.0	19.0	Other Asia	234	94.9	5.1
Continental Europe ⁴	172	81.4	18.6	Australia and New Zealand	19	94.7	5.3
Asia	1,303	82.2	17.8	Africa	248	96.8	3.2
Republic of China	210	56.7	43.3 ⁵	Not stated	2		
Hong Kong	462	84.6	15.4	Totals	4,263	89.6	10.4

¹ Includes Mexico.² Includes Bahamas and Bermuda.³ Includes 3 students from Eire and 1 student from Iceland.⁴ Largely in continental China.⁵ Largely in India.

TABLE 3. Regional Distribution of Non-Canadian Students

Country or area	Canada	East	Quebec	Ontario	West
		per cent			
United States of America	1,294	29.0	30.0	34.1	6.9
Central America	31	19.4	51.6	16.1	12.9
South America	110	17.3	49.1	20.0	13.6
West Indies	890	16.6	32.6	19.0	31.8
United Kingdom	194	4.6	36.1	32.0	27.3
Continental Europe	172	7.5	36.6	32.6	23.3
Asia	1,303	11.6	27.6	30.3	30.5
Republic of China	210	14.8	28.1	28.1	29.0
Hong Kong	462	14.7	34.2	27.1	24.0
Malaya	75	20.0	14.7	38.7	26.6
India	245	3.7	14.7	36.7	44.9
Pakistan	77	7.8	22.1	37.7	32.4
Other Asia	234	9.4	33.8	26.9	29.9
Australia and New Zealand	19	—	15.8	68.4	15.8
Africa	248	12.9	28.2	40.7	18.2
Not stated	2	50.0	—	50.0	—
Totals	4,263	17.7	30.8	29.7	21.8

TABLE 4. Sex and Marital Status

Country or area	Both sexes			Male			Female		
	Total	Male	Female	Total	Single	Married ¹	Total	Single	Married ¹
		per cent			per cent			per cent	
United States of America	1,294	77.2	22.8	999	83.1	12.1	295	94.2	3.0
Central America	31	87.1	12.9	27	88.9	7.4	4	100.0	—
South America	110	34.5	15.5	93	84.9	15.1	17	88.2	11.8
West Indies	890	76.4	21.6	698	80.2	19.6	192	94.8	5.2
United Kingdom	194	85.0	15.0	165	84.2	15.8	29	93.1	6.9
Continental Europe	172	85.5	14.5	147	82.3	15.6	25	80.0	16.0
Asia	1,303	65.2	14.8	1,110	84.0	15.8	193	85.0	13.5
Republic of China	210	80.9	19.1	170	86.2	10.0	40	85.0	15.0
Hong Kong	462	84.8	15.2	392	98.0	2.0	70	94.3	5.7
Malaya	75	82.7	17.3	62	96.8	3.2	13	100.0	—
India	245	90.2	9.8	221	63.8	36.2	24	62.5	37.5
Pakistan	77	96.1	3.9	74	60.8	39.2	3	33.3	66.7
Other Asia	234	81.6	18.4	191	79.0	21.0	43	81.4	18.6
Australia and New Zealand	19	89.5	10.5	17	58.8	41.2	2	100.0	—
Africa	248	92.3	7.7	229	75.1	23.6	19	68.4	26.3
Not stated	2	50.0	50.0	1	100.0	—	1	100.0	—
Totals	4,263	81.8	18.2	3,486	82.3	18.0	777	90.9	7.5

¹ Includes 15 widowed, separated, and divorced students. Since there were in the survey 59 Roman Catholic religious male students, the two percentages for single and married do not always add to 100 p.c.² Includes 5 widowed, separated, and divorced students. Since there were in the survey 13 Roman Catholic religious female students, the two percentages for single and married do not always add to 100 p.c.

TABLE 5. Median Age of Male and Female Students

Country or area	Total	Median age		
		Both sexes	Male	Female
		years - months		
United States of America	1,294	21-3	21-8	20-4
Central America	31	21-8	...	...
South America	110	22-0	22-5	...
West Indies	890	23-2	25-0	22-8
United Kingdom	194	22-9	22-9	...
Continental Europe	172	24-9	25-1	...
Asia	1,303	24-9	24-11	23-9
Republic of China	210	24-10	25-1	24-2
Hong Kong	462	23-1	23-4	22-4
Malaya	75	22-10	22-10	...
India	245	27-7	27-9	...
Pakistan	77	25-3	27-7	...
Other Asia	234	26-1	25-8	29-2
Australia and New Zealand	19	24-8	...	...
Africa	248	24-10	24-10	...
Not stated	2	...	...	...
Totals	4,263	23-5	23-10	21-9

TABLE 6. Faculties in which Students are Enrolled

Country or area	Undergraduate students									
	Total	Arts and science	Pure science	Commerce, business administration	Engineering	Architecture	Medicine	Dentistry	Nursing	Other
		per cent								
United States of America	1,107	47.7	11.6	5.9	4.3	0.2	19.2	3.2	0.5	7.4
Central America	29	27.6	3.5	20.7	13.8	—	17.2	—	—	17.2
South America	97	26.8	18.6	11.4	26.8	—	4.1	1.0	—	11.3
West Indies	797	35.1	24.6	7.3	14.3	0.9	7.4	1.6	0.8	8.0
United Kingdom	125	44.8	16.0	12.0	11.2	—	4.0	3.2	3.2	5.8
Continental Europe	118	24.6	19.5	9.3	17.6	2.5	5.1	—	1.7	19.5
Asia	789	18.1	28.0	3.7	32.7	1.8	6.2	1.0	1.4	7.1
Republic of China	139	11.5	33.8	0.7	36.0	2.9	7.9	0.7	1.4	5.1
Hong Kong	414	19.8	30.9	4.4	28.8	2.4	5.3	0.5	0.2	7.7
Malaya	58	29.3	37.9	5.2	6.9	—	15.5	1.7	—	3.5
India	36	5.5	8.3	5.5	66.7	—	2.8	2.8	2.8	5.6
Pakistan	11	9.1	—	—	72.7	—	9.1	—	—	9.1
Other Asia	131	19.1	16.0	3.8	40.5	—	3.8	2.3	5.3	9.2
Australia and New Zealand	5	40.0	—	—	—	—	20.0	20.0	—	20.0
Africa	179	38.6	9.5	6.7	23.5	—	6.1	1.7	2.2	11.7
Not stated	2	50.0	—	—	—	—	50.0	—	—	—
Totals	3,248	35.2	19.2	6.4	16.2	0.8	10.9	2.0	1.0	8.3
		Graduate students								
	Total	Arts	Pure science	Commerce, business administration	Engineering	Agriculture	Medicine	Philosophy	Psychology and sociology	Other
		per cent								
United States of America	187	20.3	29.4	1.6	1.6	1.1	8.9	13.4	15.0	10.7
Central America	2	—	50.0	—	—	—	—	50.0	—	—
South America	13	15.4	38.5	—	7.7	7.7	—	—	7.7	23.0
West Indies	93	26.9	32.3	—	3.2	20.4	2.1	—	1.1	14.0
United Kingdom	69	31.9	47.9	1.4	7.3	2.9	1.4	1.4	1.4	4.4
Continental Europe	54	24.1	33.3	3.7	11.1	1.9	5.5	1.9	1.9	16.6
Asia	514	11.1	46.3	2.7	18.9	5.3	2.1	0.8	2.7	10.1
Republic of China	71	9.9	40.8	—	25.4	8.4	—	—	4.2	11.3
Hong Kong	48	4.2	43.7	4.2	27.1	—	2.1	2.1	2.1	14.5
Malaya	17	41.2	47.0	—	17.8	—	—	—	—	—
India	209	7.2	54.1	3.8	18.7	7.5	1.0	1.0	1.9	4.8
Pakistan	66	7.6	60.6	—	22.8	1.5	1.5	—	3.0	3.0
Other Asia	103	20.4	26.2	3.9	9.7	3.9	6.8	1.0	3.9	24.2
Australia and New Zealand	14	35.7	21.4	—	7.2	—	—	14.3	—	21.4
Africa	69	27.5	29.0	2.9	14.5	7.2	2.9	—	1.5	14.5
Totals	1,015	17.8	39.7	2.2	12.4	5.6	3.2	3.4	4.8	11.1

TABLE 10. Secondary Reasons for Coming to Canadian Universities

Country or area	Total declaring	Rela- tively inex- pensive	Acad- emically repu- tation	Inexpen- sive and academic reputation	Lack of adequate facilities at home	Easier to enter Canadian university	Prefer- ence for advanced studies abroad	Personal reasons	To study with a particular professor	Attracted by a church institution	Received scholarship tenable in Canada
							per cent				
United States of America	494	28.2	17.4	1.4	1.0	2.6	9.9	26.9	1.2	8.2	3.2
Central America	5	40.0	—	—	20.0	—	—	20.0	—	20.0	—
South America	35	5.7	14.3	—	25.7	5.7	8.6	37.1	—	—	2.9
West Indies	322	8.1	25.5	0.6	12.1	4.7	7.1	39.4	—	0.3	2.2
United Kingdom	68	10.3	16.2	—	5.9	4.4	17.6	35.3	—	—	10.3
Continental Europe	29	13.8	3.4	3.4	17.3	—	20.7	31.0	—	—	10.4
Asia	384	5.7	21.1	—	21.1	3.1	9.4	24.5	0.5	—	14.6
Republic of China	60	6.7	35.0	—	11.7	5.0	5.0	26.6	—	—	10.0
Hong Kong	122	9.0	24.6	—	10.7	5.7	14.8	31.1	—	—	4.1
Malaya	28	3.6	14.3	—	32.1	3.6	7.1	17.9	—	—	21.4
India	83	3.6	14.5	—	24.1	1.2	9.6	24.1	1.2	—	21.7
Pakistan	30	—	6.7	—	30.0	—	—	16.7	3.3	—	43.3
Other Asia	61	4.9	19.7	—	37.7	—	8.2	16.4	—	—	13.1
Australia and New Zealand	13	—	15.4	—	7.7	7.7	30.7	30.8	—	—	7.7
Africa	83	1.2	7.2	—	33.7	2.4	21.7	13.3	2.4	—	18.1
Totals	1,433	14.2	19.1	0.7	12.1	3.4	10.5	29.6	6.7	2.6	7.4

TABLE 11. Year of Arrival in Canada

Country or area	Total	Before 1953	1953 and 1954	1955 and 1956	1957 and 1958	1959 and 1960	1961
				per cent			
United States of America	1,294	1.2	1.5	2.9	14.1	41.3	39.0
Central America	31	3.2	6.5	9.7	12.9	29.0	38.7
South America	110	1.8	5.5	11.0	14.7	30.3	36.7
West Indies	890	1.1	2.0	9.4	23.6	39.1	24.8
United Kingdom	194	1.0	1.0	3.1	18.6	40.2	36.1
Continental Europe	172	1.2	3.0	6.6	16.3	34.3	38.6
Asia	1,303	0.1	0.9	3.1	18.0	40.8	37.1
<i>Republic of China</i>	210	0.5	—	4.3	21.4	39.0	34.8
<i>Hong Kong</i>	462	0.2	2.0	5.2	26.6	36.9	29.1
<i>Malaya</i>	75	—	—	2.7	8.0	46.7	42.6
<i>India</i>	245	—	—	0.4	11.5	40.8	47.3
<i>Pakistan</i>	77	—	—	—	6.5	42.9	50.6
<i>Other Asia</i>	234	—	0.9	1.7	11.4	47.6	38.4
Australia and New Zealand	19	—	—	—	5.5	38.9	55.6
Africa	248	0.4	0.4	0.4	5.7	35.2	57.9
Not stated	2	—	—	—	—	—	100.0
Totals	4,263	0.8	1.5	4.5	16.9	39.4	36.9

TABLE 12. Year Degree Expected, by Year of Arrival

Year degree expected	Total	Before 1953	1953 and 1954	1955 and 1956	1957 and 1958	1959 and 1960	1961
					per cent		
1962	989	1.1	2.8	7.3	39.7	33.8	15.3
1963	1,119	0.7	1.3	5.1	17.4	48.2	29.3
1964	999	0.7	1.1	3.5	6.2	58.4	30.1
1965	852	0.8	0.7	1.9	5.5	20.3	70.8
1966	157	1.3	—	1.9	8.9	17.2	70.7
1967 or later	43	2.3	2.3	—	—	18.6	76.8
Not stated	104	—	2.9	9.8	9.6	33.7	44.2
Totals	4,263	0.8	1.5	4.5	16.9	39.4	36.9

TABLE 13. College Living Arrangements

Region	Total	Rented house, apartment, flat		Rooming or boarding	
		Living alone (or with spouse)	Shared	College residence	Elsewhere
		per cent			
East	754	5.8	6.9	68.8	18.5
Quebec	1,314	20.0	24.2	24.8	31.0
Ontario	1,265	14.3	16.5	36.0	33.2
West	930	20.1	18.3	31.1	30.5
Canada	4,263	15.8	17.6	37.3	29.3

TABLE 14. Brothers and Sisters of Students — Average Number

Country or area	Total	Average number of brothers and sisters	Country or area	Total	Average number of brothers and sisters
United States of America	1,294	2.3	Asia — Concluded:		
Central America	31	2.7	Malaya	75	5.1
South America	110	2.7	India	245	4.2
West Indies	890	3.8	Pakistan	77	4.6
United Kingdom	194	1.9	Other Asia	234	3.9
Continental Europe	172	2.3	Australia and New Zealand	19	2.2
Asia	1,303	4.1	Africa	248	4.2
Republic of China	210	3.8	Not stated	2	2.0
Hong Kong	462	4.1	Totals	4,263	3.3

TABLE 15. Number of Children and Chief Activity of Students' Wives

Dependent children	Number of families ¹	Wife in Canada					Wife not in Canada				
		Number of families	Chief activities of wife				Number of families	Chief activities of wife			
			At university full time	Employed full time	Keeping house full time	Other		At university full time	Employed full time	Keeping house full time	Other
			per cent					per cent			
None	197	82.2	11.7	60.5	17.9	9.9	17.6	8.5	28.5	40.0	23.0
1	178	71.9	3.1	36.3	46.9	11.7	28.1	8.0	32.0	54.0	6.0
2	93	63.4	8.5	22.0	64.4	5.1	36.6	8.8	32.4	50.0	8.8
3	47	40.4	—	26.3	63.2	10.5	59.6	3.6	10.8	85.6	—
4	17	41.2	14.3	14.3	71.4	—	56.6	—	30.0	70.0	—
5 or more	12	16.7	—	—	100.0	—	83.3	10.0	50.0	40.0	—
Totals	544	69.3	7.7	44.0	38.7	9.6	30.7	7.2	28.8	55.7	8.3

¹ Only families of male students included.

TABLE 16. Occupation of Fathers of the Students

Country or area	Total	Proprie- tary and managerial	Profes- sional and technical	Commer- cial and financial	Clerical	Manufac- turing and mechanical	Transporta- tion and com- munication	Service and recreation	Primary occupa- tions ¹	Labourers	Occupation not stated
		per cent									
United States of America	1,294	23.0	30.7	7.6	4.0	15.9	3.8	4.6	2.6	1.5	6.3
Central America	31	32.3	41.9	—	—	—	—	3.2	16.1	—	6.5
South America	110	32.7	33.7	2.7	2.7	4.6	0.9	0.9	12.7	—	9.1
West Indies	890	34.8	20.1	3.4	8.2	11.9	3.3	3.0	8.2	1.0	6.1
United Kingdom	194	30.4	34.0	5.2	8.2	7.7	2.1	5.7	1.5	—	5.2
Continental Europe	172	25.6	35.5	5.8	4.1	10.4	1.7	2.9	7.0	—	7.0
Asia	1,303	42.8	27.4	2.1	7.6	3.6	1.0	2.5	6.4	0.2	6.4
Republic of China	210	48.6	25.2	1.9	2.9	3.8	1.4	2.4	5.2	—	8.6
Hong Kong	462	58.5	19.5	2.4	6.3	4.8	0.6	1.3	0.6	0.4	5.6
Malaya	75	41.3	22.7	5.3	12.0	2.7	2.7	2.7	5.3	—	5.3
India	245	22.9	37.1	1.2	11.0	0.8	0.8	4.5	16.8	0.4	4.5
Pakistan	77	19.5	42.9	—	13.0	1.3	1.3	6.5	9.0	—	6.5
Other Asia	234	35.9	31.2	2.1	7.7	4.7	0.9	1.7	7.7	—	8.1
Australia and New Zealand ..	19	10.5	73.7	—	—	5.3	—	—	10.5	—	—
Africa	246	20.2	25.8	2.8	6.8	4.4	2.5	4.9	25.4	1.2	6.0
Not stated	2	100.0	—	—	—	—	—	—	—	—	—
Totals	4,263	32.1	27.8	4.3	6.3	9.6	2.5	3.5	6.8	0.8	6.3

¹ Farming, mining, logging, fishing and hunting.

TABLE 17. Summer Work 1961 and Part-time Work 1961-62 - in Canada Only

Country or area	Total	Paid summer work	Unable to find summer work	Did not look for summer work	Part-time jobs
		per cent			
United States of America	1,294	6.1	1.4	92.5	15.0
Central America	31	6.5	22.6	70.9	—
South America	110	22.7	12.7	64.6	13.6
West Indies	890	42.7	10.5	46.8	19.0
United Kingdom	194	27.8	2.1	70.1	18.0
Continental Europe	172	35.5	5.2	59.3	21.5
Asia	1,303	29.0	10.4	60.6	10.3
Republic of China	210	31.4	11.0	57.6	15.7
Hong Kong	462	40.3	16.0	43.7	11.7
Malaya	75	28.0	9.3	62.7	2.7
India	245	14.3	1.7	84.0	7.8
Pakistan	77	10.4	1.3	88.3	7.8
Other Asia	234	26.5	11.5	62.0	8.5
Australia and New Zealand	19	10.5	5.3	84.2	31.6
Africa	248	19.8	8.5	71.7	7.7
Not Stated	2	—	—	100.0	—
Totals	4,283	24.2	7.1	68.7	14.3
Totals (excluding students from U.S.A.) ¹	2,969	32.0	9.6	58.4	14.0

¹ Many U.S. students worked in U.S.A. and some other students worked at home before coming to Canada.

TABLE 18. Summer Work 1961 - Median Rate of Pay and Savings

Type	Number with jobs	Median monthly pay	Median savings
		\$	\$
Worked at university ¹	96	231	432
Jobs related to course ²	322	275	580
Military instruction, etc.	7	...	...
Jobs requiring special skills	137	241	479
Store clerk, cashier, receptionist, etc.	43	195	312
Waiter, maid, cook, guard, orderly, etc.	194	191	495
Recreation worker, entertainer, etc.	37	197	357
Factory worker, truck or bus driver	40	274	610
Labourer, seaman, railway or highway worker, etc.	109	260	537
Worked for parents	1	...	...
Other and monthly pay not stated	44	...	449
Totals	1,030	242	500

¹ Includes only students working in fields related to their studies; students working in residences, etc. are included elsewhere.

² Outside the universities.

TABLE 19. Part-time Work - Median Hours and Earnings, 1961-62

Type of part-time job	Number with jobs	Median hours per week	Median earnings
			\$
Worked at university ¹	183	6	235
Jobs related to course ²	87	5	270
Military instruction, etc.	4	...	...
Jobs requiring special skills	47	5	190
Store clerk, cashier, receptionist, etc.	31	5	143
Waiter, maid, cook, guard, orderly, etc.	113	7	184
Recreation worker, entertainer, etc.	28	2	118
Labourer, factory worker, deliveryman, etc.	17	...	...
Baby sitter, odd job worker	49	4	95
Other and hours not stated	50	...	159
Totals	609	6	190

¹ Includes only students working in fields related to their studies; students working in residences, etc. are included elsewhere.

² Outside the universities.

TABLE 20. Number of Grants-in-Aid

Country or area	Total students	Students with grants-in-aid ¹				Number of grants-in-aid
		One grant	Two grants	Total	As a per cent of total students	
					p.c.	
United States of America	1,294	309	24	333	25.7	357
Central America	31	5	—	5	16.1	5
South America	110	23	5	28	25.5	33
West Indies	890	231	20	251	28.2	271
United Kingdom	194	74	27	101	52.1	128
Continental Europe	172	66	11	77	44.8	88
Asia	1,303	614	85	699	53.6	784
Republic of China	210	84	8	92	43.8	100
Hong Kong	462	105	17	122	26.4	139
Malaya	75	50	3	53	70.7	56
India	245	170	38	208	84.9	246
Pakistan	77	56	7	63	81.8	70
Other Asia	234	149	12	161	68.8	173
Australia and New Zealand	19	14	1	15	78.9	16
Africa	248	193	28	221	89.1	249
Not stated	2	1	—	1	50.0	1
Totals	4,263	1,530	201	1,731²	40.6	1,932

¹ Comprises fellowships, scholarships, stipends, bursaries, prizes, assistantships and demonstratorships.

² Tables 23 and 24 give 1,908 students receiving grants-in-aid. The difference of 177 is due to students who reported their grants from the name sponsor, part under scholarships and the remainder under fellowships.

TABLE 21. Average Value of Grants-in-aid in Canadian Dollars

Sponsors	Average grant-in-aid	Sponsors	Average grant-in-aid
	\$		\$
Canadian grants-in-aid:		Non-Canadian grants-in-aid:	
Federal government	2,376	Governments	1,885
Provincial governments	916	Universities and colleges	1,015
Universities and colleges	1,167	Private foundations	1,349
Alumni associations	650	Church organizations	1,293
Private foundations	1,578	Professional associations	2,500
Church organizations	1,282	Private firms	900
Private firms	1,090	International organizations	3,432
Total (Canadian)	1,578	Total (Non-Canadian)	1,712
		Not stated	765
		Total (all grants-in-aid)	1,502

TABLE 22. Number and Average Value of Grants-in-aid for Specified Fields

Field of study	Undergraduate students			Field of study	Graduate students		
	Total	Number with grants-in-aid	Average		Total	Number with grants-in-aid	Average
			\$				\$
Arts and science	1,142	279	996	Arts	181	160	1,796
Pure science	624	141	1,059	Pure science	403	462	1,824
Commerce and business administration	207	34	855	Commerce and business administration	22	14	2,263
Engineering	527	164	1,305	Education	26	17	2,307
Medicine	354	127	920	Engineering	126	137	1,935
Dentistry	66	24	1,404	Agriculture	57	54	1,838
Nursing	32	17	2,872	Medicine	32	19	3,305
Agriculture	49	26	1,655	Philosophy	34	20	1,655
Philosophy	40	23	1,032	Psychology and sociology	47	38	1,736
Other	207	79	1,050	Other	87	73	1,995
Totals	3,248	914	1,115	Totals	1,015	994	1,883

TABLE 23. Sources of Grants-in-Aid

Country or area	All grants-in-aid ¹	All grants-in-aid of known origin	Canadian grants-in-aid						
			Federal government	Provincial governments	Universities and colleges	Alumni associations	Private foundations	Church organizations	Private firms
			per cent						
United States of America	357 (32)	100.0	5.2	0.9	49.6	0.6	2.5	4.6	—
Central America	5 (—)	100.0	—	20.0	20.0	—	—	20.0	—
South America	33 (2)	100.0	22.6	—	41.9	—	6.5	6.5	—
West Indies	271 (40)	100.0	10.4	5.6	45.9	—	7.8	1.7	1.3
United Kingdom	128 (6)	100.0	24.6	3.3	50.0	—	5.7	—	2.5
Continental Europe	88 (4)	100.0	22.6	9.5	38.1	—	5.9	1.2	1.2
Asia	784 (45)	100.0	40.5	1.9	48.2	0.1	3.8	0.7	0.9
<i>Republic of China</i>	100 (17)	100.0	25.3	4.8	63.9	—	2.4	2.4	—
<i>Hong Kong</i>	139 (16)	100.0	16.3	5.7	65.1	0.8	5.7	0.8	1.6
<i>Malaya</i>	56 (—)	100.0	78.5	—	16.1	—	1.8	—	—
<i>India</i>	246 (5)	100.0	32.8	0.4	59.8	—	4.6	0.4	0.8
<i>Pakistan</i>	70 (—)	100.0	60.0	—	38.6	—	—	—	—
<i>Other Asia</i>	173 (7)	100.0	56.1	1.2	25.9	—	4.2	0.6	1.8
Australia and New Zealand	16 (—)	100.0	75.0	—	6.3	—	—	—	—
Africa	249 (7)	100.0	31.0	2.5	15.7	—	20.3	1.2	0.4
Not stated	1 (—)	100.0	—	—	100.0	—	—	—	—
Totals	1,932 (136)	100.0	26.9	2.7	42.9	0.2	6.5	1.7	0.8
			Non-Canadian grants-in-aid					Canadian grants-in-aid as a per cent of all grants	Non-Canadian grants-in-aid as a per cent of all grants
			Governments	Universities and colleges	Private foundations	Church organizations	Professional associations			Private firms	International organizations
			per cent						
United States of America	9.6	0.6	12.6	12.9	0.3	0.3	0.3	63.4	36.6
Central America	20.0	—	—	—	—	—	20.0	60.0	40.0
South America	3.2	6.5	6.4	3.2	—	—	3.2	77.4	22.6
West Indies	23.4	0.9	2.2	—	—	0.4	0.4	72.7	27.3
United Kingdom	1.6	1.6	1.6	—	0.8	5.8	2.5	86.1	13.9
Continental Europe	6.0	—	3.6	7.1	—	—	4.8	78.6	21.4
Asia	1.3	0.3	1.1	0.1	0.3	0.3	0.5	96.1	3.9
<i>Republic of China</i>	—	—	—	—	—	1.2	—	98.8	1.2
<i>Hong Kong</i>	0.8	0.8	1.6	—	—	0.8	—	95.9	4.1
<i>Malaya</i>	1.8	—	1.8	—	—	—	—	96.4	3.6
<i>India</i>	0.4	—	—	0.4	0.4	—	—	98.8	1.2
<i>Pakistan</i>	1.4	—	—	—	—	—	—	98.6	1.4
<i>Other Asia</i>	3.6	0.6	3.0	—	0.6	—	2.4	89.8	10.2
Australia and New Zealand	12.5	—	6.2	—	—	—	—	81.3	18.7
Africa	19.8	0.4	3.3	1.7	0.4	0.4	2.9	71.1	28.9
Not stated	—	—	—	—	—	—	—	100.0	—
Totals	8.6	0.6	3.9	3.0	0.3	0.7	1.2	81.7	18.3

¹ Figures in brackets indicate the number of grants-in-aid of unknown origin.

TABLE 24. Students' Income

No.	Country or area	Grants- in- aid	Leave with pay	Loans from		
				Parents	Other relatives and friends	Bank, etc.
	United States of America:					
1	Average..... \$	1,008	2,175	905	438	719
2	No. of students	352	8	211	65	139
	Central America:					
3	Average..... \$	1,428	¹	1,868	¹	¹
4	No. of students	5	1	5	3	3
	South America:					
5	Average..... \$	1,863	3,218	1,586	¹	441
6	No. of students	30	6	10	4	8
	West Indies:					
7	Average..... \$	1,032	1,476	940	340	430
8	No. of students	268	21	106	93	155
	United Kingdom:					
9	Average..... \$	1,493	¹	730	175	498
10	No. of students	131	2	20	6	24
	Continental Europe:					
11	Average..... \$	1,594	¹	902	557	466
12	No. of students	91	1	27	12	19
	Asia:					
13	Average..... \$	1,676	1,448	1,122	512	399
14	No. of students	786	11	154	87	76
	Republic of China:					
15	Average..... \$	1,257	¹	1,223	684	427
16	No. of students	99	1	24	12	12
	Hong Kong:					
17	Average..... \$	878	¹	1,209	391	261
18	No. of students	136	1	60	24	16
	Malaya:					
19	Average..... \$	2,071	—	1,200	617	¹
20	No. of students	55	—	7	6	3
	India:					
21	Average..... \$	1,747	¹	797	559	516
22	No. of students	251	1	33	25	28
	Pakistan:					
23	Average..... \$	2,065	¹	1,210	458	¹
24	No. of students	73	4	7	5	4
	Other Asia:					
25	Average..... \$	2,153	¹	1,205	464	332
26	No. of students	172	4	23	15	13
	Australia and New Zealand:					
27	Average..... \$	2,258	¹	¹	¹	¹
28	No. of students	16	1	2	2	2
	Africa:					
29	Average..... \$	2,088	1,274	576	227	617
30	No. of students	228	11	8	7	17
	Not stated:					
31	Average..... \$	¹	—	¹	—	—
32	No. of students	1	—	1	—	—
	Totals:					
33	Average..... \$	1,502	1,698	983	434	528
34	No. of students	1,908	62	544	279	443

¹ Number of students below 5.

TABLE 24. Students' Income

Funds from			Earnings, part-time jobs 1961-62	Savings, summer job 1961	Other savings	Other sources	Total accountable income	Income needed to meet costs	Surplus income	Total expenditure	No.
Parents	Other relatives	Spouse									
1,191	168	2,088	291	583	596	362	2,019	260	331	1,891	1
813	343	72	195	846	308	32	1,294	154	620	1,294	2
2,354	1	—	1	1	1	1	2,480	340	521	2,384	3
22	1	—	1	3	1	2	31	5	9	31	4
1,852	216	948	131	611	887	1	2,459	176	378	2,247	5
68	19	5	15	23	20	1	110	7	65	110	6
1,222	217	1,241	330	539	587	707	1,883	282	293	1,803	7
530	214	75	160	400	185	22	890	206	441	890	8
1,513	161	1,353	228	529	936	64	2,447	268	381	2,243	9
89	37	18	37	54	52	5	194	24	121	194	10
1,301	537	1,673	381	637	549	1	2,186	209	353	2,053	11
60	19	16	36	61	34	2	172	36	86	172	12
1,450	387	1,279	346	574	619	316	2,173	317	286	2,057	13
565	130	25	128	381	148	22	1,303	205	756	1,303	14
1,292	349	1	265	646	553	1	1,927	222	224	1,807	15
125	35	3	31	62	23	4	210	23	135	210	16
1,558	363	1	257	549	554	1	1,939	303	274	1,819	17
335	55	4	52	183	47	4	462	63	272	462	18
1,345	188	—	1	342	412	—	2,197	395	232	2,075	19
21	5	—	2	17	6	—	75	8	53	75	20
1,064	164	1,300	214	765	724	290	2,436	451	299	2,394	21
33	11	7	17	33	36	5	245	60	125	245	22
1,568	1	1	1,914	621	564	1	2,615	303	349	2,442	23
8	3	1	5	7	8	3	77	9	46	77	24
1,388	681	1,517	434	531	706	492	2,432	187	363	2,272	25
43	21	10	21	59	28	6	234	42	125	234	26
1	1	1	1	1	1,308	1	3,432	1	944	2,694	27
1	1	2	4	3	8	1	19	2	15	19	28
740	278	1,399	581	470	292	293	2,439	286	331	2,323	29
38	35	13	16	42	40	7	248	43	124	248	30
1	—	—	—	—	1	—	1	—	1	1	31
1	—	—	—	—	1	—	2	—	1	2	32
1,306	231	1,510	318	569	621	557	2,110	262	318	1,888	33
2,187	799	226	592	1,793	797	94	4,263	682	2,238	4,263	34

TABLE 25. Expenditure of Undergraduate and Graduate Students

Country or area and sex		Undergraduate students			Graduate students			All students		
		Single	Other	Total	Single	Other	Total	Single	Other	Total
dollars										
United States of America	M.	1,745	2,792	1,886	1,846	3,336	2,389	1,757	2,969	1,962
	F.	1,581	2,542	1,611	1,947	2,001	1,961	1,617	2,256	1,654
	T.	1,703	2,776	1,821	1,868	3,148	2,306	1,721	2,904	1,891
Central America	M.	2,461	¹	2,406	¹	¹	¹	2,423	¹	2,481
	F.	¹	—	¹	—	—	—	¹	—	¹
	T.	2,352	¹	2,312	¹	¹	¹	2,324	¹	2,384
South America	M.	2,027	2,981	2,108	¹	3,803	3,293	2,046	3,392	2,248
	F.	2,111	¹	2,156	¹	—	¹	2,210	¹	2,238
	T.	2,039	2,863	2,115	2,550	3,803	3,225	2,072	3,274	2,247
West Indies	M.	1,692	2,269	1,791	1,902	3,133	2,398	1,709	2,463	1,858
	F.	1,587	1,504	1,583	1,791	¹	1,828	1,603	1,620	1,604
	T.	1,666	2,216	1,745	1,876	3,069	2,300	1,683	2,406	1,803
United Kingdom	M.	2,052	2,679	2,147	2,270	3,556	2,565	2,126	3,244	2,302
	F.	1,897	¹	1,880	1,958	—	1,958	1,915	¹	1,902
	T.	2,025	2,713	2,102	2,225	3,556	2,495	2,091	3,135	2,243
Continental Europe	M.	1,751	2,433	1,841	2,242	3,472	2,568	1,897	2,953	2,083
	F.	1,855	¹	1,798	¹	¹	2,174	1,862	1,918	1,878
	T.	1,768	2,253	1,834	2,216	3,354	2,532	1,892	2,786	2,053
Asia	M.	1,836	2,520	1,857	2,236	2,707	2,401	1,962	2,886	2,078
	F.	1,785	2,040	1,805	2,239	2,193	2,225	1,907	2,140	1,942
	T.	1,828	2,360	1,848	2,236	2,652	2,379	1,953	2,610	2,057
Republic of China	M.	1,725	¹	1,741	1,961	2,074	1,991	1,794	2,114	1,829
	F.	1,647	¹	1,642	1,657	2,158	1,885	1,649	2,048	1,709
	T.	1,709	¹	1,721	1,925	2,094	1,975	1,767	2,098	1,807
Hong Kong	M.	1,800	2,080	1,804	2,040	¹	2,066	1,825	2,206	1,833
	F.	1,713	¹	1,749	1,602	—	1,602	1,705	¹	1,739
	T.	1,787	2,176	1,795	1,991	¹	2,018	1,807	2,236	1,819
Malaya	M.	2,018	—	2,018	1,964	¹	2,029	2,007	¹	2,020
	F.	2,311	—	2,311	¹	—	¹	2,334	—	2,334
	T.	2,068	—	2,068	2,053	¹	2,096	2,065	¹	2,075
India	M.	1,765	2,468	1,882	2,329	2,774	2,504	2,229	2,755	2,420
	F.	¹	¹	1,292	2,717	1,895	2,443	2,390	1,763	2,155
	T.	1,692	2,105	1,784	2,365	2,709	2,499	2,244	2,655	2,394
Pakistan	M.	1,449	¹	1,704	2,460	2,767	2,592	2,258	2,773	2,460
	F.	—	—	—	¹	¹	¹	¹	¹	¹
	T.	1,449	¹	1,704	2,412	2,760	2,565	2,224	2,766	2,442
Other Asia	M.	2,035	2,996	2,078	2,334	2,846	2,558	2,124	2,865	2,279
	F.	2,057	¹	2,112	2,357	2,363	2,359	2,203	2,425	2,242
	T.	2,038	2,886	2,083	2,340	2,775	2,513	2,139	2,791	2,272
Australia and New Zealand	M.	¹	¹	¹	2,430	¹	2,679	2,456	3,227	2,774
	F.	¹	—	¹	¹	—	¹	¹	—	¹
	T.	¹	¹	2,752	2,447	¹	2,673	2,383	3,227	2,694
Africa	M.	2,030	2,169	2,055	2,474	3,720	3,003	2,129	2,931	2,311
	F.	2,319	2,900	2,513	¹	—	¹	2,353	2,900	2,505
	T.	2,050	2,277	2,094	2,473	3,720	2,979	2,144	2,929	2,323
Totals	M.	1,805	2,523	1,890	2,165	3,062	2,482	1,877	2,794	2,040
	F.	1,665	2,106	1,691	2,091	2,187	2,107	1,727	2,129	1,763
	T.	1,776	2,476	1,850	2,154	2,878	2,432	1,847	2,726	1,888

¹ Number of students less than 5.

TABLE 26. Countries Under the British Commonwealth—Sex and Marital Status

Country or area	Both sexes			Male			Female		
	Total	Male	Female	Total	Single	Married	Total	Single	Married
		per cent			per cent			per cent	
United Kingdom	194	85.0	15.0	165	84.2	15.8	29	93.1	6.9
Australia	13	92.3	7.7	12	58.3	41.7	1	100.0	—
New Zealand	6	83.3	16.7	5	60.0	40.0	1	100.0	—
India	245	90.2	9.8	221	63.8	36.2	24	62.5	37.5
Pakistan	77	96.1	3.9	74	60.8	39.2	3	33.3	66.7
Ceylon	14	85.7	14.3	12	66.7	33.3	2	—	100.0
Malaya ¹	75	82.7	17.3	62	96.8	3.2	13	100.0	—
Hong Kong	462	84.8	15.2	392	98.0	2.0	70	94.3	5.7
Ghana	37	100.0	—	37	73.0	27.0	—	—	—
Nigeria	53	90.6	9.4	48	70.6	29.2	5	60.0	40.0
Sierra Leone	14	85.7	14.3	12	83.3	16.7	2	100.0	—
Tanganyika	5	100.0	—	5	100.0	—	—	—	—
Uganda ²	57	94.7	5.3	54	74.1	25.9	3	66.7	33.3
British West Indies ³	840	77.9	22.1	654	79.5	20.5	186	94.6	5.4
Totals	2,092	83.8	16.2	1,753	81.2	18.8	339	96.6	3.4

¹ Includes Singapore, Sarawak and North Borneo² Includes Kenya.³ Comprises Jamaica, Trinidad & Tobago, Barbados, British Honduras, Bahamas and Bermuda.

TABLE 27. Countries Under the British Commonwealth—Undergraduates and Graduates

Country or area	Undergraduate students									
	Total	Arts-science	Pure science	Commerce, business administration	Engineering	Architecture	Medicine	Dentistry	Nursing	Other
		per cent								
United Kingdom	125	44.6	16.0	12.0	11.2	—	4.0	3.2	3.2	5.6
Australia	5	40.0	—	—	—	—	20.0	20.0	—	20.0
New Zealand	—	—	—	—	—	—	—	—	—	—
India	36	5.5	8.3	5.5	66.7	—	2.8	2.8	2.8	5.6
Pakistan	11	9.1	—	—	72.7	—	9.1	—	—	9.1
Ceylon	5	40.0	—	20.0	20.0	—	—	—	—	20.0
Malaya	58	29.3	37.9	5.2	6.9	—	15.5	1.7	—	3.5
Hong Kong	414	19.8	30.9	4.4	28.6	2.4	5.3	0.5	0.2	7.7
Ghana	23	43.5	4.3	4.3	13.0	—	21.8	8.7	—	4.4
Nigeria	45	26.7	15.8	4.4	33.3	—	2.2	2.2	—	15.6
Sierra Leone	13	53.8	—	—	23.1	—	—	—	—	23.1
Tanganyika	4	25.0	25.0	—	50.0	—	—	—	—	—
Uganda	49	49.1	12.2	10.2	20.4	—	2.0	—	—	6.1
British West Indies	748	36.0	25.4	6.3	13.7	0.8	7.6	1.7	0.5	8.0
Totals	1,536	31.6	24.6	6.1	20.0	1.8	6.7	1.6	0.6	7.8
Country or area	Graduate students									
	Total	Arts	Pure science	Commerce, business administration	Engineering	Agriculture	Medicine	Philosophy	Psychology and sociology	Other
		per cent								
United Kingdom	69	31.9	47.9	1.4	7.3	2.9	1.4	1.4	1.4	4.4
Australia	8	25.0	25.0	—	12.5	—	—	12.5	—	25.0
New Zealand	6	50.0	16.7	—	—	—	—	16.7	—	16.6
India	209	7.2	54.1	3.8	18.7	7.5	1.0	1.0	1.9	4.8
Pakistan	66	7.6	60.6	—	22.8	1.5	1.5	—	3.0	3.0
Ceylon	9	44.5	—	22.2	11.1	—	—	—	—	22.2
Malaya	17	41.2	47.0	—	11.8	—	—	—	—	—
Hong Kong	46	4.2	43.7	4.2	27.1	—	2.1	2.1	2.1	14.5
Ghana	14	21.4	42.9	—	7.1	—	14.3	—	—	14.3
Nigeria	8	62.5	—	—	12.5	—	—	—	—	25.0
Sierra Leone	1	—	100.0	—	—	—	—	—	—	—
Tanganyika	1	—	100.0	—	—	—	—	—	—	—
Uganda	8	—	37.5	—	25.0	12.5	—	—	—	25.0
British West Indies	92	27.2	32.5	—	3.3	20.7	2.2	—	1.1	13.0
Totals	556	16.7	46.6	2.3	14.9	7.0	1.6	1.1	1.6	8.2

TABLE 28. Countries Under the British Commonwealth — Grants-in-Aid

Country or area	Total students	Students with grants-in-aid				Number of grants-in-aid
		One grant	Two grants	Total	As a per cent of total students	
					p. c.	
United Kingdom	194	74	27	101	52.1	128
Australia	13	8	1	9	69.2	10
New Zealand	6	6	—	6	100.0	6
India	245	170	38	208	84.9	246
Pakistan	77	56	7	63	81.8	70
Ceylon	14	12	—	12	85.7	12
Malaya	75	50	3	53	70.7	58
Hong Kong	462	105	17	122	26.4	139
Ghana	37	33	4	37	100.0	41
Nigeria	53	45	5	50	94.3	55
Sierra Leone	14	14	—	14	100.0	14
Tanganyika	5	4	1	5	100.0	6
Uganda	57	42	8	50	87.7	56
British West Indies	840	224	19	243	28.9	262
Totals	2,092	843	130	973	46.5	1,103

TABLE 29. Student Opinion Concerning Stay in Canada

Country or area	Total re- porting	Language difficulty			Trouble following lectures			Trouble obtaining accommodation			Difficulty making friends				
		None	Some	Much	None	For some time	For a long time	None	Some	Much	None	Some	Much		
United States of America	1,137	1,077	48	11	1,044	78	12	919	180	33	972	145	17		
Central America	32	9	21	1	11	19	1	19	10	3	17	14	—		
South America	105	66	31	8	63	37	3	77	22	6	72	23	9		
West Indies	782	709	57	14	643	122	7	553	182	42	566	183	26		
United Kingdom	210	201	6	3	199	10	1	166	39	5	159	41	10		
Continental Europe	184	75	84	25	92	86	3	148	28	8	125	46	13		
Asia	1,146	689	396	60	700	407	34	704	357	82	733	369	41		
<i>Republic of China</i>	166	68	90	8	80	78	7	99	59	7	100	59	6		
<i>Hong Kong</i>	394	229	149	16	244	143	5	238	126	30	239	140	14		
<i>Malaya</i>	68	42	26	—	41	27	—	40	21	7	39	29	—		
<i>India</i>	228	198	27	3	188	36	2	155	57	15	176	48	4		
<i>Pakistan</i>	70	60	9	1	51	17	2	48	14	8	48	20	2		
<i>Other Asia</i>	220	92	95	32	96	106	18	124	80	15	131	73	15		
Australia and New Zealand	18	18	—	—	18	—	—	12	5	1	15	3	—		
Africa	228	182	41	4	147	73	6	163	53	11	142	72	9		
Totals	3,842	3,026	684	126	2,917	834	67	2,761	876	191	2,801	896	125		
		Invited to Canadian homes			Provinces visited				Travel in province		Rural visits		Settle in Canada		
		Hardly ever	Some	Often	1	2	3	4+	Yes	No	Yes	No	Yes	No	Un- decided
United States of America	285	551	293	478	427	114	118	504	625	701	409	65	618	445	
Central America	7	16	9	13	14	4	1	13	19	15	17	7	16	9	
South America	23	55	27	40	40	10	15	46	59	69	35	23	31	51	
West Indies	169	424	184	321	242	79	140	349	429	496	266	122	244	413	
United Kingdom	33	104	71	49	78	19	64	122	83	153	47	34	58	118	
Continental Europe	36	90	56	64	74	12	34	103	80	115	64	72	35	77	
Asia	148	765	229	491	332	120	203	422	709	579	540	216	340	585	
<i>Republic of China</i>	23	121	22	59	54	22	31	59	107	84	81	37	32	96	
<i>Hong Kong</i>	62	271	60	111	125	48	110	153	236	226	158	98	58	238	
<i>Malaya</i>	9	46	13	34	17	3	14	25	43	31	37	2	41	24	
<i>India</i>	20	138	68	139	49	19	21	65	159	90	131	39	75	114	
<i>Pakistan</i>	10	46	14	52	16	2	—	19	46	25	41	7	33	29	
<i>Other Asia</i>	24	143	52	96	71	26	27	101	118	123	92	33	101	84	
Australia and New Zealand	2	7	9	7	5	2	4	8	9	12	5	—	9	9	
Africa	16	123	84	127	67	11	23	61	133	122	89	9	164	53	
Totals	721	2,135	962	1,590	1,279	371	602	1,648	2,146	2,262	1,472	548	1,515	1,760	

APPENDIX A

(Name)

(First Name (s))

The above portion of the form containing your name will be detached in our office immediately after we check receipt of this form.

DOMINION BUREAU OF STATISTICS

Education Division

1961-62

SURVEY OF INCOME AND EXPENDITURES OF UNIVERSITY AND COLLEGE STUDENTS

This is the third survey of students at Canadian universities and colleges undertaken by the Dominion Bureau of Statistics; previous ones were conducted in 1948 and 1956. The results obtained have served many useful purposes and have been considered frequently in determining matters of policy by Canadian government departments, university boards, and agencies concerned with students coming to Canada to further their education. However, six years have passed since the last survey and conditions have changed so greatly in Canada and most countries from which students come to Canada, that we now need new figures for income, expenditure, scholarships and such.

How you were chosen to complete this questionnaire

The registrar of your university sent us a list containing the names of all non-Canadian students registered at his university in the Fall of 1961, who came to Canada to study. We assume that this list was reasonably complete and accurate. If, by any chance, you are a Canadian citizen or a "landed immigrant", please fill in only your name and that of your university, put a note to this effect and return the unanswered questionnaire to our office.

We count on receiving the completed questionnaire within two weeks. A postage-free envelope is enclosed for your convenience.

How to complete the questionnaire

Please complete each item of this questionnaire to the best of your ability. For many items you will have to use estimates (not guesses).

Before completing the questionnaire please read the page of instruction carefully (page 4) which relates to the completion of individual items.

Although the questionnaire has been designed to cover most cases, if for some reason yours is different, please make appropriate entries and add any explanatory notes that may be necessary to make the picture correct and clear.

Attached you will find a supplementary schedule (blue form) which you may fill in and forward if you wish.

Secrecy will be maintained

You are asked to sign this questionnaire only in order to ensure the completeness of the survey. If you omit your name, your questionnaire cannot be recorded and consequently you will receive a reminder.

NOTE: Answer all questions either by putting an x in the unshaded squares or by writing your answer on the dotted lines before the shaded squares. (The shaded squares are for office use only.)

PRESENT STUDIES

1. University or college: ☐ ☐
2. Faculty or course: ☐ ☐
3. Undergraduate (including first professional degrees) ☐ 1
Graduate ☐ 2
4. If undergraduate, give year of course first ☐ 1
second ☐ 2
third ☐ 3
fourth ☐ 4
fifth or higher ☐ 5
5. Year degree expected 196 ☐

PREVIOUS STUDIES

6. Do you already hold a university degree(s)? yes ☐ 1
no ☐ 2

If yes, answer questions 7 and 8

- 7.* In what field is your highest degree? ☐
8. Country where highest degree obtained: ☐ ☐

9. Age last birthday Under 18 ☐ 0
18 ☐ 1
19 ☐ 2
20 ☐ 3
21 ☐ 4
22 ☐ 5
23-24 ☐ 6
25-29 ☐ 7
30-34 ☐ 8
35 or more ☐ 9

10. Country of birth: ☐ ☐

11. Home country (usually the country which issued the passport you hold): ☐ ☐

12. Sex male ☐ 1
female ☐ 2

13. Marital status single ☐ 1
married ☐ 2
other (widowed, etc.) ☐ 3

QUESTIONS 14 TO 16 FOR MARRIED STUDENTS ONLY

14. How many dependents have you? (Include children and wife or husband): ☐

15. Is your wife or husband with you (in Canada)? yes ☐ 1
no ☐ 2

16. Chief activities of your wife or husband:
(a) Attending university full-time ☐ 1
(b) Working for pay full-time ☐ 2
(c) Keeping house full-time ☐ 3
(d) Other (specify:) ☐

17. Number of your brothers and sisters who:
(a) are below university age ☐
(b) now attend university ☐
(c) attended university previously ☐
(d) did not attend university ☐

- 18.* Occupation of father (if father is retired or deceased, give his last occupation): ☐

- 19.* Reasons for coming to a Canadian university:
1. ☐
2. ☐

20. What year did you first come to Canada to study? 19 ☐ ☐

21. Place of residence during this college year:
In rented house, apartment or flat
(a) living alone (or with spouse) ☐ 1
(b) shared ☐ 2
Rooming or boarding in
(a) rooming or boarding house ☐ 3
(b) college-operated residence ☐ 4
Other (specify:) ☐

22. Distance (one way) from place of residence to college campus: Less than 1/2 mile ☐ 1
1/2 to under 1 mile ☐ 2
1 to under 3 miles ☐ 3
3 to under 5 miles ☐ 4
5 to under 10 miles ☐ 5
10 to under 20 miles ☐ 6
20 miles or more ☐ 7

23. Have you at any time, either in Canada or abroad, had to postpone your university studies for lack of money? yes ☐ 1
no ☐ 2

24.* Are you receiving money or keep (fees, board, etc.) from a government (including a Canadian Aid Programme), agency, foundation, university, etc? yes ☐ 1
no ☐ 2

25. If yes to question 24, give its name(s):

.....
complete name

.....
address

.....
complete name

.....
address

26. Work activity in Canada during summer 1961:

Worked for pay ☐ 1

Unable to find job ☐ 2

Did not look for job ☐ 3

27. If "worked for pay" in question 26 describe your job:

.....

Monthly rate of pay: \$

28. Describe any part-time jobs during the school year 1961-62:

.....

Average number of hours worked per week: hrs.

YOUR BUDGET FOR THE CURRENT COLLEGE YEAR

Before completing please refer to instructions on page 4.
Estimate amounts needed for the balance of the school year.

EXPENDITURES	\$	For office use
When any of the items are paid directly by your sponsoring organization, put an "x" in the appropriate square instead of the amount.		
29.* Fees (tuition, etc.)	<input type="text"/>	<input type="text"/>
30. Student club and society dues	<input type="text"/>	<input type="text"/>
31. Text books	<input type="text"/>	<input type="text"/>
32. Supplies and equipment	<input type="text"/>	<input type="text"/>
33.* Transportation:		
(a) to and from Canada, 1961-62	<input type="text"/>	<input type="text"/>
(b) from living quarters to campus	<input type="text"/>	<input type="text"/>
(c) all other transportation	<input type="text"/>	<input type="text"/>
34. Recreation, refreshments, cigarettes, etc.	<input type="text"/>	<input type="text"/>
35. Haircuts, permanents, cosmetics, etc.	<input type="text"/>	<input type="text"/>
36. Laundry and dry cleaning	<input type="text"/>	<input type="text"/>
37. Clothing (including footwear)	<input type="text"/>	<input type="text"/>
38. Doctors' and dentists' fees, health insurance	<input type="text"/>	<input type="text"/>
39.* Capital costs (payments for durable items)	<input type="text"/>	<input type="text"/>
40.* Room and board combined	<input type="text"/>	<input type="text"/>
or		
Rent for apartment or room	<input type="text"/>	<input type="text"/>
and cost of meals	<input type="text"/>	<input type="text"/>
41. Church and charitable donations	<input type="text"/>	<input type="text"/>
42. Other costs (specify:)	<input type="text"/>	<input type="text"/>
43. Total costs (total of items above)	<input type="text"/>	<input type="text"/>
Unspent income	<input type="text"/>	<input type="text"/>
Total	<input type="text"/>	<input type="text"/>

INCOME	\$	For office use
44.* Fellowships and assistantships	<input type="text"/>	<input type="text"/>
45.* Scholarships and prizes	<input type="text"/>	<input type="text"/>
46.* Bursaries and stipends	<input type="text"/>	<input type="text"/>
47.* Other grants in aid	<input type="text"/>	<input type="text"/>
48. Leave of absence with pay	<input type="text"/>	<input type="text"/>
49. Loans (incurred during school year and unpaid at end of year):		
(a) from parents or parents-in-law	<input type="text"/>	<input type="text"/>
(b) from other relatives or friends	<input type="text"/>	<input type="text"/>
(c) from bank or loan institution	<input type="text"/>	<input type="text"/>
(d) from other sources	<input type="text"/>	<input type="text"/>
50. Funds from parents or parents-in-law	<input type="text"/>	<input type="text"/>
51. Gifts from relatives or friends	<input type="text"/>	<input type="text"/>
52. Funds from spouse	<input type="text"/>	<input type="text"/>
53. Earnings from part-time jobs during the school year	<input type="text"/>	<input type="text"/>
54. Savings from summer jobs, summer 1961	<input type="text"/>	<input type="text"/>
55. Amount used from personal savings (not included above)	<input type="text"/>	<input type="text"/>
56. Amount used from investments, endowments, insurance, etc.	<input type="text"/>	<input type="text"/>
57. Other sources (specify:)	<input type="text"/>	<input type="text"/>
58. Income accounted for (total of items above)	<input type="text"/>	<input type="text"/>
Additional income needed to meet costs	<input type="text"/>	<input type="text"/>
Total	<input type="text"/>	<input type="text"/>

* See instructions, page 4.

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

NOTE: All items of expenditure and income refer to the full college year. This will necessitate estimates of expenditures for clothing, recreation, etc. for the rest of the school year, and estimates of earnings for students working part-time during the school year.

Question 7. Indicate precisely the field of the highest degree you already hold, such as: library science, political sciences, chemical engineering, etc.

Question 18. Indicate the occupation of your father, preferably using at least two words, such as: sales clerk, not clerk; mining engineer, not engineer.

Question 19. Give your main reason for coming to Canada as No. 1. State your reasons briefly yet precisely, for instance: winning a Canada fellowship; lack of adequate training facilities in home country, etc.

Question 24. "Money or keep" refers both to financial assistance such as scholarships, bursaries, etc., and to other material assistance such as free room and board, fees, text books, etc.

Questions 29-43. If any of these items are paid directly by your sponsoring organization, do not enter the amount but instead put an x in the appropriate square. In this case your "total costs" shown in number 43 will include only the amounts you entered in numbers 29 to 42.

Question 29. Include all college fees except student activity fee which should be included in Number 34, and student health fee which you will include in Number 38.

Question 33(a). Include costs of transportation from your home country to your university in Canada only if you came to Canada for the school year 1961-62. Also include costs of return transportation if you will return home at the end of this school year.

Question 33(b). Include costs of streetcar or bus, or gasoline for your automobile to and from classes.

Question 33(c). Include costs for vacation travel, taxis, automobile repairs, etc. here.

Question 39. Include cash payments made for such items as radios, record-players, cameras, furniture, and professional equipment required for medicine, engineering, etc.

Question 40. In this question enter amount either in the first square, or in both the second and third squares.

Questions 44-47. If you put one or more x's in the column on expenditures instead of the amount of money, that is if your sponsor pays directly certain items of your expenditures, enter in 44-47 only the amounts received in cash from your sponsor.

APPENDIX B

OPTIONAL SUPPLEMENTARY QUESTIONNAIRE FOR NON-CANADIAN STUDENTS

NOTE

This schedule is enclosed so that you may tell us, and interested agencies, about your stay in Canada.

You may complete it if you wish, but in any case please return it with the completed yellow schedule in the enclosed envelope.

1. University or college: _____ 2. Faculty or course: _____
3. Home country (usually the country which issued the passport you hold): _____
4. During your first half year at a Canadian university, did difficulty with English (or French) interfere with progress in your studies?

No difficulty ☐
 Some difficulty ☐
 A great deal of difficulty ☐
5. Was it long before you could follow the subject matter presented in the class as well as the Canadian students?

No time ☐
 Some time ☐
 A long time ☐
6. Did you have trouble obtaining satisfactory accommodation?

None ☐
 Some ☐
 A great deal ☐
7. Did you have difficulty making friends with Canadians?

None ☐
 Some ☐
 A great deal ☐
8. Were you invited to visit in Canadian homes?

Hardly ever ☐
 Occasionally ☐
 Often ☐
9. While in Canada, (a) how many provinces did you visit? _____

(b) did you travel over much of the province you live in?

Yes ☐
 No ☐

(c) did you visit rural areas?

Yes ☐
 No ☐
10. Would you like to settle permanently in Canada after you complete your present studies?

Yes ☐
 No ☐
 Undecided ☐
11. Other comments you care to make about your stay in Canada:

[illegible]

LOWE-MARTIN No. 1137



1010016257

CURRENT PUBLICATIONS OF THE EDUCATION DIVISION

Spring 1963

Orders should be sent to the
Dominion Bureau of Statistics,
or the
Department of Public Printing and Stationery, Hull, P.Q.,
with remittance payable to the Receiver General of Canada.

Persons wishing notices of new publications are invited to write to the Education Division, DBS.

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The Organization and Administration of Public Schools in Canada (2nd edition-1960). A report of the legal and administrative framework of the provincial education systems, and federal activities in education. English edition. (Cat. No. 81-510)	\$2.00	University Teachers' Salaries, 1937-1960. Historical data, by rank and region, for 17 institutions. Bilingual. (Cat. No. 81-203)	\$.75
Survey of Education Finance, 1958. Financial statistics on all levels of academic, vocational, and adult education. Bilingual. (Cat. No. 81-208)75	University Entrance Awards, 1960. Awards tenable by high school graduates at Canadian institutions. Bilingual. (Cat. No. 81-405)	Out-of-print
Student Progress through the Schools by Grade, 1960. Retention and withdrawal through school and university for Canada and the provinces. Bilingual. (Cat. No. 81-513)50	Awards for Graduate Study and Research, 1961. Lists awards from Canadian and other organizations, values and conditions. English edition. (Cat. No. 81-406)	2.00
A Graphic Presentation of Canadian Education. Highlights 20 full-page charts and accompanying text. English and French editions (Cat. No. 81-515)75	University Student Expenditure and Income in Canada, 1961-62, Part 1-Non-Canadian Students, English and French editions (Cat. No. 81-519)75
Canadian Education through Correspondence, 1959-60. Bilingual. (Cat. No. 81-516)50	Canadian Institutions of Higher Education, 1960-61. Names, addresses, courses offered, and general information on admission and fees. Bilingual. (Cat. No. 81-517)	1.00
Preliminary Statistics of Education, 1961-62. Enrolments, teaching staffs, salaries, education finance, etc. Bilingual. (Cat. No. 81-201)50	Survey of Higher Education, 1952-1954. Enrolment, graduates, staff and finances. Includes a bibliography. Bilingual. (Cat. No. 81-402)	Out of print
Statistical Review of Canadian Education, Census 1961. English edition. (Cat. No. 81-503)	Out-of-print		
A Bibliographical Guide to Canadian Education. A select bibliography and brief account of Canadian education. Bilingual. (Cat. No. 81-506)	Out-of-print		
2 - ELEMENTARY AND SECONDARY EDUCATION		4 - ADULT EDUCATION AND OTHER CULTURAL ACTIVITIES	
Survey of Elementary and Secondary Education, 1960-61. Data on schools, teachers and pupils, in public and private schools. Includes a bibliography. Bilingual. (Cat. No. 81-210)	1.50	Survey of Adult Education, 1959-60. Activities of government departments, universities and colleges, public libraries, and business colleges. Bilingual. (Cat. No. 81-207)75
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