

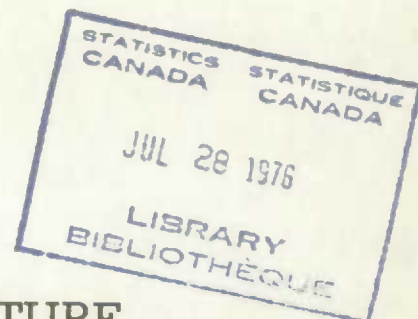
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UNIVERSITY STUDENT EXPENDITURE AND INCOME IN CANADA

1961-62

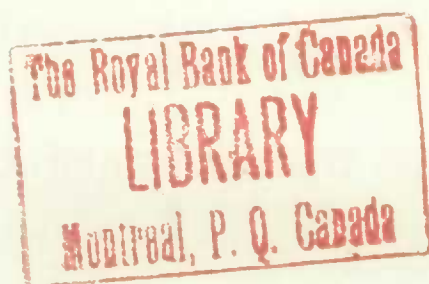
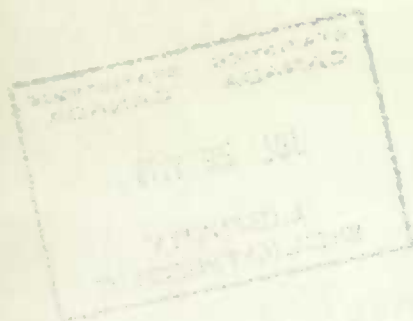
PART II—CANADIAN UNDERGRADUATE STUDENTS

This survey will be published in three parts. Part I deals with Non-Canadian students and Part III with Canadian graduate students (DBS Catalogue Nos. 81-519 and 81-521). The last survey was published for 1956-57 (Catalogue No. 81-509).

DOMINION BUREAU OF STATISTICS

Education Division

Research Section



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AND INCOME IN CANADA

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PREFACE

This is the second of three reports which will be issued covering a survey of university and college students conducted during the academic year 1961-62. The first report covering non-Canadian students in Canadian universities appeared in May 1963. The third, covering Canadian graduate students, should be ready this fall.

Previous studies of a similar nature were undertaken in 1947-48 and 1956-57 but the coverage was less and the sample smaller and less reliable. None the less the series indicates a general rise in costs and some changes in the pattern of both income and expenditure of university students. This report is based on returns from 11,858 students from 10 faculties or divisions at the undergraduate level, although the information on two of these is somewhat more limited than for the others. The sample represents about 12 p.c. of the population surveyed. Among other things, the report indicates the following points.

About half of the Arts-Science students lived at home although there were regional differences with just over one-quarter at home in the Atlantic provinces. In Education a much smaller percentage lived at home while attending college. A larger percentage of the girls than boys lived at home.

Students living at home were generally younger than those living away from home although the difference was less than one year for most faculties.

The average age of the girls was from one to two years below that for boys for all regions and faculties which enrolled a fair percentage of girls.

Married students were, on the average, from three to six years older than single students according to faculty and year. The numbers married increased year by year from the first to the fourth and up in all faculties.

Just over two-fifths of the homes of undergraduates were within 10 miles of the university they attended, which is more than might be expected from the population distribution. The metropolitan centres provided a disproportionately large percentage of the college population, but relatively not as many as did the smaller cities.

Almost half of the students in Western Canada and about one-third in Ontario either owned an automobile or had the use of one, as compared with about 18 p.c. in the Atlantic provinces and Quebec.

About 6 p.c. of the boys and 8.5 p.c. of the girls were unable to find summer jobs; some 8,000 more jobs were wanted.

Around one-quarter of the male and one-fifth of the female students had part-time jobs during the regular sessions, but about 60 p.c. of these did less than a full day's work per week in addition to their university studies.

One-eighth of all students had interrupted their education for financial reasons. One-quarter of these reported their family income as \$3,000 or less.

Cost for the year varied greatly from student to student irrespective of faculty, but average costs ranged from \$975 for students at the Classical Colleges to from \$1,352 to \$1,550 for Arts-Science, Education, Pharmacy, and Engineering, and from \$2,050 to \$2,465 for Law, Medicine and Dentistry.

Single students living at home reported a cash outlay for the year for expenses other than room and board of \$880, \$1,135, \$1,155 and \$1,020 for the East, Quebec, Ontario and West regions. Most students living at home were provided with room and board and the usual fringe benefits from living at home, which would reduce the differential between these figures and figures for students away from home.

The average expenditure by married students was \$3,361 for the year. In all areas the averages were more than double the expenditure for single students away from home. The range for individual families, however, was wide and there were faculty differences.

Most undergraduate students received their income from a variety of sources. Single students living away from home received, on the average, more than one-quarter of the total from each of family funds and summer savings. Loans accounted for 18 p.c., scholarships for 11 p.c. and the rest came from other grants-in-aid, earnings, savings, etc. Those living at home received 31 p.c. from their families and 32 p.c. from summer savings, 8 p.c. from scholarships, etc., 9 p.c. from loans, 7 p.c. from part-time jobs, 6 p.c. from savings, and the rest from other sources. Married undergraduates reported the largest part, 36 p.c., from spouse, followed by 14 p.c. from summer savings, 12 p.c. from loans, 8 p.c. from parents and gifts, 6 p.c. from part-time jobs, 4.5 p.c. from scholarships and 5 p.c. from DVA and other grants and the remainder from other sources.

The Education Division, DBS is indebted to the university officers and students who co-operated to make this survey possible.

Inquiries concerning the data in this publication should be addressed to Dr. F.E. Whitworth, Director of the Education Division. The survey, 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:

- ... figures not appropriate or not applicable.
- nil or zero.
- sample too small to provide meaningful figures.

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CHAPTER I

The Study

Education can occupy the most important role in the development and utilization of manpower, the nation's most precious and critical resource. We can no longer afford to be relatively indifferent to the idea of human resource development, nor to the idea of "investment in human beings". Today we must realize the advantages of knowing how much education and what kind each youngster who enters Grade 1 receives before his formal education is completed and the opportunities for post-school education. Concomitantly, we are becoming more and more interested in the graduates of our universities, particularly of scientists and engineers, from the viewpoint of skilled manpower.

A fair number of studies have been conducted in attempts to discover the characteristics, motivations and aspirations of youth for college during the past decade. Many of these are related to a desire to develop more fully the nation's manpower resources. Various trends and conditions have contributed to this concern including: technological and scientific advances, and specialization which begets still more specialization in an increasingly complex society; a growing acceptance of the utilization of education as a socio-political instrument by our ideological adversaries, and many problems due to educational and social lag; and an increase in labour displacement because of technological advance and redistribution and greater demands of skill, all of which makes this a pressing problem for this decade. Experimental evidence indicates that a large percentage of students who could benefit from college never enter, and a certain percentage who should have been steered towards other post-secondary courses make a beginning at college.

So far certain factors associated with school attendance have been identified and may give clues for future action, although much research still needs to be done. Some two-thirds of high school seniors who do not plan to go to college give such financial reasons for their decision as, "it is too expensive", or "they can't afford it", or "they want to work to make money". About 35 per cent give inability to make good grades and 15 p.c. of boys and 31 p.c. of girls give "desire to get married" as the reason for by-passing college. More students not intending to go on, than those planning to enter college, report that their family "has difficulty making ends meet" or "sometimes have difficulties providing the necessities".

Such socio-cultural factors as: level of education of parents; parental attitudes about education; attitudes to education of peer group; and stability of family life, are usually mentioned. One study using multi-variate analysis found education of the spending head (usually father) most important although the wife's education, if beyond that of her

spouse, positively influenced educational accomplishment, and impeded it somewhat where it was less than that of her husband. Education of the grandfather was found to have considerable influence, especially where his education was superior. In all cases there was some regression. On the average, children completed more years at school than their parents, when their parents had less education than the average, and fell somewhat below their parents when their parents were university graduates or better. Those with vocational training had relatively high aspirations for their children and here, as elsewhere, high aspiration was reflected in good results. The need for achievement on the part of parents, normally reflected in parents training their children to respect hard work and independence, usually brought good results in terms of schooling. Other factors were earning level, strong religious affiliation and attendance, and an inverse relationship to age at birth of first child.

Reports 1 and 2 of the Atkinson study were not in conflict with, but confirmed most of these assertions. It was found for Ontario that boys were more likely to enter college if both parents were alive, whereas proportionately more girls entered when one or both parents were dead. Children from small families were most likely to enroll although this was most noticeable after four offspring. It was also found that where older children in the family went to college the younger ones were likely to follow. However, since size of family is often related to such other variables as occupation level, age at marriage, religion, etc., the item should be subject to further analysis.

Attendance at university was related positively to level of occupation of the father. Sons and daughters of professionals, managers and executives, but particularly university teachers, lawyers, physicians, dentists and engineers were most likely to enter university. No relationship was found with the mother working outside the home. Going to college was also positively related to education of parents, and a favourable attitude to a college education by the parents was important. Such attitude was not closely related to occupation level, but was related to education level of parent and to dwelling in a university city, and was negatively correlated with living in a rural area. Academic achievement is an important factor. Of those with grade averages above 70, slightly more than half in Grades 9, 10 and 11 did not go on to university. In Grade 12 some 70 p.c. of these entered and the percentage for Grade 13, the college-preparatory year was still higher. Generally larger percentages of the top ranking candidates than of those just above average entered university. There are other carefully conducted studies essentially psychological, but space considerations prevent their review here.

Most of the studies mentioned above were designed to relate characteristics with successful schooling or failure for groups of students. They are of value in forecasting enrolment, in considering curricular changes, etc., but are not adequate for individual counselling since they do not account for minorities or exceptions. This report does not delve even as deeply as the studies reported, as it merely surveys the Canadian college population to discover specified characteristics. However, the information provided should be of considerable interest in making administrative decisions, in considering scholarships, fellowships, etc., and in decisions concerning college attendance.

The present study, which is concerned with university students, was designed to add something to our knowledge of how and where the students get money to attend university and what they spend it on. In addition, a number of questions were included to provide some basic socio-economic data on college students. There are many questions which remain unanswered. Some of these cannot be answered through surveys, but only after intensive interview and from institutional research. This, then, is but one of a number of limited studies which should be undertaken at regular intervals. It was designed to provide certain information which will be of some value to students, parents, professors, administrators and governments.

Interest in university students and graduates is both qualitative and quantitative. It is shared by professionals in education and laymen alike. It affects administrators, members of parliament, employers in industry and in fact all other citizens. The quantitative aspects relate to estimates of climbing enrolments, growing demands for qualified instructors, problems of providing more student places, and an increased demand for funds for capital outlay and current expenditures, with due consideration of limited resources, as well as the numbers of graduates by faculties, and the numbers undertaking post-graduate studies. Qualitative aspects are concerned with entrance requirements, standards, dropouts, selection of courses and guidance, availability of graduate courses, efficiency of instruction and related considerations.

University enrolment has been swelling markedly, year by year, a trend that is certain to continue for some time. It has already affected entrance requirements, professors' salaries, number of students and thinking concerning the purposes of a university. Since nearly all major institutions are presently filled to capacity, enrolment increases will necessitate large capital expenditure whether for wholly new campuses or to extend holdings on the present ones. Increased enrolment will also necessitate additional expenditure for staff, especially if the present ratio of staff to students is to remain fairly constant, and the problem of recruiting outstanding staff members will affect manpower distribution throughout the economy. Questions concerning the cost of higher education will increase in variety and number and some of these will con-

cern themselves with how much students can and will pay, how much higher education can be subsidized, and to what extent industry is presently contributing and might contribute. Other queries relate to scholarships, fellowships, bursaries, research grants, etc. The present study provides some pertinent information related to most of these.

Coverage

Requests for such data as are found in this report have increased greatly since the first survey was conducted by the National Federation of Canadian University Students in 1948 and tabulated and published by DBS. A second survey was conducted by DBS in 1956-57 with support of the N.C.C.U.C., the University Counselling and Placement Association and N.F.C.U.S. DBS sent the forms to the student counsellor, registrar, dean or other person designated by the president of each of the 25 universities and 8 colleges participating, and processed the returns. Response was considerably higher than in the first survey and the co-operation was gratifying.

The present or third survey represents some advance over previous ones from the viewpoint of sampling and extent of response. Again with approval and help from the C.U.F., N.F.C.U.S., and a number of organizations interested in overseas students, the forms were designed to be sent out on a sample basis except for students from other countries and graduates. Lists of students were provided by all institutions participating and participants were selected randomly according to design, which was planned to cover selected faculties. On request from the Royal Commission on Health Services, it was agreed to extend the survey to include dentists, nurses, pharmacists and a few other paramedical personnel, and while these were not a part of the original design, data on these faculties are included in this report since they will be of considerable interest to many persons and groups. It was assumed that each of the faculties that was omitted would correspond roughly to one or other of those that were covered. This is probably not as true of theology as of most other faculties, but it was felt that a sample of theology students would not be representative of the variety of situations to be found among theology students generally.

Scope of Study

The survey was designed to cover the fall and spring terms of the college year 1961-62 and activity during the summer vacation in 1961. Since the forms were distributed in February, students had to make estimates covering the last three months of the school year and recall expenditures for the fall term and first two months of the second term, unless they operated on a budget. It was hoped that any errors of under-reporting would be compensated for by other errors of over-reporting. In addition to soliciting data on expenditure and income, items were included on: age, sex, faculty, home and college residence, distance from university, summer

and part-time jobs, number of dependents and activity of spouse where applicable; occupation, schooling and income of parents and some other relevant details. It was considered that these data would give some insight into such questions as follow. From what types of municipal divisions did most students enter the selected faculties? What was the relationship if any, between distance from college and attendance? What was the relationship between parents' education, income and vocation and attendance at college? Were there socio-economic differences for boys and girls going to college? What per cent of students received scholarships, fellowships, bursaries, etc., and how much did they receive? Where do most university students dwell during the college year, and do they have use of an automobile? How many of them had found it necessary to interrupt their schooling? How many were married? What work did students find in the summer and how many worked while going to college? These were some of the questions considered in designing the questionnaire. There were many others of interest, but limits were imposed which controlled the length of the questionnaire and, in addition, limited the information obtained through processing the cards. This was essentially a matter of expediency because of limited staff and a desire to make information available as quickly as possible. Where weighting complicated the calculations, and generally increased the time needed disproportionately, relationships were not pursued. It is hoped that not too much has been lost because of this. Should time become available at a later date, more cross-classifications will be attempted and the results published.

By scheduling the survey for the census year it was assumed that information from the regular surveys of the Education Division, census data, and data from this survey could be related.

Canada's Higher Education Mosaic

There are more than 350 institutions of higher education in Canada which range in size from colleges with as few as five or six students, generally the last year of a junior college or a theological college located on a provincial university campus, to four universities, each of which with its affiliates enrolls more than 10,000 full-time students. The situation is dynamic and not a year goes by without some institution changing affiliation or new institutions being chartered. Forecasts of enrolment indicate that growth and change will be rapid during the next decade at least.

Because of wide variety in higher education institutions, it would be impossible to produce representative cost figures for students at all institutions. However, it is possible to obtain average costs and give some idea of the extent of variation. For some of the tabulations it was decided to provide figures for all Canada, others are for regions or for

separate faculties, and in a few instances they are for some combination of these. Such decisions were made after considering the numbers and the possible use of the data shown. Unfortunately these decisions were in part subjective and may not always have been the best.

Full-time university-grade enrolment was 128,894 in 1961-62, which was almost 15,000 more than for any previous year. Increase for the year was 13 p.c. over the previous year, which was higher than the average increase for the previous five years when it was just under 10 per cent per year. Except for some slowing down during the war years and a rapid increase during the first post-war years, increase in enrolment from the 1920's to the early 1950's averaged around 6 percent per year. However, in terms of actual numbers this reflects a demand to provide additional places for 15,000 students for the year under study, which points out the need for such data as are included in this report. This increase of 15,000 is about equal to the largest enrolment reported for 1960-61, that of the University of Montreal, which included graduates and undergraduates, including affiliates; or greater than enrolment in the Atlantic Provinces, British Columbia, or Saskatchewan plus Alberta.

Table I gives the enrolment of full-time university-grade students for the seven faculties, classical colleges, and graduate students for the survey year 1961-62. It was noted that numbers in some of these groups had increased and some decreased from the time of the previous survey of costs. For example, enrolment in education increased by almost 200 per cent, followed by an increase of 118 p.c. for the graduates, 94 p.c. for arts, science and commerce, 41 p.c. for dentistry and 34 p.c. for pharmacy. Law increased less than 1 p.c. and enrolment in medicine dropped some 5 p.c. These changes were for all Canada, but a more detailed study of the data by regions or provinces indicates that Law enrolment increased considerably in Quebec, gained a little in the western provinces but dropped elsewhere. Education, which gained in all areas, although more than twice as much in some as in others, is a special case in that teacher education goes on both in teachers' colleges and in universities and the situation varies from province to province.

However, these figures are but indicative of relative change by faculties, and costs and length of the courses may be of no more significance in determining enrolment than methods of selection, prospects after graduation and a number of other factors. From the viewpoint of skilled manpower, numbers entering the various faculties, ratio of graduates to population, demand for graduates, and mobility of graduates, are all important considerations. The figures found herein provide only some of the data needed if rational decisions are to be made concerning skilled manpower problems.

CHAPTER II

The Students, Their Background and Characteristics

This survey reports on a sample of 11,858 undergraduate students of whom 1,200 were enrolled in the upper four years of the classical colleges, and 10,658 full-time students enrolled in other selected faculties. As there is considerable interest in knowing the background of these students, where they come from, and where they stay, this section brings together the information about the undergraduate students which was obtained from those questions on the form which did not relate to costs. Composition and adequacy of the sample is discussed in Appendix B.

Faculties Represented

The term "faculty" throughout the report is used rather loosely, as a matter of convenience, to represent the undergraduate faculties, graduates, and classical college students represented in the sample. In designing the study, it was hoped to include representative faculties under the assumption that costs in all other faculties could be estimated closely enough by interested students; and to select a sample from the classical colleges, as it was considered that they were unique enough to warrant being kept separate. In addition, it was felt that because of the wide variety in the characteristics of graduate students and those from other countries, complete coverage should be used for all full-time students in these categories. As mentioned previously, a request from the Royal Commission on Health Services for similar information on dentists, nurses and some paramedical categories resulted in the addition of several faculties to the original sample. The 1961-62 survey therefore provides information on (i) Arts, Science and Commerce (denoted as Arts-Science herein) (ii) Education, (iii) Engineering, (iv) Law, (v) Medicine, (vi) Dentistry, (vii) Pharmacy, (viii) Classical Colleges, (ix) Graduates and (x) Non-Canadians, and (xi) supplemented by some information on nurses and students in physiotherapy. Data on non-Canadian students are to be found in the first report, those on graduates will appear in the third.

In this report, data for all faculties will be treated as representative even though based on a sample. Where it was considered that the numbers concerning any item were too small, percentages are not shown. Percentages, rather than numbers are given in most tables because they are generally understood more readily, and because when sampling is used it is often easier to show them than to compute the corresponding numbers. For certain items data are shown only for all Canada, for others the information is for regions, or for faculties, or for both.

Year in Course

If Canada had a uniform system of education from coast to coast, presenting information on education would be greatly simplified. As it is, there

is some confusion, among other things, as to what is meant by first, second and succeeding years. Entrance to university may be after junior or senior matriculation depending on the university. Because of this, first year to a student in one university may mean second year to a student in another. It was, therefore, decided to ask for year of graduation under the assumption that fewer mistakes would be made. It should also be kept in mind that courses are not all of the same length.

In Quebec, the majority of students in the Roman Catholic schools enter the classical colleges after seven years of elementary school for an eight year course, the last four years of which prepare them for the baccalaureate. Information herein refers to the last four years.

Tables 2 and 3 give the year graduation is expected for all undergraduates in the sample. Those who will graduate in 1962 are in their senior year, those graduating in 1963 are juniors, etc. In addition to indicating the percentage found in the various years by faculty, these tables provide some interesting data on incidence of marriage. None of the classical college students was married. In the Arts-Science group only 4.3 p.c. were married, but numbers married more than tripled from the first to the last year. In Education where one-eighth were married the number increased fourfold from the first to the last year. In Law and Medicine 22.5 p.c. and 20.5 p.c. were married and some five times as many were reported for the final as for the fourth year before graduating, whereas for Dentistry and Pharmacy percentages married were 30 and 11, but the numbers married in their final years were less than twice those who would not be graduated for four years. If we assume that our sample is representative, then 12 p.c. of all undergraduates are married; and university administrators in planning must take into account that one-eighth of the enrolment or about 10,500 undergraduates will be married students.

In studying these tables it should be kept in mind that a number of factors are operating which influence the percentages shown. Table 2 gives a better picture than Table 3 if some idea of attrition rates in the faculties, or figures on dropouts, are wanted, but a number of variables are included which reduce the reliability of the figures appreciably. First, the number entering year by year, although generally increasing, fluctuates because of the market demand of graduates. Second, the number of students, who leave university because of some economic or other reasons, is not constant. Third, the number of students who change courses after one or more years varies from year to year and from faculty to faculty. All of these affect enrolment by years in all faculties, but some more than others. There are better sources of information for such data.

Table 3 has an added complicating factor in that many students change from single to married status during their years at college, and others change from living at home to living elsewhere or vice versa.

Age and Sex of University Students

The average Arts-Science student who enters university with junior matriculation may spend four years before being graduated, or five if an additional year for honours is added; and those who enter with senior matriculation require one year less. Students in Engineering generally require the same number of years as for Science; and those in Pharmacy require three or four years. Medicine and Law are longer courses, with law students usually requiring seven years inclusive of the arts course taken before entering law. It is therefore to be expected that median ages will vary depending on entrance requirements and length of course.

Table 4 gives an age distribution for male and female students in Arts-Science and Education, and for all students in the other faculties. It is of interest to note that the average age of girls in Arts-Science and Education was 10 and 26 months, respectively, below that for the men, and that the average age for classical college students was 10 months below that for the girls in Arts-Science. In Arts-Science and Education, 12 p.c. and 10 p.c. of the girls were under 18 years of age; and 31 p.c. of classical college students, almost one-third, were 17 years of age or younger. At the other extreme, 12 p.c. of the men in Education, 10 p.c. in Dentistry and 5 p.c. in Law were 30 years of age or over. Table 5 gives the median ages for single students living at home and away from home, and of married, widowed and divorced students. On the average, except for Education and Pharmacy, students living at home were somewhat younger than those living away from home. As might be expected, ages of the married students were generally higher and normally in their mid-twenties.

Students Living At Home and Away from Home

Table 6 gives the percentages of single male students who live at home and away from home, the number of married students living with their wives, and all others for the selected faculties. This information is given for female students in Arts-Science, Education and Classical Colleges, as the numbers in the other faculties did not warrant separation. Regional differences appear; for example, in Arts-Science for all Canada, half of the single students were living at home and half away from home, but for the Atlantic Provinces the percentages were 26 p.c. at home and 71 p.c. away from home, and for Quebec 67 p.c. at home and 30 p.c. away from home. The other regions fell between. The pattern was much the same for the other faculties, although the percentage of single males living at home was much lower in Education and somewhat lower in all other faculties. Only in the faculty of Law and the Classical Colleges were the percentages of single males

at home above those away from home, but when they were distributed on a regional basis there was wide variation from region to region. When the data for females were examined, it was found that the percentages of single girls living at home were somewhat higher than for boys in all instances except for Arts-Science in Ontario. This may indicate that it is generally somewhat more difficult for girls than for boys who do not live near a university to get to college.

College Residence of Single and Married Students

The students were asked whether they lived in their parents' home, in a college residence, in a rented house or apartment, boarded in a private home, or had made some other living arrangements.

Table 7 shows that from 40 to 50 p.c. of all unmarried students in Arts-Science, Engineering, Law and Pharmacy and 58 p.c. of those in the Classical Colleges, lived at home. In Education, Medicine and Dentistry, from 30 to 40 p.c. of those enrolled lived at home. Of those attending the Classical Colleges or enrolled in Arts-Science, the second largest group was in college-operated dormitories, whereas for Education, Engineering, Law, Medicine, Dentistry and Pharmacy, the second largest group was lodged in a private home or boarding house.

There is some considerable difference from region to region; for example, except for Pharmacy and Dentistry there was a larger percentage of students in college residences in the Atlantic Provinces than in any of the other regions. About 97 p.c. in the Classical Colleges, and 83 p.c. in Arts-Science-Commerce and 58 p.c. in Engineering in the East, either lived at home or in residence. But in Education in the East, 51 p.c. were lodgers; and in Dentistry 51 p.c. of the students were married and lived with their families while attending university.

Comparatively few single students attending university in the town or city where their home is located are likely to live outside their home. Considering that about half of the students come from towns and cities where there is a college or university, it is not surprising that "living with parents" is the largest category for all faculties except those which are only established in a limited number of universities. Some 41 p.c. of undergraduates and 61 p.c. of those attending the Classical Colleges, reported that their home residence was less than 10 miles from the college they attended. (See Table 12).

Dependents of Married Male Students

Table 8 shows the number of dependents including spouse for married male students by regions and faculties. The table indicates that about half of the married students have no children but the percentages for Medicine, Engineering, Dentistry and Law range from 69 p.c. to 58 p.c. The number of families with two or more children ranges from 11 p.c. for Medicine, and 13 p.c. for Law to 29 p.c. for Edu-

cation. Regional differences for married students with no children were not great. Ontario and the West reported higher proportions with two or more children than elsewhere.

Table 9 is concerned with the chief activity of the spouse of married students. It gives a percentage distribution showing wives working full-time, those attending university full-time, those combining work and university, those keeping house and all others by regions. In the East almost one-third of the wives were employed and more than half kept house full-time. In Quebec a somewhat higher percentage worked and a smaller percentage kept house full-time. For Ontario and the West the percentages employed were higher and the percentage keeping house was in the thirties. Percentage attending university was below 2 p.c. in Quebec but was between 7 and 10 elsewhere.

Number of Children in the Family

Table 10 reports the per cent of students from families with one child, and families where students reported one or more brothers and sisters who were below university age, at university, through university, or beyond university age but had not attended university. This is shown by faculties. Fewer than 10 p.c. of the students in Education, Medicine and the Classical Colleges came from one-child families. The highest percentages, from 16 to 17 per cent, were for students in Dentistry and Pharmacy, with the others falling between 11 and 12 p.c. From 40 to 74 p.c. of the students had brothers or sisters below university age; 30 p.c. to 54 p.c. had brothers or sisters who were attending or had previously attended university; and from 31 to 47 p.c. had brothers or sisters who were beyond normal university age but had not gone to university. For most families questions of whether or not children got to university is related to number of children eligible, but the relative importance of this factor should not be exaggerated.

Where the Students Homes are Located

There is a good deal of interest in the location of the home residence of Canadian students, in part because more students are selecting universities for reasons other than propinquity, and in part because it is thought that nearness of a university is an advantage for many students.

Table 11 provides information on undergraduate students by faculty and region, showing percentages living on farms and in centres of population from less than 500 to those of more than 100,000. In addition, the table shows the percentage of the population for the four regions which are in the same rural and urban population groups, except that the percentages in the columns 2 and 3, and 4 and 5 for university students must be added to give figures which may be compared with those for Canada. The main factor that will reduce the validity of comparisons is that many of the students enrolled in one geographic area come from one of the other areas;

for example 10 p.c. of the students enrolled in Arts-Science in the Western universities live on a farm compared with 18 p.c. of the total population living on farms, but this ignores any exodus of students to other areas or enrolment of students from other areas. The situation, however, may be considered more adverse than in the East where 9 p.c. of the population live on farms and 9 p.c. of the students come from farms.

It will be noted that just under 17 p.c. of students in Education come from the farms (this omits all teachers-in-training in Teachers' Colleges outside the universities, which would probably raise the figure) as compared with 4 p.c. in Law. It is of interest that just under 19 p.c. of those enrolled in Engineering and 20 p.c. in Pharmacy in the West, come from the farms.

When the metropolitan areas of 100,000 and over are considered, it will be observed that the percentages in Law, Medicine and Arts-Science enrolled from these areas are higher in all regions than the proportion their population is of the total. For Engineering and Dentistry, only Quebec large cities fall below a representation according to population, and in Pharmacy both Quebec and the West have relatively smaller enrolments than might be expected from the population. One might look at the intermediate population centres similarly. With the possible exception of Education, it would seem that for all such areas disproportionately small numbers from the hamlets, villages and small towns of less than 1,000 have gone on to higher education. For the next higher population areas, from 1,000 to 9,999 the situation is better, but particularly in Dentistry, except in Ontario, and in Engineering, Arts and Pharmacy in most instances. The cities of 10,000 to 99,999 are proportionately represented in most regions and faculties, except for a few highly represented or falling short. It follows that there is probably some relationship between availability of institutions as in the cities and enrolment, but a number of factors are in operation according to the faculty. For example it is reasonable to expect that since a large proportion of doctors and lawyers live in the cities, a fair percentage of their sons would enter the same professions. Prediction for engineering, pharmacy and dentistry would not necessarily follow the same pattern. This may be checked in Table 16 which relates enrolment by faculty with occupation of father.

Distance from Home Residence and from College Residence to the Campus

Tables 12 and 13 give the percentages of students whose homes are at various distances from the college they attend, the distance from their local residence to the campus, and the percentage who own or have the use of an automobile. Many times the home and local residence are the same.

More than one-third of the Classical College students had homes within three miles, and one-quarter more lived from 3 to 9 miles from the campus.

About one-fifth of the university students from the East and Quebec, and one-seventh of those from Ontario and the West lived within three miles of the university. From 22 p.c. to 31 p.c. lived between 10 and 99 miles from the campus; and one-tenth of the Classical College students, 18 p.c. from Quebec, just under one-third from the West and Ontario and one-half from the East, lived one hundred miles or more from the campus. Because of Canada's broad expanse and the wide variation in size of province, these distances cannot be used to determine the numbers of students crossing the provincial or Canadian borders to attend university.¹

By considering both Tables 12 and 13, it was found that 97 p.c. of the East's students' local residence was within 10 miles of the campus, whereas 27 p.c. indicated that their homes were within that radius. About 70 p.c. of those living within 10 miles of the campus therefore took up residence in this locality while attending college. Corresponding figures for Quebec, Ontario, the West and the Classical Colleges are 31 p.c., 50 p.c., 46 p.c. and 32 p.c., respectively, for those taking up residence within 10 miles of the campus.

Table 13 reports the distances students travel to attend classes on the campus. Most of those shown in Table 7 as living in residence would dwell within half a mile of the campus. When distances of from 3 to under 10 miles were considered it was found that about 1 p.c. for the East, 4 p.c. for Quebec, 3 p.c. for Ontario and 8 p.c. for the West had been added to the numbers who report home residence from 3-10 miles from the campus. (For the Classical Colleges it would seem that many living from 3 to 10 miles from the campus take up residence closer to the college). The numbers of students attending university while living more than 10 miles away are much smaller than the numbers who have moved closer while attending college. Actually less than 3 p.c. for the East, 11 p.c. for Quebec and for Ontario, and 15 p.c. for the West commute from 10 miles or more to and from the campus.

Although it is not practicable to set a limit for easy walking distances to and from the campus, it is likely that most of the students dwelling less than a mile from the campus would walk, at least much of the time. This includes 72 p.c. of all students for the East, 56 p.c. for the Classical Colleges and from 28 p.c. to 41 p.c. for the others. Those from one to under three miles would include: a number who walked consistently; some who used public transportation; some who drove, and many who did both. For those more than three miles from the campus the great majority would depend on public transportation, drive, or form pools. Actually 19 p.c. of all students reported having their own car and another 13 p.c. had use of an automobile at least part of the time.

¹ A table in the Survey of Higher Education reports university attendance by home province.

It is interesting to note that by far the largest percentage, 30.5 p.c. of students in Western Canada had their own automobiles, compared with 19 p.c. in Quebec and the East, and less than one per cent in the Classical Colleges.

Level of Schooling of the Fathers and Mothers of the Students

Tables 14 and 15 show the percentages of fathers and mothers who have reached various levels of formal education for the different faculties. They also provide percentages for similar levels of education for all men and women in the labour force.² It shows, for example, that just under 5 p.c. of males in the labour force have university graduation but of the parents of college students from 10 to 29 p.c. were college graduates, the range being from 11 p.c. for Education to 29 p.c. for Law and Medicine. At the other end of the education ladder where 44 p.c. of males in the labour force had less than some high school education, university students reported from 26 to 42 p.c. of their fathers with no more than elementary school and trade training. The highest percentage here was for fathers of students in Education, the lowest for Arts-Science. It would appear that the Alger story is still being repeated, the North American ideal of bettering oneself and making good is still in operation. The data provided comparatively little indication of stratification of occupations according to mental ability and a wide distribution of intelligence at all economic levels.

When education level of the mothers is considered, a good deal of similarity in the pattern is noticed except that the influence of university degree on enrolment is less observable. It is highest in Arts-Science and Medicine and relatively low for Education, Pharmacy and Classical College students. For both men and women percentages reporting parents with some high school were lower than percentage of the labour force. High school graduation or better, on the part of the parents, shows considerable relationship to going to college, and the correlation between the father's education and college enrolment is higher than for the mothers, perhaps because of related economic factors.

Fathers' Occupations

The classification used for occupations was based on that used in the census except that it was greatly abbreviated in all categories though less in professional occupations where the percentages though small were shown for some occupations. For certain of the faculties it is possible to relate faculty and profession quite closely, for example, Law and the legal profession, Medicine and physicians and surgeons, although many law students and some in medicine end up as owners and pro-

² The labour force is probably more representative for men than women. Preliminary census data show about 2 p.c. of women with university degrees, 3 p.c. with some university, 23 p.c. with complete and 29 p.c. with partial secondary, and 43 p.c. with less schooling.

prietors, or in transportation and communication, manufacturing, etc. Table 16 shows that the fathers of Arts-Science students are fairly representative of all occupation groups with 27 p.c. in the owner-proprietor and manager-superintendent categories, 20 p.c. from the professions, and lesser percentages from the other groups. The picture is similar for the Classical College students except that the percentages were smaller for the owner and manager groups. For the professional faculties we found students in Education reporting 5 p.c. of fathers in education; Law students reporting 9 p.c. of fathers in the legal professions; Medical students reporting 11 p.c. of fathers as physicians and surgeons; Pharmacy students reporting almost 7 p.c. of fathers in pharmacy; and students in Dentistry reporting 4 p.c. of fathers as dentists. Since Engineering students will be employed in a variety of industrial positions their reporting 4.5 p.c. of fathers as engineers is reasonably high.

It is also possible to read the table across; for example, it was found that students from families where the father was a teacher enrolled in all faculties to form from 2.3 p.c. to 3.5 p.c. of the enrolment in all faculties except Education where it was higher. This pattern was generally true. Apart from those who enroll to continue in the father's occupation students from all walks of life are to be found in all faculties.

Income Level of Parents of College Students

A number of U.S. surveys have found that the most important determinants of parents' aspirations for the education of their children are the education of the parents themselves and their current income. There are other factors of lesser importance for surveys, but of major importance in some cases for guidance. This survey, as with most others, shows a high degree of correlation between parents' income level and college enrolment, but care must be exercised in imputing a high causal relationship since many other factors may be operating, for example, income of parents and level of education, attitude of parents to education and income level, size of family and enrolment, and such. All may show positive correlations which would probably be reduced through partial correlations aimed at determining causal relationship.

Family income is rather closely related to attendance at university. It accounts for about one-quarter of the total income of university students, often affects the amount students have to spend, and sometimes may be the deciding factor as to whether or not students enroll.

Table 17 shows the percentage of parents earning less than \$5,000, and for intervals from \$5,000 up, for students at home and away from home in the selected faculties. It will be noted that median income by faculties ranged from less than \$5,000 for parents of students away from home in the Classical Colleges, in Pharmacy and in Education, to more than \$7,000 for parents of students

living at home but enrolled in Medicine and Law. In all faculties the median family income for students away from home fell below those for students at home, probably because incomes in urban areas generally exceed those in rural. Not only were the medians lower, but the percentages of those with incomes below \$5,000 were considerably higher for those away from home in all faculties.

For incomes from \$5,000 to \$5,999, percentages were higher for students at home in Pharmacy and the Classical Colleges, the same for students in Dentistry and Engineering and lower for those at home in the other faculties. For incomes above \$6,000, students living at home reported higher parental incomes on the average than those away from home, except for Law in the \$10,000-\$14,000 bracket, where they were the same.

Median income of parents showed a fairly wide range by faculties, and although it was higher in all faculties for the average student at home, the differences ranged from around \$500 in Education and Pharmacy to as much as \$1,500 in Medicine and Law.

Statistics of Canadian taxpayers show that 36.5 p.c. of all taxpayers earn less than \$3,000 a year, (this is probably considerably below income for heads of households). Families in this income bracket send a disproportionately small number to college. In the higher income brackets some 3 p.c. of taxpayers earned \$10,000 or more and a relatively large percentage of students come from this group. Family income is related to faculty selected, in part because children often follow in their parent's footsteps; some courses are more expensive than others, and special abilities, interest, etc., are determined in part by heredity.

Table 18 shows the percentage of students enrolled for various levels of parental income from under \$3,000 to \$15,000 and up. In addition it provides a percentage distribution for the same income categories for all income taxpayers. A better comparison would have been with family income or even for all heads of families, but such comparison was not possible. Even assuming that instead of 36.5 p.c. receiving less than \$3,000 one read 30 p.c., the relationship would not be changed. Perhaps the most remarkable observation is that between 10 p.c. and 22 p.c. of students in the selected faculties come from families reporting incomes below \$3,000. Some of these, no doubt, were able to attend because of scholarships, fellowships, etc., and others because of good summer jobs.

From 16 to 33 p.c. reported family incomes of from \$3,000 to \$5,000. At the upper levels where 3 p.c. of the taxpayers reported incomes of \$10,000 and over, one quarter of Arts-Science students reported such family income. Similarly 34 p.c. from Law, 27 p.c. from Medicine, 21 p.c. from Dentistry, 16 p.c. from Engineering, 10 p.c. from Education and 9 p.c. from Pharmacy, all reported family incomes of \$10,000 or more. One-fifth of the classical college students reported family income in the same

brackets. Considering the income levels used in this study, it would appear that where family income is from \$5,000 up, the percentage of youth going on to university is above average for the general population and as income increases the chances of entering university are improved. This is, however, also related to choice of faculty with Law and Medicine showing the steepest rise.

Chief Summer Occupation of the Students

Problems related to summer employment loom rather large in the plans of many university students. For some it may be the determining factor as to whether or not they go to college next year; for others, it will affect the amount they have to spend. It is likely that consideration of summer jobs will become more urgent year by year for several reasons. On the one hand it reflects rapidly expanding enrolments from an exploding population, larger percentages continuing to university from all income levels, and more non-Canadian students entering. On the other hand the evolution in Canada's job structure, because of technological change, including the use of electronic computing devices and related procedures and greater planning, all tend to reduce seasonal and alter part-time employment. More hopeful is the increase in service and recreational occupations.

Tables 19 to 24 provide considerable information on the employment status of college students in 1961-62. Since the situation may change rather drastically from year to year, reflecting market conditions, these data have the weakness of relating to a specific year. They may be looked at along with data from the 1956-57 survey, but other means of following the labour market must be devised if we are to ensure the greatest good for the greatest number from summer employment. Such work should not be considered merely as a means of accumulating savings, or as a respite from course work for even when not related to it, important as those are, such work is a part of maturing.

From Table 19 it would appear that 6 p.c. of male and 8.5 p.c. of female students were unable to find jobs. In terms of numbers around 77,640 male students worked, 5,140 could not find jobs and 2,840 did not look for work. For the females, about 22,500 worked, 2,840 were unable to find jobs and 6,575 did not look for work. Almost 8,000 students did not find jobs in 1961-62. This is a sizable problem.

When the students are distributed by geographic area the situation would appear to be most critical in the East, followed by Quebec for the male students, but particularly in the villages, towns and cities under 10,000. For women, the most difficult places to get jobs were in the smaller centres and on the farms in the East. For Canada as a whole, the most likely place to get jobs was in the metropolitan areas, followed by the farms and centres of 10,000 to 99,999, with the smaller centres below 10,000 being the most difficult.

When single students are distributed by age and married students are shown separately, Table 20, about 7 p.c. of all single male students and 5 p.c. of married ones were unable to find work. For those under age 21, the percentages were from 8 to 9 p.c. for males and females and dropped for the early and late 20's. Data are shown by regions and the pattern is similar except that one out of eight female students aged 21-24 were unable to find work in the Atlantic region.

Table 21 distributes the same data for single and married students in all faculties, with divisions for male and female in Arts-Science and Education. There are differences among the faculties, as might be expected, since students after the first year in Engineering, Law, Medicine, etc., have something fairly specific to offer the employer compared with students who have one or more years in Arts-Science. Students in Education are working in a field which seldom employs personnel for short terms in the summer.

It should be kept in mind that some of the students who did not look for work attended summer school. For males, it would seem that those in Engineering, Dentistry, Law, Medicine and Pharmacy have some advantage, while Arts-Science, Education and Classical College students in that order have the most trouble in obtaining summer work.

If the data are distributed by year graduation is expected, it will be found that the percentages unable to find work become smaller year by year. For example, in Arts-Science 9 p.c. of those expecting to graduate in 1965 were unable to find work compared to 8 p.c., 6 p.c. and 4 p.c. for those expecting to graduate in 1964, 1963 and 1962, respectively. For the other faculties the same trend is shown and for girls the percentages in Arts-Science drop from 11 p.c. to 4 p.c. and in Education from 19 p.c. to 4 p.c. How much of this is due to being older and to experience and how much to what is learned at college is a moot question, but one thing should be remembered, namely that the summer vacation for the year between high school and university is shorter and students generally enter the labour market at the end of June rather than sometime in May.

All students employed were asked to state the type of job they held. These were classified under some 11 headings including categories for both males and females in Arts-Science and Education. It will be readily noted in Table 22 that from 38 to 58 p.c. of male Engineering, Medical and Pharmacy students were employed at work related to their course. In addition, 29 p.c. of Arts-Science, 30 p.c. in Education, 38 p.c. in Law and 22 p.c. for the Classical Colleges, held jobs which required special skills, some of which had been acquired at college. The next largest category was for labourers, seamen, railway or highway workers, many of which are summer jobs paying fairly well. Not many students worked for their parents, less than 1 p.c. worked

for the university, but up to 8 p.c. in some faculties were enrolled in Officer Training Programmes. The others were fairly well scattered throughout the other categories. Among the women, 42 p.c. in Arts-Science and 38 p.c. in Education were employed in jobs requiring special skills; 48 p.c. of the remainder were in the three categories including store clerk, cashier, receptionist, waitress, maid, cook, recreation worker, or entertainer and the others were scattered among the other categories.

Monthly rates of pay are shown by faculties and for types of work in Tables 23 and 24. Median monthly rates were highest, between \$270 and \$280 for Engineering, Law and Dentistry, followed by Education \$263, Medicine \$242, Arts-Science \$233, Pharmacy \$221 and Classical College students \$156. Girls earned \$162 per month on the average. It is of interest to note that from 3 to 7 p.c. (21 p.c. for the Classical Colleges) earned less than \$100 and from 1 p.c. to 5 p.c. earned more than \$500 per month. Some idea of average pay for the different types of jobs is shown in Table 24, where male students working for the university earned \$280 per month on the average, followed by jobs related to university work, factory work and truck driving, jobs requiring special skills and labouring jobs, seaman, and highway worker, all paying between \$254 and \$265 a month. Students working for their parents or as recreation workers and entertainers, on the average received from \$167 to \$179. Rates of pay for girls ranged from \$127 for waitress, cook, etc., to \$200 for jobs related to university work. Some categories for females have been omitted as the numbers were too small to produce meaningful medians.

Part-time Work During Regular Session

Students look for or accept part-time work while attending college for a variety of reasons including expediency; the majority, however, work, because they must, to meet expenses. For Canada as a whole, 24 p.c. of the male and 21.4 p.c. of the female undergraduate students had part-time jobs. (Table 25). Larger percentages of male than female students from the farms and rural areas held such jobs, for Canada as a whole. For the larger urban centres the same percentage of females as males worked part-time, and the percentages for both were higher here than for any other area. There were regional differences. The highest percentage for both males and females, 31-32 p.c. was for students from the farms in the Atlantic provinces, and for girls from the metropolitan areas in Ontario. Next came males in the East, and Quebec, and females in the West with percentages from 29-30 p.c., all from the larger cities. The lowest percentages from 11-13 p.c. were for girls from smaller cities in all regions.

Table 26 distributes the same data according to year of expected graduation and faculty. About one in eight classical students had part-time jobs. In Engineering and Education about one out of five male students, and in Arts-Science, Medicine and

Dentistry, one out of four students worked part-time. Almost one out of three students in Law, and two out of three in Pharmacy had part-time jobs, most often related to the professions they will enter. Generally the percentages increased with the number of years in college, except that first year Law students had a disproportionately large number, and last year Dentistry a disproportionately small number so engaged. For girls the proportions were somewhat lower but behaved similarly.

Table 27 distributes the data on part-time jobs by family income and for selected age groups. There was little correlation between parental income and part-time jobs, although the lowest percentages were for girls from families making \$10,000 or more. For males, percentage with jobs increased with age beginning at 14 p.c. for those under 18 and reaching 42 p.c. for those 30 and over. For the girls there is a similar increase to age 24, after which the percentages fall away. For married students the data would seem to indicate that this was only one variable among many. Only 17 p.c. of married women at college had part-time jobs compared with 34 p.c. of men — this might have been expected.

Some idea of the variety of types of jobs can be obtained from Table 28, which gives percentages by faculties for some 10 categories of employment. Such classification is worthwhile, although it misses special cases, such as the student who reported taking down lectures in shorthand, mimeographing and selling them; a student who operated a business on the side which brought in more than a professor's salary, and such. It shows, however, that of those working part-time, about three-quarters of the Pharmacy students find part-time jobs connected with their courses, as do more than half of the students in Medicine, and 28 p.c. in Law. From 1-13 p.c. of students from the various faculties with part-time jobs were employed by the university. The numbers joining the R.O.T.P. and related activities varied widely from faculty to faculty.

Some of the jobs reported covered only the Christmas vacation or part of the year. Several more items would have been required to present a complete picture. An item was included covering the number of hours worked. These are distributed in times of from less than five to 40 and over hours per week in Table 29. Some question might be raised as to just how many hours students could put in working without it hurting their studies; the answer is not easy as it depends so much on the student himself and what he is trying to do. Between one and two per cent of all students did a full work week in addition to college. About 60 p.c. of those with part-time jobs worked less than a full day each week.

When the same data are distributed in Table 30, by faculty, there were a few percentages which varied widely from the usual distribution, such as 14 p.c. working 30 or more hours per week in Medicine and Law, and 44 and 48 p.c. of those with part-time jobs in Pharmacy and Law working less than 10 hours per week.

Students Who Reported a Break in their Education

An age distribution of university students probably gives some idea of the number who interrupted their education for a variety of reasons, which range all the way from free choice among desirable alternatives to withdrawal because of lack of money, illness, home responsibilities, and such. Our data report only on those who withdrew for economic reasons but returned. This gives only a part of the picture, as the majority who leave the academic stream do not return, and would be outside this survey. Students in the survey were asked to report whether or not, because of a shortage of money, they had postponed entrance, withdrawn, enrolled part-time, or taken extra-mural courses.

Table 31 reports on students whose education was interrupted, by cause of interruption, by faculty, and by sex, for Arts-Science and Education. Only some 3 p.c. of Classical College students had their education interrupted. Of the students enrolled in 1961-62 in Arts-Science, from 11-15 p.c. of the males and from 4-8 p.c. of the female students had interrupted their education at some time. For Education, comparable figures ranged between 23 and 36 p.c. for males and from 1-16 p.c. for female students. Although these figures are for undergraduate students, the comparatively large figures cannot be explained entirely by economic need.

Of the students whose education had been interrupted for economic reasons, 30 p.c. of the male students and 38 p.c. of the female students held part-time jobs compared with 24 p.c. of all male and 21 p.c. of all female students.

Table 32 gives comparative percentages with parents in various income brackets for students whose education was interrupted and all other students. Whereas 63 p.c. of the returned students reported family incomes below \$5,000, only 37 p.c. of the other students reported such parental income levels. Percentages for students whose education was interrupted were higher until the \$6,000-\$6,999 bracket was reached and then fell away appreciably, although altogether 10.5 p.c. of students in this category reported family income of \$8,000 or above, about one-third as many as for students without a break in their schooling. Median parental income for the returned group was \$4,201 compared with \$5,921 for the other students.

Table 33 distributes the 15 p.c. of all students whose education was interrupted, by home residence, for rural and urban centres, and among the four

regions. Of the total, 18 p.c. lived on farms, 17 p.c. in centres with population under 10,000, 16 p.c. in centres up to 100,000 and about 13 p.c. in the larger cities. Regional difference ranged from 11 p.c. in Ontario to 18 p.c. in the East.

Some 85 p.c. of the males and 65 p.c. of the females from among these students had worked during the previous summer and 6 p.c. of the males and 9 p.c. of the female students had been unable to find summer jobs—percentages which are not significantly different from the students as a whole.

Students' Plans for the Year Following Graduation

An item related to the student's plans for the year following graduation was included, for though it was realized that many students might change their mind before the end of the year or in the years to follow, opinion regarding intention would be of considerable interest. The percentages are shown by faculties and categorized as graduate work, university teaching, other teaching, and other occupations in Table 34. About 42 p.c. of Arts-Science students planned to enter the graduate school and an additional 7.5 p.c. expected to attend part-time. Just over 1 p.c. hoped to begin university teaching right away and 17 p.c. would teach elsewhere. About 30.5 p.c. expected to enter business and around one-quarter of these already had offers.

In Education, 86 p.c. planned to teach although less than 1 p.c. expected employment at college level. Only 6 p.c. planned to enroll in the graduate school the following year but 4.5 p.c. would enroll in part-time courses.

In Engineering, 60 p.c. planned to enter the world of work and one-third already had offers; 30 p.c. planned to enter graduate school and an additional 6.5 p.c. would enroll part-time.

In Law, almost all of the students intended to practise law, 10 p.c. had offers, and very few planned graduate studies. In Medicine 54 p.c. would practise, 5 p.c. were offered special jobs elsewhere and 38 p.c. would continue at school. In Dentistry, about 60 p.c. would practise (12 p.c. had offers), 32 p.c. would enter graduate school full-time. Of those in Pharmacy, 17 p.c. had offers, 46 p.c. hoped for offers and just under 30 p.c. planned to enter the graduate school. Two out of three students at the Classical Colleges planned to continue their studies full-time and another 3 p.c. part-time. About 20 p.c. were looking for business offers.

TABLE 1. Full-time University and College Enrolment,¹ by Region and Specified Faculties, 1961-62

Faculty	East	Quebec	Ontario	West	Canada	
					Total	Female students 1960-61
						p.c.
Undergraduates:						
Arts - Science ²	7,624	24,010 ³	18,844	18,138	55,240	25.7
Education	1,493	4,292	763	6,448	12,996	48.8
Engineering	2,048	4,284	4,378	3,921	14,631	0.3
Law	148	1,038	913	573	2,672	5.1
Medicine	271	1,483	1,703	796	4,253	9.4
Dentistry	60	317	609	256	1,242	4.5
Pharmacy	76	407	373	673	1,529	26.7
Totals (7 faculties)	11,720	35,831	27,583	30,805	92,563	22.8
Totals (all undergraduates)	13,044	40,849	32,968	34,686	121,547	24.9
Graduate students	338	2,307	2,903	1,799	7,347	15.1
Totals (graduates and undergraduates)	13,382	43,156	35,871	36,485	128,894	24.3

¹ These figures are more inclusive than the universe from which the sample was drawn. For example, education enrolment includes diploma students in some normal schools affiliated with the universities, and enrolment in medicine includes pre-medical students and some medical internes. In all faculties non-Canadian students are included in this table, but excluded from the tables which follow. Data on non-Canadian students are found in the first report.

² Includes students in Commerce and Business Administration.

³ Includes 13,376 students enrolled in the Classical Colleges.

TABLE 2. Year Graduation Expected

Faculty	Year graduation expected					Total
	1962	1963	1964	1965	1966 or later	
Canada	per cent					
Arts-Science	19.0	22.9	27.8	27.0	3.3	100.0
Education	24.7	11.9	24.4	36.2	2.8	100.0
Engineering	18.2	20.2	22.8	27.3	11.5	100.0
Law	23.4	25.7	35.6	15.3	—	100.0
Medicine	20.4	21.0	23.4	24.3	10.9	100.0
Dentistry	20.0	25.5	25.8	28.7	—	100.0
Pharmacy	19.2	22.6	30.7	27.5	—	100.0
Classical Colleges	17.2	22.8	26.3	33.7	—	100.0

TABLE 3. Year Graduation Expected — Marital Status and Living Arrangements

Faculty, marital status, living arrangements	Year graduation expected					Total
	1962	1963	1964	1965	1966 or later	
Canada	per cent					
Arts — Science:						
Single, at home	15.2	21.3	27.9	30.9	4.7	100.0
Single, away from home	20.1	24.1	28.1	25.2	2.5	100.0
Married ¹	40.9	26.9	18.3	12.2	1.7	100.0
Education:						
Single, at home	39.6	9.4	18.5	29.5	3.0	100.0
Single, away from home	28.1	9.8	20.7	40.7	0.7	100.0
Married ¹	56.9	12.1	16.8	14.2	—	100.0
Engineering:						
Single, at home	13.4	16.4	23.9	30.8	15.5	100.0
Single, away from home	16.6	20.3	22.7	27.3	13.1	100.0
Married ¹	45.6	29.8	13.5	8.2	2.9	100.0
Law:						
Single, at home	19.5	26.7	30.9	22.9	—	100.0
Single, away from home	17.7	27.0	47.5	7.8	—	100.0
Married ¹	44.8	23.5	23.5	8.2	—	100.0
Medicine:						
Single, at home	12.3	18.2	25.8	33.1	10.6	100.0
Single, away from home	15.3	19.9	24.8	25.9	14.1	100.0
Married ¹	46.1	26.9	16.2	9.3	1.5	100.0
Dentistry:						
Single, at home	13.0	19.3	30.4	37.3	—	100.0
Single, away from home	16.9	26.6	22.8	33.7	—	100.0
Married ¹	32.2	29.5	21.2	17.1	—	100.0
Pharmacy:						
Single, at home	12.6	20.7	34.3	32.4	—	100.0
Single, away from home	18.6	24.8	28.3	28.3	—	100.0
Married ¹	27.9	27.9	27.9	16.3	—	100.0
Classical Colleges:						
Single, at home	16.2	24.1	25.3	34.4	—	100.0
Single, away from home	18.5	21.1	27.8	32.6	—	100.0

¹ Living with spouse.

TABLE 4. Age Distribution of Male and Female Students

Faculty, sex		Under 18	18-20	21-24	25-29	30 and over	Total	Median age
Canada								
per cent								
years — months								
Arts — Science	M.	6.0	55.7	30.0	6.8	1.5	100.0	20-3
	F.	12.1	66.9	18.5	1.0	1.5	100.0	19-5
Education	M.	4.0	29.1	41.7	13.5	11.7	100.0	22-0
	F.	9.8	58.4	25.1	2.4	4.3	100.0	19-10
Engineering	T.	4.8	43.3	43.6	7.0	1.3	100.0	21-0
Law	T.	0.3	6.3	66.9	21.2	5.3	100.0	23-6
Medicine	T.	—	12.8	65.7	18.7	2.8	100.0	23-3
Dentistry	T.	—	15.6	60.5	13.9	10.0	100.0	23-0
Pharmacy	T.	2.1	41.5	42.8	9.4	4.2	100.0	21-0
Classical Colleges	T.	31.3	60.2	8.2	0.2	0.1	100.0	18-7

TABLE 5. Median Age — Single and Married Students at Home and Away from Home

Faculty	Single		Married, widowed, divorced
	Living at home	Living away from home	
Canada	years — months		
Arts — Science	19-9	20-2	26-4
Education	21-3	20-7	27-0
Engineering	20-5	21-0	24-1
Law	22-11	23-7	25-10
Medicine	22-8	23-1	25-5
Dentistry	22-4	23-1	26-2
Pharmacy	21-6	21-1	26-10
Classical Colleges	18-8	19-1	—

TABLE 6. Students At Home and Away from Home — Male and Female, Single and Married

Faculty, region	Single		Married, living with spouse	All other	Total
	Living at home	Living away from home			
per cent					
Male					
Arts — Science	47.0	47.3	5.5	0.2	100.0
East	26.0	71.3	2.2	0.5	100.0
Quebec	67.2	29.8	3.0	—	100.0
Ontario	43.0	51.0	5.8	0.2	100.0
West	48.0	43.9	7.9	0.2	100.0
Education	24.9	49.1	24.8	1.2	100.0
East	10.8	76.3	11.7	1.2	100.0
Quebec	41.9	49.7	7.9	0.5	100.0
Ontario	29.6	37.8	32.6	—	100.0
West	24.1	44.5	29.9	1.5	100.0
Engineering	11.4	50.1	8.2	0.3	100.0
East	20.9	72.0	6.5	0.6	100.0
Quebec	55.5	38.1	6.2	0.2	100.0
Ontario	42.6	49.7	7.3	0.4	100.0
West	34.9	53.1	11.7	0.3	100.0
Law	39.1	38.5	21.0	1.4	100.0
East	22.6	54.8	19.4	3.2	100.0
Quebec	52.8	34.3	12.9	—	100.0
Ontario	32.6	41.6	23.5	2.3	100.0
West	30.6	36.4	31.3	1.7	100.0
Medicine	35.0	43.6	20.8	0.6	100.0
East	12.3	50.6	32.6	4.5	100.0
Quebec	44.9	38.8	15.6	0.7	100.0
Ontario	28.7	49.8	21.5	—	100.0
West	34.8	38.6	26.2	0.4	100.0
Dentistry	34.3	35.7	28.4	1.6	100.0
East	2.1	42.6	51.1	4.2	100.0
Quebec	36.9	39.6	22.6	0.7	100.0
Ontario	40.3	30.9	27.4	1.4	100.0
West	26.3	39.5	31.6	2.6	100.0
Pharmacy	42.1	45.0	12.2	0.7	100.0
East	28.6	54.7	14.3	2.4	100.0
Quebec	57.9	31.4	10.7	—	100.0
Ontario	50.0	43.3	5.8	0.9	100.0
West	29.8	52.9	16.4	0.9	100.0
Classical Colleges	53.8	46.2	—	—	100.0
Female					
Arts — Science	51.9	46.3	1.4	0.4	100.0
East	35.9	64.1	--	--	100.0
Quebec	77.6	20.4	--	--	100.0
Ontario	41.1	56.4	--	--	100.0
West	55.2	43.1	--	--	100.0
Education	36.1	58.0	5.2	0.7	100.0
East	21.7	77.1	--	--	100.0
Quebec	54.6	43.0	--	--	100.0
Ontario	45.1	46.1	--	--	100.0
West	34.7	58.0	--	--	100.0
Classical Colleges	79.5	20.5	—	—	100.0

TABLE 7. Students' Marital Status and Residence at College

Faculty, region	Single students				Married, living with spouse	All other	Total
	In parents' home	In rented house or apartment	Rooming or boarding in				
			Private home or boarding house	College- operated residence			
	per cent						
Arts — Science	47.9	9.8	16.2	20.9	4.6	0.6	100.0
East	28.2	4.4	10.5	54.4	2.1	0.4	100.0
Quebec	69.1	7.6	10.5	9.9	2.7	0.2	100.0
Ontario	41.9	13.3	20.6	18.9	4.7	0.6	100.0
West	49.9	9.5	17.1	16.1	6.4	1.0	100.0
Education	30.4	13.8	26.0	13.0	15.5	1.3	100.0
East	16.2	4.5	51.3	20.5	7.1	0.4	100.0
Quebec	44.4	12.8	20.5	15.6	6.0	0.7	100.0
Ontario	34.7	14.3	19.3	5.3	24.4	2.0	100.0
West	30.2	15.8	22.6	11.7	18.2	1.5	100.0
Engineering	41.4	11.0	24.1	14.2	8.2	1.1	100.0
East	20.9	8.2	26.7	37.1	6.5	0.6	100.0
Quebec	55.3	13.6	19.3	4.7	6.2	0.9	100.0
Ontario	42.7	10.4	22.8	15.7	7.5	0.9	100.0
West	35.0	10.1	29.0	12.5	11.7	1.7	100.0
Law	40.0	14.4	16.9	6.4	21.5	0.6	100.0
East	22.0	6.0	19.0	26.0	21.0	6.0	100.0
Quebec	53.7	13.7	16.7	3.0	12.9	—	100.0
Ontario	33.2	17.9	18.6	4.8	24.5	1.0	100.0
West	32.1	12.2	14.2	9.8	31.4	0.3	100.0
Medicine	37.1	11.4	17.5	13.5	19.3	1.2	100.0
East	14.4	6.2	20.6	25.8	29.9	3.1	100.0
Quebec	48.2	11.7	14.1	11.4	14.3	0.3	100.0
Ontario	29.7	11.4	19.0	17.3	20.3	2.3	100.0
West	36.8	12.6	20.3	6.0	24.0	0.3	100.0
Dentistry	35.7	14.4	11.4	8.5	28.2	1.6	100.0
East	2.1	4.3	27.6	4.3	51.1	10.6	100.0
Quebec	38.0	26.0	4.7	8.7	22.6	—	100.0
Ontario	42.3	10.1	8.7	10.8	26.8	1.3	100.0
West	27.1	12.5	20.5	4.6	32.4	2.9	100.0
Pharmacy	42.5	11.0	24.4	10.3	9.5	2.3	100.0
East	30.0	14.0	36.0	6.0	12.0	2.0	100.0
Quebec	59.4	5.3	18.0	4.0	10.0	3.3	100.0
Ontario	48.3	12.1	16.8	14.8	4.0	4.0	100.0
West	30.6	13.3	31.3	12.0	12.1	0.7	100.0
Classical Colleges	58.2	0.8	2.2	38.6	—	0.2	100.0

TABLE 8. Number of Dependents, including Wife - Married Male Students

Faculty	Number of dependants			Total	Region	Number of dependants			Total
	1	2	3 or more			1	2	3 or more	
	per cent					per cent			
Canada									
Arts - Science	52.0	26.1	21.9	100.0	East	53.2	35.2	11.6	100.0
Education	40.3	30.8	28.9	100.0	Quebec	57.1	26.5	16.4	100.0
Engineering	62.4	22.1	15.5	100.0	Ontario	55.2	17.8	27.0	100.0
Law	58.0	29.4	12.6	100.0	West	50.6	29.0	20.4	100.0
Medicine	69.3	19.9	10.8	100.0					
Dentistry	58.5	27.5	14.0	100.0	Canada	53.2	25.9	20.9	100.0
Pharmacy	42.7	28.1	29.2	100.0					

TABLE 9. Activity of Spouse of Married Students

Region	Working for pay (full-time)	At university (full-time)	Working and at university	Keeping house (full-time)	Other	Total
	per cent					
East	32.0	7.4	—	53.3	7.3	100.0
Quebec	38.8	1.6	1.0	45.8	12.8	100.0
Ontario	46.3	8.9	0.2	32.8	11.6	100.0
West	47.6	9.6	0.5	36.2	6.1	100.0
Canada	43.5	7.3	0.5	39.3	9.4	100.0

TABLE 10. Per Cent of Students with Brothers and Sisters

Faculty	No brothers or sisters	One or more brothers and sisters		
		Below university age	Now or previously at university	Never at university
per cent				
Canada				
Arts — Science	11.4	59.1	33.5	31.0
Education	7.7	59.3	35.9	46.7
Engineering	10.7	58.4	33.8	43.5
Law	11.1	40.5	52.0	42.7
Medicine	9.9	47.6	53.9	43.9
Dentistry	16.3	40.8	41.4	40.6
Pharmacy	16.6	50.6	31.8	40.5
Classical Colleges	8.5	74.0	29.7	39.2

TABLE 11. Home Residence of College Students and of Canada's Population

Faculty, region	On a farm	In a centre with population:							Total
		Less than 500	500-999	1,000-4,999	5,000-9,999	10,000-29,999	30,000-99,999	100,000 and over	
		per cent							
Arts - Science	7.4	2.7	2.6	8.6	4.9	11.2	12.6	50.0	100.0
East.....	8.9	6.1	4.9	19.3	7.9	16.7	17.1	19.1	100.0
Quebec	3.8	0.5	0.5	8.1	6.0	11.1	10.5	59.5	100.0
Ontario	6.7	1.8	2.1	6.5	4.1	11.0	16.0	51.8	100.0
West.....	9.6	3.7	3.3	6.8	3.8	9.4	8.5	54.9	100.0
Education	16.5	7.9	5.1	14.4	5.7	8.2	10.5	31.7	100.0
East.....	4.1	15.3	15.4	30.1	10.2	7.9	13.5	3.5	100.0
Quebec	5.3	1.9	1.9	16.8	14.3	12.8	12.8	34.2	100.0
Ontario.....	5.4	3.3	2.3	7.4	3.7	6.4	9.0	62.5	100.0
West.....	22.3	8.0	3.9	11.4	3.4	7.5	9.6	33.9	100.0
Engineering	10.3	3.6	2.4	10.9	6.2	10.4	12.2	44.0	100.0
East.....	9.9	7.0	4.6	16.4	9.0	13.4	24.1	15.6	100.0
Quebec	5.3	0.7	1.8	11.5	8.6	13.7	10.3	48.1	100.0
Ontario.....	6.9	2.4	1.1	9.6	4.4	9.8	12.0	53.8	100.0
West.....	18.6	6.0	3.3	9.1	4.1	6.2	8.9	43.8	100.0
Law	4.2	0.9	1.6	6.2	6.2	10.5	11.2	59.2	100.0
East.....	3.1	2.1	3.1	12.4	6.2	14.4	20.6	38.1	100.0
Quebec	3.2	—	2.1	6.3	8.0	14.7	10.8	54.9	100.0
Ontario.....	4.4	1.0	0.7	4.7	5.7	7.1	12.4	64.0	100.0
West.....	6.0	1.7	2.0	6.7	4.0	8.0	7.6	64.0	100.0
Medicine	6.1	1.6	2.1	8.0	4.0	9.7	11.9	56.6	100.0
East.....	5.0	4.0	3.0	16.0	11.0	16.0	26.0	19.0	100.0
Quebec	6.7	0.7	2.7	9.1	4.4	15.1	9.8	51.5	100.0
Ontario.....	4.4	1.7	1.3	5.4	3.3	7.0	13.0	63.9	100.0
West.....	8.8	2.7	2.0	8.2	2.4	2.4	9.2	64.3	100.0
Dentistry	5.1	4.8		8.9	4.6	10.2	8.8	57.6	100.0
East.....	12.8	6.3		23.4	4.3	12.8	19.1	21.3	100.0
Quebec	4.7	4.1		10.8	8.8	14.2	12.8	44.6	100.0
Ontario.....	3.3	4.0		6.7	2.7	10.7	5.3	67.3	100.0
West.....	7.3	6.6		8.6	4.0	4.6	9.3	59.6	100.0
Pharmacy	11.4	4.6		9.6	4.8	10.2	17.6	41.8	100.0
East.....	6.1	10.2		12.3	4.1	14.3	26.5	26.5	100.0
Quebec	4.2	2.1		5.6	4.9	21.7	21.0	40.5	100.0
Ontario.....	4.8	1.4		3.4	6.1	4.8	19.7	59.8	100.0
West.....	20.0	7.4		15.3	4.0	6.0	13.3	34.0	100.0
Classical Colleges	11.5	0.6	1.8	15.6	9.3	13.4	9.7	38.1	100.0
Canada's population ¹	11.4	19.0		11.1		5.8	9.3	43.4	100.0
East.....	8.6	41.6		14.2		9.4	11.6	14.6	100.0
Quebec	10.7	15.0		11.5		5.3	7.3	50.2	100.0
Ontario	8.1	14.5		10.1		4.8	15.0	47.5	100.0
West.....	17.5	19.9		10.4		6.2	3.4	42.6	100.0

¹ Census 1961.

TABLE 12. Distance from Home Residence to College

Region	Less than 3 miles	3-9 miles	10-24 miles	25-99 miles	100-499 miles	500-999 miles	1,000 miles or more	Total
	per cent							
East.....	21.2	6.1	4.9	17.3	32.6	11.6	6.3	100.0
Quebec ¹	21.1	36.8	11.2	13.0	13.4	2.1	2.4	100.0
Ontario.....	14.8	24.1	12.5	18.6	23.7	3.0	3.3	100.0
West.....	14.8	24.1	15.9	11.7	25.4	4.0	4.1	100.0
Canada ¹	16.6	24.3	12.6	15.2	23.5	4.2	3.6	100.0
Classical Colleges.....	36.5	24.1	11.0	18.3	8.6	1.4	0.1	100.0

¹ Excluding Classical Colleges.

TABLE 13. Distance from Local Residence to Campus and Use of Automobile

Region	Distance to campus							Use of automobile			Total
	Less than ½ mile	½ to under 1 mile	1 to under 3 miles	3 to under 5 miles	5 to under 10 miles	10 to under 20 miles	20 miles or further	Owns car	Has use of car	No use of car	
	per cent										
East.....	57.1	14.6	18.1	4.9	2.5	2.2	0.6	8.5	8.6	82.9	100.0
Quebec ¹	18.3	9.4	21.7	22.5	17.1	8.1	2.9	8.8	10.0	81.2	100.0
Ontario.....	30.4	10.5	20.5	12.7	14.7	7.9	3.3	18.7	13.2	68.1	100.0
West.....	21.3	9.2	22.4	15.6	16.2	12.9	2.4	30.5	16.8	52.7	100.0
Canada ¹	27.8	10.3	21.0	14.8	14.2	9.1	2.8	19.1	13.1	67.8	100.0
Classical Colleges.....	47.6	8.7	17.1	10.8	8.4	4.6	2.8	0.9	2.8	96.3	100.0

¹ Excluding Classical Colleges.

TABLE 14. Level of Schooling of the Fathers of the Students

Faculty	University degree	Some university	High school graduation	Some high school	Elementary school plus trade training	Nothing beyond elementary school	Total
	per cent						
Canada							
Arts-Science.....	20.6	9.1	19.8	24.0	8.8	17.7	100.0
Education.....	10.4	6.2	15.3	26.1	9.4	32.6	100.0
Engineering.....	15.7	8.1	18.3	22.9	9.7	25.3	100.0
Law.....	28.6	6.3	16.4	17.4	7.2	24.1	100.0
Medicine.....	29.3	5.3	14.7	19.5	7.1	24.1	100.0
Dentistry.....	19.8	6.5	15.1	24.9	9.0	24.7	100.0
Pharmacy.....	17.3	5.3	15.5	24.1	9.4	28.4	100.0
Classical Colleges.....	20.1	7.0	18.8	17.1	6.2	30.8	100.0
Labour force (men) ¹	4.9	4.3	15.3	31.1	44.4		100.0

¹ Census 1961.

TABLE 15. Level of Schooling of the Mothers of the Students

Faculty	University degree	Some university	High school graduation	Some high school	Elementary school plus trade training	Nothing beyond elementary school	Total
	per cent						
Canada							
Arts-Science.....	10.6	8.7	32.7	27.1	2.7	18.2	100.0
Education.....	3.7	10.8	21.8	31.2	3.5	29.0	100.0
Engineering.....	6.4	7.8	29.8	27.5	3.6	24.9	100.0
Law.....	8.6	7.3	35.4	23.6	2.6	22.5	100.0
Medicine.....	9.6	4.9	32.0	24.9	2.5	26.1	100.0
Dentistry.....	6.1	8.5	25.7	30.0	4.9	24.8	100.0
Pharmacy.....	3.7	8.0	25.7	29.2	4.4	29.0	100.0
Classical Colleges.....	3.9	3.3	32.7	22.1	6.8	31.2	100.0
Labour force (women) ¹	2.8	5.0	26.3	36.0	29.9		100.0

¹ Census 1961.

TABLE 16. Occupation of the Fathers of the Students¹

Occupation of father	Arts- Science	Education	Engineer- ing	Law	Medicine	Dentistry	Pharmacy	Classical Colleges	Male labour force ²
per cent									
Canada									
Owners and proprietors	13.7	9.0	10.1	14.9	12.3	21.3	12.9	16.6	} 9.9
Managers and superintendents	13.3	7.2	11.3	11.4	9.9	11.3	3.9	9.6	
Professional occupations	19.8	12.6	15.3	26.4	29.5	19.3	18.0	19.2	7.6
Engineers	2.5	1.4	4.5	4.0	2.6	1.5	1.1	2.5	0.9
Teaching professions	3.5	5.2	2.5	2.8	2.3	2.9	2.6	3.2	1.4
Physicians and surgeons	2.9	1.0	0.9	2.7	10.8	2.7	1.8	4.4	0.4
Dentists	0.3	0.1	0.6	0.9	1.1	4.3	0.7	0.7	0.1
Pharmacists	0.6	0.1	0.3	0.3	1.0	0.5	6.6	0.7	0.1
Legal professions	1.5	0.2	0.3	8.9	1.2	0.6	0.5	2.1	0.3
Religious professions	1.1	0.9	0.7	0.9	1.7	0.9	0.7	—	0.5
Accountants and auditors	2.4	0.8	1.2	1.7	3.6	1.7	2.2	1.7	0.6
Other professional	5.0	2.9	4.3	4.2	5.2	4.2	1.8	3.9	3.3
Commercial and financial occupations	8.0	6.8	5.5	7.3	7.5	7.4	5.8	7.7	5.6
Clerical occupations	4.2	5.2	6.8	5.4	5.7	3.4	6.0	6.6	6.9
Manufacturing and mechanical occupations	10.4	10.4	14.3	10.3	9.5	13.0	14.3	10.4	22.0
Transportation and communication occupations	5.7	6.4	6.1	3.2	4.5	5.8	6.2	4.5	8.0
Construction occupations	3.9	6.6	5.3	2.4	3.7	3.4	5.2	5.3	6.3
Service and recreation occupations	6.2	5.3	4.5	5.4	2.3	3.4	7.0	4.2	8.5
Farmers	7.4	18.7	11.1	5.9	7.0	6.4	13.4	9.6	8.2
Other primary occupations	2.8	6.7	3.0	1.6	2.4	1.8	1.5	2.2	3.8
Farm and non-farm labourers	1.6	2.3	2.6	1.1	2.9	1.6	2.4	2.0	9.6
All other and not stated	3.0	2.8	4.1	4.7	2.8	1.9	3.4	2.1	3.6
Totals	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

¹ In Dentistry and Pharmacy percentages below 5 are questionable. In the other faculties the numbers are larger and the percentages more reliable.

² Census 1961.

TABLE 17. Parents' Income Level for Single Students At Home and Away from Home

Faculty, living arrangements	Less than \$5,000	\$5,000- 5,999	\$6,000- 7,999	\$8,000- 9,999	\$10,000- 14,999	\$15,000 or more	Total	Median income
per cent								\$
Canada								
Arts-Science:								
At home	26.3	13.8	19.4	12.8	14.1	13.6	100.0	8,979
Away from home	37.5	15.1	16.1	9.4	11.9	10.0	100.0	5,827
Education:								
At home	44.5	9.8	16.4	12.3	10.3	6.7	100.0	5,560
Away from home	61.7	14.1	10.8	5.7	5.3	2.4	100.0	less than 5,000
Engineering:								
At home	37.2	15.3	17.2	13.3	11.1	5.9	100.0	5,836
Away from home	48.3	15.5	12.8	8.9	10.2	4.3	100.0	5,109
Law:								
At home	25.6	8.0	20.6	10.7	13.7	21.4	100.0	7,537
Away from home	30.3	19.1	11.7	9.5	13.9	15.5	100.0	6,087
Medicine:								
At home	27.0	11.5	15.5	13.2	14.7	18.1	100.0	7,183
Away from home	41.4	13.1	13.8	11.8	10.3	9.6	100.0	5,855
Dentistry:								
At home	25.5	19.1	15.3	13.4	19.1	7.6	100.0	6,700
Away from home	38.1	19.1	13.9	12.2	12.1	4.6	100.0	5,622
Pharmacy:								
At home	42.4	17.5	18.4	10.9	6.1	4.7	100.0	5,433
Away from home	52.8	11.8	16.1	10.8	5.7	2.8	100.0	less than 5,000
Classical Colleges:								
At home	31.8	15.4	17.8	9.0	11.4	14.6	100.0	6,268
Away from home	56.9	13.5	9.5	7.8	6.8	5.5	100.0	less than 5,000

TABLE 18. Income Level—Students' Parents and Canadian Taxpayers

Faculty	Less than \$3,000	\$3,000- 4,999	\$5,000- 5,999	\$6,000- 7,999	\$8,000- 9,999	\$10,000- 14,999	\$15,000 or more	Total	Median income
	per cent								\$
Canada									
Arts—Science	10.5	21.0	14.1	17.9	11.3	13.6	11.6	100.0	6,448
Education	21.6	32.5	13.3	13.6	9.4	6.5	3.1	100.0	4,747
Engineering	16.1	28.2	15.0	14.6	10.2	10.9	5.0	100.0	5,379
Law	11.8	15.9	13.1	14.8	10.7	14.7	19.0	100.0	7,151
Medicine	14.0	21.1	11.2	14.7	11.9	12.8	14.3	100.0	6,439
Dentistry	15.0	19.6	17.0	15.1	12.1	14.3	8.9	100.0	5,905
Pharmacy	13.4	33.0	16.5	17.4	10.3	5.6	3.8	100.0	5,217
Classical Colleges	15.7	28.5	14.6	14.3	8.5	9.5	10.9	100.0	5,533
Income tax payers ¹	36.5	41.7	9.4	7.1	2.3	1.8	1.2	100.0	3,646

¹ Adapted from 1961 Taxation Statistics, Queen's Printer.

TABLE 19. Summer Work, 1961—Employment State and Home Residence

Region, home residence	Male				Female			
	Did not look for work	Unable to find work	Worked for pay	Total	Did not look for work	Unable to find work	Worked for pay	Total
	per cent				per cent			
East	7.6	10.6	81.8	100.0	30.3	14.9	54.8	100.0
On a farm	12.5	6.7	80.8	100.0	--	--	59.1	100.0
In a centre with population:								
Under 10,000	9.1	13.0	77.9	100.0	34.7	18.9	46.4	100.0
10,000-99,999	4.9	8.1	87.0	100.0	29.7	8.1	62.2	100.0
100,000+	6.8	4.9	88.3	100.0	--	--	76.2	100.0
Quebec¹	6.6	8.0	85.4	100.0	23.7	7.5	68.8	100.0
On a farm	4.7	7.6	87.7	100.0	--	--	--	--
In a centre with population:								
Under 10,000	6.0	13.0	81.0	100.0	28.6	4.1	67.3	100.0
10,000-99,999	3.7	6.5	89.8	100.0	18.5	9.8	71.7	100.0
100,000+	8.8	6.3	84.9	100.0	22.9	7.7	69.4	100.0
Ontario	5.8	3.1	91.1	100.0	16.0	5.1	78.9	100.0
On a farm	15.7	2.0	82.3	100.0	--	--	60.9	100.0
In a centre with population:								
Under 10,000	2.6	3.4	94.0	100.0	16.1	3.6	80.3	100.0
10,000-99,999	3.2	4.7	92.1	100.0	15.5	9.5	75.0	100.0
100,000+	7.0	2.8	90.2	100.0	14.1	4.4	81.5	100.0
West	6.5	3.3	90.2	100.0	19.9	7.3	72.8	100.0
On a farm	13.7	4.6	81.7	100.0	37.7	8.5	53.8	100.0
In a centre with population:								
Under 10,000	8.7	3.9	87.4	100.0	18.5	4.1	77.4	100.0
10,000-99,999	3.5	2.8	93.7	100.0	16.8	8.4	74.8	100.0
100,000+	4.6	2.8	92.6	100.0	14.8	8.4	76.8	100.0
Canada¹	6.6	5.8	87.6	100.0	22.0	8.5	69.5	100.0
On a farm	12.3	5.0	82.7	100.0	37.0	8.0	55.0	100.0
In a centre with population:								
Under 10,000	7.2	8.2	83.6	100.0	26.4	10.5	63.1	100.0
10,000-99,999	3.9	5.7	90.4	100.0	20.6	8.9	70.5	100.0
100,000+	6.6	3.8	89.5	100.0	16.7	7.1	76.2	100.0

¹ Excluding Classical Colleges.

TABLE 20. Summer Work 1961 - Employment State of Arts-Science Students

Region, age, marital status	Male				Female			
	Did not look for work	Unable to find work	Worked for pay	Total	Did not look for work	Unable to find work	Worked for pay	Total
Arts-Science	per cent				per cent			
East:								
Single - All ages.....	5.9	9.4	84.7	100.0	24.8	7.7	67.5	100.0
Under 21.....	5.8	10.3	83.9	100.0	24.8	6.9	68.3	100.0
21-24.....	4.6	8.3	87.1	100.0	25.0	12.5	62.5	100.0
25 and over.....	18.2	—	81.8	100.0	--	--	--	--
Married, etc.....	18.2	—	81.8	100.0	--	--	--	--
Quebec: ¹								
Single - All ages.....	9.6	10.6	79.8	100.0	18.8	6.9	74.3	100.0
Under 21.....	10.7	11.1	78.2	100.0	16.9	7.9	75.2	100.0
21-24.....	6.8	11.0	82.2	100.0	20.0	—	80.0	100.0
25 and over.....	10.5	—	89.5	100.0	--	--	--	--
Married, etc.....	—	23.1	76.9	100.0	--	--	--	--
Ontario:								
Single - All ages.....	5.4	4.1	90.5	100.0	17.3	5.8	76.9	100.0
Under 21.....	4.6	5.8	89.6	100.0	18.4	6.6	75.0	100.0
21-24.....	4.6	1.5	93.9	100.0	13.2	3.8	83.0	100.0
25 and over.....	20.0	—	80.0	100.0	--	--	--	--
Married, etc.....	20.0	12.0	68.0	100.0	--	--	--	--
West:								
Single - All ages.....	5.0	6.0	89.0	100.0	23.9	7.3	68.8	100.0
Under 21.....	5.9	7.3	86.8	100.0	21.6	8.8	69.6	100.0
21-24.....	2.9	3.3	93.8	100.0	28.1	—	71.9	100.0
25 and over.....	5.7	5.7	88.6	100.0	--	--	--	--
Married, etc.....	8.1	—	91.9	100.0	--	--	--	--
Canada: ¹								
Single - All ages.....	6.3	7.3	86.4	100.0	21.3	6.8	71.9	100.0
Under 21.....	6.8	6.5	84.7	100.0	20.6	7.7	71.7	100.0
21-24.....	4.4	5.5	90.1	100.0	19.8	3.6	76.6	100.0
25 and over.....	11.8	2.3	85.9	100.0	66.7	—	33.3	100.0
Married, etc.....	10.8	5.4	83.8	100.0	27.3	—	72.7	100.0

¹ Excluding Classical Colleges.

TABLE 21. Summer Work 1961 - Employment State of Single and Married Students

Faculty, sex, marital status	Did not look for work	Unable to find work	Worked for pay	Total
Canada	per cent			
Male:				
Arts-Science:				
Single.....	6.3	7.3	86.4	100.0
Married, etc.....	10.8	5.4	83.8	100.0
Education:				
Single.....	12.5	11.9	75.6	100.0
Married, etc.....	25.4	8.4	66.2	100.0
Engineering:				
Single.....	4.2	4.8	91.0	100.0
Married, etc.....	1.1	0.6	98.3	100.0
Law:				
Single.....	6.2	3.9	89.9	100.0
Married, etc.....	1.3	6.6	92.1	100.0
Medicine:				
Single.....	7.7	2.6	89.7	100.0
Married, etc.....	4.4	—	95.6	100.0
Dentistry:				
Single.....	4.8	5.1	90.1	100.0
Married, etc.....	4.8	0.5	94.7	100.0
Pharmacy:				
Single.....	2.5	7.8	89.7	100.0
Married, etc.....	11.1	6.7	82.2	100.0
Classical Colleges.....	14.9	21.3	63.8	100.0
Female:				
Arts-Science and Education:				
Single.....	23.7	9.0	67.3	100.0
Married, etc.....	39.2	11.8	49.0	100.0

TABLE 22. Summer Work 1961 - Type of Job

Faculty, sex	Worked for university	Jobs related to course	R.O.T.P., etc.	Jobs requiring special skills ¹	Store clerk, cashier, receptionist, etc. ²	Service occupations	Recreation worker, entertainer, etc.	Factory worker, truck or bus driver	Labourer, seaman, railway or highway worker, etc.	Worked for parents	Other and not reported	Total
per cent												
Canada												
Arts - Science	M. 0.2	7.4	5.5	28.6	10.3	6.7	8.4	11.0	19.9	1.1	0.9	100.0
	F. ⁴ 1.5	5.7	0.2	41.6	14.6	18.4	14.7	1.5	0.4	0.4	1.0	100.0
Education	M. 0.1	2.3	3.8	30.3	7.5	7.3	3.7	12.2	27.1	4.1	1.6	100.0
	F. ⁴ 0.2	3.0	—	38.3	18.2	22.3	11.2	3.5	1.1	1.4	0.8	100.0
Engineering	M. 0.9	37.6	6.0	19.0	5.2	2.8	2.3	4.6	19.3	1.6	0.7	100.0
Law	M. 0.2	13.6	4.0	37.5	8.9	4.8	6.7	6.3	15.4	1.6	1.0	100.0
Medicine	M. 3.2	46.7	5.2	15.9	3.8	3.9	5.1	4.6	10.6	0.3	0.7	100.0
Dentistry ⁴	M. 0.6	10.2	8.2	17.7	10.8	3.5	10.4	13.0	22.3	3.0	0.3	100.0
Pharmacy ⁴	M. 0.6	57.5	1.6	8.1	6.6	2.6	2.2	4.5	12.8	2.6	0.9	100.0
Classical Colleges	M. 0.2	0.2	1.7	22.3	8.3	8.1	10.8	10.2	31.2	6.4	0.6	100.0

¹ Includes stenographers and other office workers, craftsmen and repairmen.² Includes stockroom keepers, purchasers, etc.³ Includes such occupations as waiter, maid, bellboy, bartender, guard, watchman and orderly.⁴ Percentages below 5 are questionable because of the small number in the sample.

TABLE 23. Summer Work 1961 - Monthly Rate of Pay

Faculty, sex	Less than \$100	\$100-149	\$150-199	\$200-249	\$250-299	\$300-349	\$350-399	\$400-499	\$500 or more	Total	Median monthly rate
per cent											\$
Canada											
Arts - Science	M. 6.7	10.1	14.4	28.2	16.2	13.9	5.1	3.9	1.5	100.0	233
	F. 17.5	24.2	33.0	18.3	4.7		2.3			100.0	161
Education	M. 4.5	7.7	12.1	22.0	18.2	17.3	8.6	5.9	3.7	100.0	263
	F. 16.1	27.2	25.1	20.0	6.5		5.1			100.0	162
Engineering	M. 3.7	6.1	9.3	20.1	20.0	22.7	10.7	5.3	2.1	100.0	274
Law	M. 5.3	7.5	11.0	20.4	15.5	19.4	9.6	7.3	4.0	100.0	273
Medicine	M. 4.2	8.4	10.8	31.7	18.6	15.5	5.4	3.9	1.5	100.0	242
Dentistry	M. 4.0	4.0	9.6	19.4	26.2	18.4	6.0	7.8	4.6	100.0	274
Pharmacy	M. 3.3	14.1	18.0	30.5	11.7	12.9	3.4	3.5	2.6	100.0	221
Classical Colleges	M. 21.1	24.8	27.8	17.5	5.1		3.7			100.0	156

TABLE 24. Summer Work 1961 - Monthly Rates for Specified Jobs

Type of summer job	Less than \$100	\$100-149	\$150-199	\$200-249	\$250-299	\$300-349	\$350-399	\$400-499	\$500 or more	Total	Median monthly salary
per cent											\$
Canada											
Male:											
Worked for university	1.9	1.9	5.8	15.4	40.4	25.0	3.8	5.8	—	100.0	280
Jobs related to course	3.4	8.4	10.6	21.0	20.7	20.2	10.0	4.0	1.7	100.0	265
R.O.T.P., etc.	17.1	10.1	3.4	39.7	6.0	10.9	3.4	6.0	3.4	100.0	223
Jobs requiring special skills ¹	3.8	6.7	13.6	23.8	19.1	14.8	7.8	7.0	3.6	100.0	255
Store clerk, cashier, receptionist, etc. ²	7.9	15.6	20.3	26.9	13.3	9.9	2.0	2.5	1.6	100.0	211
Service occupations ³	7.1	19.6	18.3	27.3	9.5	11.6	3.7	2.1	0.8	100.0	208
Recreation worker, entertainer, etc.	18.8	23.4	13.0	18.5	9.3	8.6	3.0	3.5	1.9	100.0	179
Factory worker, truck or bus driver	4.4	7.9	12.7	20.8	18.5	20.1	8.9	5.0	1.7	100.0	261
Labourer, seaman, railway or highway worker, etc.	4.8	6.4	13.3	23.7	16.9	20.2	7.5	5.2	2.0	100.0	254
Worked for parents	26.1	18.6	14.9	23.1	6.0	8.2	0.8	0.8	1.5	100.0	167
All summer jobs	6.4	9.7	12.9	23.8	16.7	16.3	7.0	4.9	2.3	100.0	243
Female:											
Jobs related to course	7.2	19.0	23.1	27.2	13.8		9.7			100.0	200
Jobs requiring special skills ¹	4.5	17.2	37.8	28.2	7.2		5.1			100.0	186
Store clerk, cashier, receptionist, etc. ²	26.8	34.6	26.3	10.3	1.0		1.0			100.0	133
Service occupations ³	30.6	34.3	19.6	10.0	2.8		2.7			100.0	127
Recreation worker, entertainer, etc.	19.6	31.5	21.0	21.6	4.2		2.1			100.0	147
All summer jobs	14.6	24.7	27.7	21.6	6.5	3.9	0.3	0.5	0.2	100.0	168

¹ Includes stenographers and other office workers, craftsmen and repairmen.² Includes stockroom keepers, purchasers, etc.³ Includes such occupations as waiter, maid, bellboy, bartender, guard, watchman and orderly.

TABLE 25. Part-time Work - Home Residence

Region, home residence	Percentage of students with part-time work	
	Male	Female
	per cent	
East	22.8	14.6
On a farm	31.1	31.8 ¹
In a centre with population:		
Under 10,000	19.9	10.7
10,000-99,999	21.6	16.2
100,000 +	29.5	19.0 ¹
Quebec ²	26.6	21.9
On a farm	27.4	—
In a centre with population:		
Under 10,000	20.1	—
10,000-99,999	26.4	23.1
100,000 +	29.9	25.5
Ontario	24.3	24.1
On a farm	19.6	--
In a centre with population:		
Under 10,000	21.3	12.5 ¹
10,000-99,999	19.1	15.5
100,000 +	27.5	31.7
West	23.8	21.6
On a farm	16.2	12.3
In a centre with population:		
Under 10,000	17.5	11.6
10,000-99,999	22.5	23.6
100,000 +	28.7	29.4
Canada ²	24.0	21.4
On a farm	21.1	14.2
In a centre with population:		
Under 10,000	19.5	11.0
10,000-99,999	22.7	19.6
100,000 +	28.7	28.5

¹ Figures only generally indicative because of relatively high sampling error.² Excluding Classical Colleges.

TABLE 26. Part-time Work - Year of Expected Graduation

Graduation year, sex	Percentage of students with part-time work							
	Arts- Science	Education	Engineering	Law	Medicine	Dentistry	Pharmacy	Classical Colleges
Canada								
Males:								
1962	33.2	27.2	24.9	36.0	43.9	12.4	59.3	13.1
1963	24.2	32.2	18.3	28.0	28.9	30.6	66.3	17.4
1964	26.9	11.5	18.4	23.4	23.1	32.5	63.6	10.9
1965	20.4	13.0	16.1	46.9	15.7	18.8	63.0	10.8
All years ¹	25.3	20.5	19.6	31.0	24.8	23.6	63.3	12.8
Females:								
1962	29.9	26.5	--	--	--	--	--	--
1963	25.0	21.1	--	--	--	--	--	--
1964	24.0	12.6	--	--	--	--	--	--
1965	11.5	14.9	--	--	--	--	--	--
All years ¹	22.0	18.2	--	--	--	--	--	--

¹ Includes some graduating in 1966 or later.

TABLE 27. Part-time Work - Income of Parents, and Marital Status and Age

Family income	Percentage of students with part-time work		Marital status, age	Percentage of students with part-time work	
	Male	Female		Male	Female
Canada (Arts-Science)			Canada (7 faculties)		
Less than \$3,000	22.2	21.8	Single:		
\$ 3,000-\$ 4,999	25.3	33.3	Under 18	13.9	11.4
5,000- 5,999	30.7	31.5	18-20	20.1	19.4
6,000- 6,999	21.3	19.6	21-24	25.2	28.5
7,000- 7,999	30.6	25.0	25-29	26.1	21.4
8,000- 8,999	20.4	18.9	30 and over	42.0	15.2
9,000- 9,999	30.4	26.1	All ages	22.3	20.7
10,000- 14,999	25.4	16.0	Married, widowed and divorced:		
15,000 and over	20.9	9.6	Under 25	29.8	--
All parents	25.3	22.0	25-29	39.8	--
			30 and over	30.3	--
			All ages	33.6	16.7

TABLE 28. Part-time Work - Type of Job

Faculty, sex	Worked for university	Jobs related to course	R.O.T.P., etc.	Jobs requiring special skills ¹	Store clerk, cashier, receptionist, etc. ²	Service occupations ³	Recreation worker, entertainer, etc.	Labourer, factory worker, delivery service, etc. ⁴	Babysitter, odd jobber	Worked for parents	Other and not reported	Total
Canada	per cent											
Arts-Science M.	5.9	7.5	13.7	17.1	21.0	10.1	6.1	10.4	4.4	0.5	3.3	100.0
F.	9.5	11.5	0.5	24.6	21.0	7.2	13.8	0.6	10.7	--	0.6	100.0
Education M.	6.0	17.6	10.1	14.1	15.6	11.0	4.4	9.7	3.9	1.0	6.6	100.0
F.	10.7	14.3	--	20.4	26.6	10.4	7.5	--	8.9	1.1	2.1	100.0
Engineering M.	13.3	7.7	30.5	10.1	8.9	5.6	2.9	7.1	4.9	0.9	8.1	100.0
Law M.	12.8	27.8	6.6	15.4	16.2	6.3	9.0	3.0	1.3	--	1.6	100.0
Medicine M.	10.2	53.3	18.7	5.3	2.7	1.1	2.6	2.6	--	0.5	3.0	100.0
Dentistry M.	0.9	6.6	39.8	12.9	14.4	1.1	9.9	9.6	--	3.9	0.9	100.0
Pharmacy M.	3.0	75.3	3.0	3.1	5.4	5.4	0.5	2.9	--	1.2	0.2	100.0
Classical Colleges M.	9.4	0.8	7.0	16.4	17.2	14.1	10.1	4.7	8.6	7.0	4.7	100.0

¹ Includes stenographers and other office workers, craftsmen and repairmen.² Includes stockroom keepers, purchasers, etc.³ Includes such occupations as waiter, maid, bellboy, bartender, guard, watchman, and orderly.⁴ Includes truck and bus drivers, seamen, railway and highway workers, etc.

TABLE 29. Part-time Work - Hours per Week in Specified Jobs

Type of part-time job	Less than 5 hours	5-9 hours	10-14 hours	15-19 hours	20-29 hours	30-39 hours	40 hours or more	Total
Canada	per cent							
Male:								
Worked for university	51.7	29.9	10.9	4.6	2.3	0.6	--	100.0
Jobs related to course	18.3	19.9	11.9	13.3	19.5	11.3	5.8	100.0
R.O.T.P., etc.	85.7	10.6	2.5	0.6	--	--	0.6	100.0
Jobs requiring special skills ¹	29.9	29.5	14.6	9.1	9.5	4.3	3.1	100.0
Store clerk, cashier, receptionist, etc. ²	24.9	31.3	23.0	11.3	6.8	0.4	2.3	100.0
Service occupations ³	17.7	35.4	23.8	12.9	2.7	3.4	4.1	100.0
Recreation worker, entertainer, etc.	49.1	30.0	9.1	3.6	4.6	3.6	--	100.0
Labourer, factory worker, delivery service, etc. ⁴	23.4	46.7	10.0	3.3	5.0	5.6	5.8	100.0
Babysitter, odd jobber	50.8	29.5	13.1	--	3.3	--	3.3	100.0
All part-time jobs	38.0	25.8	12.8	7.8	8.0	4.4	3.2	100.0
Female:								
Worked for university	38.9	38.9	16.6	--	2.8	--	2.8	100.0
Jobs related to course	40.9	30.9	9.1	2.7	7.3	6.4	2.7	100.0
Jobs requiring special skills ¹	39.0	27.2	23.4	3.9	5.2	--	1.3	100.0
Store clerk, cashier, receptionist, etc. ²	33.8	30.0	21.2	2.5	6.2	3.8	2.5	100.0
Service occupations ³	25.0	42.9	10.7	10.7	7.1	3.6	--	100.0
Recreation worker, entertainer, etc.	65.8	17.2	17.2	--	--	--	--	100.0
Babysitter, odd jobber	65.8	21.1	2.6	5.3	2.6	2.6	--	100.0
All part-time jobs	42.8	29.3	14.8	3.2	5.2	3.0	1.7	100.0

¹ Includes stenographers and other office workers, craftsmen and repairmen.² Includes stockroom keepers, purchasers, etc.³ Includes such occupations as waiter, maid, bellboy, bartender, guard, watchman and orderly.⁴ Includes truck and bus drivers, seamen, railway and highway workers, etc.

TABLE 30. Part-time Work - Hours per Week, by Faculty

Faculty, sex		Percentage with part-time job	Percentage distribution by number of hours worked				
			Less than 10	10- 19	20- 29	30 or more	Total
per cent							
Canada							
Arts-Science	M.	25.3	67.7	18.9	6.9	6.5	100.0
	F.	22.0	71.0	19.7	5.5	3.8	100.0
Education	M.	20.5	62.0	28.8	2.5	6.7	100.0
	F.	18.2	80.2	13.5	3.6	2.7	100.0
Engineering	M.	19.6	86.6	8.4	1.7	3.3	100.0
Law	M.	31.0	47.9	22.6	15.3	14.2	100.0
Medicine	M.	24.8	56.4	20.3	8.8	14.5	100.0
Dentistry	M.	23.6	77.9	20.0	2.1	—	100.0
Pharmacy	M.	63.3	44.2	33.0	14.8	8.0	100.0
Classical Colleges	M.	12.8	72.7	21.7	2.8	2.8	100.0

TABLE 31. Students Reporting a Break in their Schooling

Faculty, region	Percentage of students who because of insufficient money:					
	Postponed entrance to university	At some time withdrew from university	Attended university part time	Enrolled in extra-mural courses	Percentage with some interruption in their education	
					Male	Female
	per cent					
Arts-Science	8.0	3.2	1.7	1.5	13.1	6.0
East	7.8	4.6	0.8	1.5	13.4	7.7
Quebec	6.1	2.9	1.7	0.9	11.6	3.9
Ontario	7.7	2.1	2.3	2.3	12.3	5.1
West	9.4	4.0	1.3	1.1	14.6	7.5
Education	15.3	6.7	3.7	3.8	33.4	5.0
East	13.3	9.4	1.2	1.8	31.7	11.7
Quebec	12.5	8.7	6.7	3.3	27.7	15.8
Ontario	12.7	5.3	4.7	3.7	23.0	7.8
West	16.5	6.3	3.5	4.3	35.8	1.4
Engineering	8.6	4.5	1.2	1.1	13.4	--
Law	10.8	5.8	2.8	3.9	16.9	--
Medicine	6.0	2.5	1.6	1.0	8.5	--
Dentistry	7.6	2.1	1.2	1.7	11.9	--
Pharmacy	8.7	2.3	1.0	0.1	12.6	--
Classical Colleges	1.7	8.3	0.3	1.4	3.2	--

TABLE 32. Family Income of Students whose Education was: (a) Interrupted, (b) Not Interrupted

Item	Less than \$3,000	\$3,000-4,999	\$5,000-5,999	\$6,000-6,999	\$7,000-7,999	\$8,000-8,999	\$9,000-9,999	\$10,000-14,999	\$15,000- or more	Total	Median family income
per cent											\$
Canada ¹											
Students with interrupted education	30.4	32.6	15.4	6.4	4.7	3.0	2.3	2.9	2.3	100.0	4,201
Students with no interruption in their education ..	13.1	24.1	13.9	9.1	6.7	5.6	5.3	12.1	10.1	100.0	5,921

¹ Excluding Classical Colleges.

TABLE 33. Students whose Education was Interrupted - Location and Home Residence

Region	Per cent with interrupted education	Home residence	Per cent with interrupted education
East	18.0	On a farm	17.6
Quebec ¹	13.6	In a centre with population:	
Ontario	11.1	Under 10,000	17.1
West	16.7	10,000-99,999	15.7
		100,000 and over	12.6
Canada ¹	14.8	Canada ¹	14.8

¹ Excluding Classical Colleges.

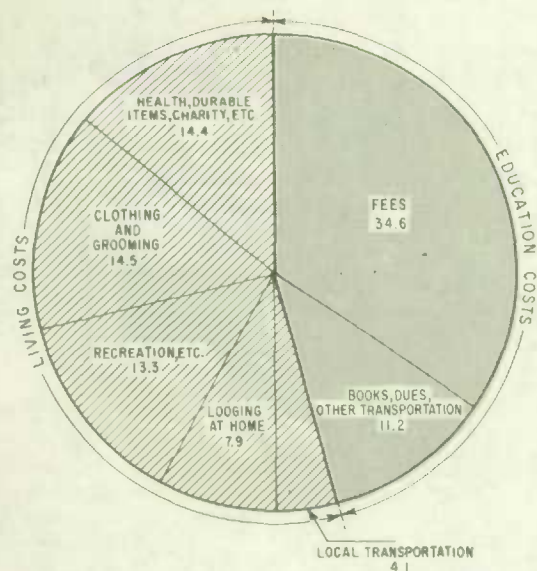
TABLE 34. Plans of Students for the Year Following Graduation

Faculty	Graduate work		University teaching	Other teaching	Other occupations		Other	Total
	Full-time	Part-time			Have offer	No offer		
	per cent							
Canada								
Arts-Science	41.6	7.5	1.2	17.1	6.0	24.5	2.1	100.0
Education	5.7	4.5	0.6	86.0	1.0	1.1	1.1	100.0
Engineering	29.7	6.5	0.9	1.4	15.0	44.9	1.6	100.0
Law	0.3	—	0.4	0.6	10.3	0.7	87.7	100.0
Medicine	38.1	2.2	0.6	—	4.6	0.1	54.4	100.0
Dentistry	32.1	2.9	2.2	0.2	12.1	3.3	47.2	100.0
Pharmacy	29.5	5.0	0.3	0.2	17.2	46.1	1.7	100.0
Classical Colleges	66.0	2.9	4.6	4.0	0.9	20.5	1.1	100.0

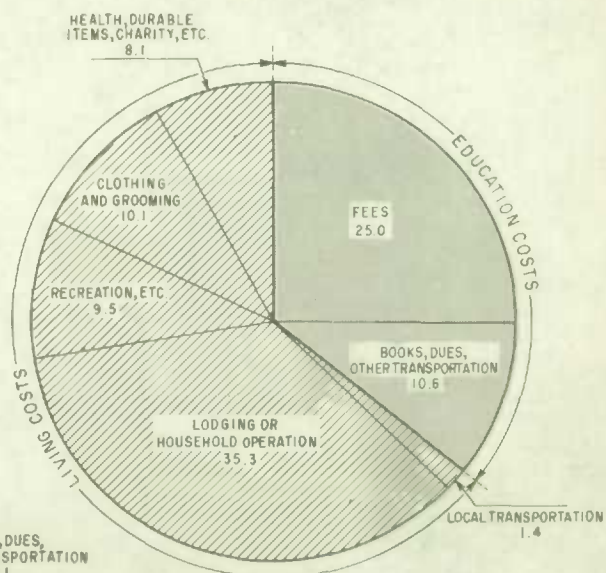
CHART-1

PATTERN OF UNDERGRADUATE EXPENDITURES

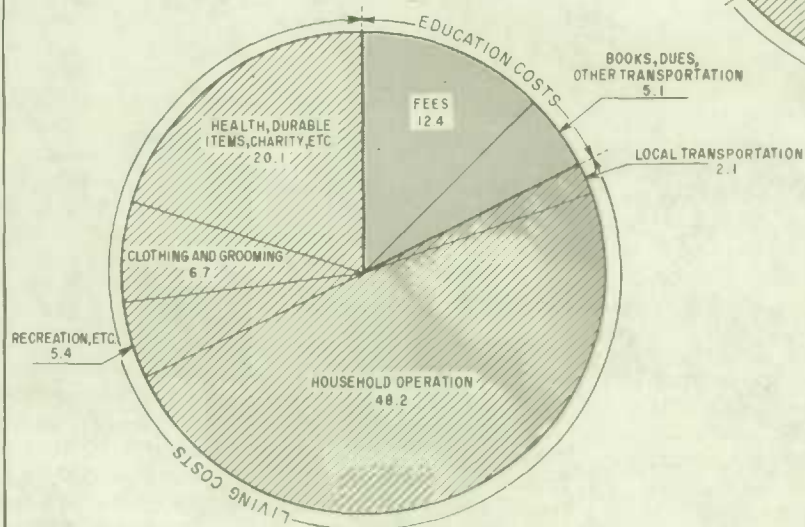
SINGLE STUDENTS LIVING AT HOME



SINGLE STUDENTS AWAY FROM HOME



MARRIED STUDENTS



CHAPTER III

University Student Expenditures, 1961-62

The cost of a year at college has been of concern to universities, parents and students throughout the history of Canada. Higher education can be considered as both a producers' and consumers' good, and a good argument can be made for both the state and the individual paying a share, as at present. Universities must operate at a loss, the difference must be made up from income other than fees. Student expenditures are made up of items for tuition, books, food, clothing and such, and in this survey, students were requested to itemize their expenditure and account for the total spent. From this total the university receives only the tuition fees to help defray current costs. In 1950-51 tuition fees accounted for about 35 p.c. of operating income. The percentage since that time has decreased, and ten years later students' fees made up about 28 p.c. of the total, the major part coming from provincial grants (32 p.c.) federal contributions (14 p.c. for operation, 10 p.c. for research), and other sources (16 p.c.).

The cost to a university of enrolling a full-time undergraduate student is about the same as the cost to the student for being there. Two-thirds of the universities' money comes from sources other than fees and two-thirds of the students expenditures are for books, travel, living costs and such. Tables 35 to 43 provide data on students' expenditure classified according to faculty, sex, father's occupation, home location etc. Although it might seem desirable to produce an average figure for cost of a year at university, the differences by faculty, sex and even locality are so great that such a figure would be too fictitious for general use. Instead we show median expenditures for students at home, away from home, by faculties, sex, etc. so that prospective parents and students can select the most appropriate for their need.

Table 35 gives a percentage distribution of university student expenditure for the selected faculties and regions. Generally the amount spent by Classical College students is the lowest at \$975, followed by Arts-Science, \$1,352, Education, \$1,415, Pharmacy and Engineering about \$1,550. The other three, Law, Medicine and Dentistry are higher, or \$2,050, \$2,246, and \$2,465, respectively. Other tables will indicate differences in median expenditure for male, female, single and married students. Without considering such differences, it is unfair to compare costs at Classical Colleges, for example, with dentistry students who spend on the average two and a half times as much. The table shows that one-eighth of the Arts-Science students, and one-third of those attending Classical Colleges spend less than \$800 whereas not more than 0.2 p.c. in Dentistry and Medicine fall in this category.

Regions differ in costs as shown, and differences range from less than \$200 in Arts-Science, Engineering and Law to more than \$860 in Dentistry.

When medians, using the same data, are derived for faculties, for males and females at home and away from home separately, other differences show up, Table 36. For single students there is a difference of around \$400 between those at home and those away from home for Arts-Science students. The Education situation is different in that it is a sample of all education students in two of the Western provinces, for example, since all education is given at the universities, but only of those attending university and not teachers' colleges, in Ontario. For the Classical College students, the difference for students at home and away from home was under \$300 for boys and over \$450 for girls. It will later be noted that many staying at home pay board, or something towards their keep, otherwise the differences would have been greater.

Regional differences for girls in Arts-Science living at home showed a range of over \$200, with those in the Eastern provinces spending the least and Quebec girls the most. Girls away from home in the Western provinces spent the least and girls in Quebec the most, the difference between the medians being about \$550. Although medians for girls in one or other region were found at the extremes, generally the boys, whether at home or away from home, spent a little more than the girls.

Regional differences for the other faculties were generally greater than for Arts-Science. In Education they were fairly large but the samples varied from region to region. In Engineering the lowest median was for the males at home in the East, the highest was for the Quebec students away from home, and there was about \$800 difference between the two. For Law, the range was about \$100 less but the medians were about \$200 higher, and for Medicine the medians for those at home were about \$300 higher and for those not at home about \$200 higher, with the range being reduced somewhat to about \$600. For Dentistry the medians were about the same as for Medicine although somewhat higher for those away from home. The range was \$800, the highest median was for students in the East away from home. Pharmacy students living at home gave medians which ranged from \$1,078 in the West to \$1,552 in Quebec; and medians for those not at home, ranged from \$1,364 to \$2,050 for the same areas, a total range of not much under \$1,000, the greatest for any faculty.

The column for married students maintaining a household shows the same sort of increase for faculties as do the single students. Education students spent the least, although only about \$150 less than those in Arts-Science. Engineering students generally spent a little more, followed by Pharmacy, Law, Medicine and Dentistry, the last mentioned spending \$3,929, although the highest single entry was \$4,660 for married students in Medicine in Quebec.

Tables 37 and 38 give an itemized account of expenditures by faculty with Table 37 showing expenditures for males and females, and Table 38 for the four areas for single students at home and away from home, and for married students maintaining a household. Fees, dues, cost of textbooks, school supplies and equipment and transportation from home town to college were taken as education costs, and all others were lumped as living costs.

Education costs reported were approximately the same for male and female students although more male students "commuted" from outside the university centre which increased transportation somewhat. Living costs were appreciably higher for males in Arts-Science and Education, but lower for those attending Classical Colleges. Education costs were highest in Medicine followed by Dentistry, while living costs were highest in Dentistry followed by Law and Medicine.

Single students living at home reported costs of transportation from home to campus, other than local, and room and board. The transportation costs here were for those students whose home was outside the centre where the campus was located and who "commuted" daily. The costs for board and room were for students who paid for lodging and meals at home. If these items are subtracted it will be found that single students living at home, on the average, would get by for \$880, \$1,135, \$1,155 and \$1,020 in actual cash, for the East, Quebec, Ontario, and the West, respectively.

It should, however, be borne in mind that students living at home not only receive room and board but many fringe benefits, such as laundry, toothpaste, shoe polish and other grooming aids, transportation provided by parents, and likely extras for clothing and such. The actual difference between maintaining a student at home and away from home is difficult to estimate since one cannot divide the average cost of maintaining a household by the average number of persons involved. Figures for actual cash outlay which should be increased by board, room, etc., however, are probably of considerable interest. However, the most representative single figure for costs is perhaps that for a single student away from home, providing that allowances be made for area, faculty and transportation.

The education costs for married students were a little higher mainly because the majority of married students were in Law, Medicine, etc., and had extra transportation costs. Living costs were much higher for married students averaging \$2,777. They ranged from \$2,561 in the East to \$3,307 in Quebec. In all areas they were more than double the expenditure of a single student away from home.

Table 39 shows the same data by percentages, divided into seven categories: (i) fees, dues, textbooks and supplies; (ii) transportation from home town to college and (iii) local; (iv) room and board or household operating costs; (v) recreation and such; (vi) clothing and grooming and (vii) all other

items. This information is given for single Classical College students at home and away from home, for single undergraduates of other faculties at home and away from home, and for married students. The item for fees, books, etc. is the largest for single students at home but somewhat lower than that for room and board for the married students, where household costs represented 48 p.c. of total expenditure. Transportation costs represent 3 p.c. of the total outlay for married students and Classical College students away from home and 5.6 p.c. for the others. Recreation costs ranged from 5 p.c. for married students to 9-10 p.c. for single students away from home and 13-14 p.c. for those at home. Costs of clothing varied more widely, ranging from 7 p.c. for married students, and 10 p.c. for single students away from home to Classical College students who reported 16 p.c. These were higher than for the students in the other faculties living at home who spent 14.5 p.c. of their total, but lower than for students living at home but attending the Classical Colleges, who spent 22 p.c. on clothing, the largest percentage for any group. The remainder was made up of other items which accounted for one-fifth of the total for married students but considerably less for all others, especially for students away from home.

Table 40 gives the percentage of students who reported expenditure on a number of selected items. For example, 32 p.c. of Arts-Science students reported dues for fraternities, sororities or other college societies compared with 64.5 for Dentistry. Pharmacy students had higher percentages who reported no expenditure for all categories except dues, where more Arts-Science and Education students reported no expenditure. Except in Pharmacy, 98 p.c. bought some books. Over a third of Pharmacy students reported spending less than \$10 on recreation, compared with 5 p.c., or less, from the other faculties who reported negligible expenditure for recreation. Except for Pharmacy, from 22 p.c. in Education to 37 p.c. in the Classical Colleges reported no expenditure on room and board or household costs; from 0.5-4.5 p.c. reported no expenditure on grooming; from 3-7 p.c. no expenditure on clothing; and from 20-29 p.c. none on health. Only 4 p.c. in Dentistry reported no capital expenditure, while for the other faculties the lowest was Medicine 38 p.c. and from 50-69 p.c. for the remainder.

Table 41 gives median expenditure by age, year of expected graduation and faculty. As all students are included in this distribution, many married students will be among those ages 25 and over. Because medians rather than means were used, their size would not be affected by the number of married students except at the upper age level. It would appear that there is an increase with age and hence with year at college but the amount is not great. For example, the difference was only \$83 for Classical College students from those under 18 to those 20 or over. Increases for the other faculties were somewhat larger, but not great where the number of married students was low.

Distribution by year of expected graduation shows similar results. Again there is some increase of expenditure with year in course. For Arts-Science, where the number married is relatively low, the increase is fairly regular, about \$50 a year until the last year when it jumps another \$50. For the Classical Colleges, the increase was not so regular and was less than \$100 altogether. Pharmacy is the only faculty which does not show regular increases and probably reflects a difference in type of course more closely related to practical work in the field.

Table 42 gives the median expenditure for selected categories of students in Arts and Science including: those with and without part-time jobs; those with and without summer jobs; those with and without the use of an automobile; those whose schooling was interrupted. These are shown for both males and females. The average male student spent \$1,300 whereas the female students spent \$1,201. Those without part-time jobs, those with summer jobs, those whose education was interrupted and those who owned an automobile spent, on the average, more than the median. It is likely that there are a number of factors operating here which are not apparent since, for example, those with the use of a

car generally lived at home and would, therefore, be expected to spend less on the average; and many of those whose schooling was broken, would be older and perhaps married.

Table 43 relates the expenditure of the students in nine groups to the fathers' occupation classified in nine categories. In this table Arts-Science and Education were grouped as were Engineering and Pharmacy, and Law, Medicine and Dentistry since the distribution for these faculty groups showed a good deal of similarity.

The medians shown in the last column tell much of the story, the amount spent is closely related to the faculty but not to the position of the father. In Arts-Science and Education from 8-11 p.c. of students who spent less than \$800 reported fathers' occupation as Farming, Mining, Service, Construction, Transportation and Communication. The others reported from 12-17 p.c. spending the same amount. Examination of the other columns yields no strong signs of relationship between amount spent and fathers' occupation. Data obtained from the survey would have to be subject to a more rigorous treatment to show relationship between father's occupation and student's expenditure.

TABLE 35. Students' Expenditure — Faculties and Regions

Faculty and region	Less than \$800	\$800 - 999	\$1,000 - 1,199	\$1,200 - 1,399	\$1,400 - 1,599	\$1,600 - 1,799	\$1,800 - 1,999	\$2,000 - 2,999	\$3,000 or more	Total	Average expenditure
	per cent										\$
Arts - Science	12.1	15.0	16.6	17.9	16.4	8.8	4.8	5.8	2.6	100.0	1,352
East	12.5	12.3	12.5	24.6	20.3	8.8	4.2	3.8	1.0	100.0	1,299
Quebec	14.0	16.8	15.5	14.8	12.7	8.5	6.3	9.0	2.4	100.0	1,369
Ontario	6.9	14.8	13.7	17.0	21.0	11.9	6.0	5.9	2.8	100.0	1,412
West	16.5	15.3	21.9	17.8	12.1	5.6	2.8	4.8	3.2	100.0	1,300
Education	13.5	15.9	21.5	15.6	9.7	6.2	2.9	10.1	4.6	100.0	1,415
East	12.3	28.4	27.0	16.2	6.5	2.9	2.2	3.1	1.4	100.0	1,145
Quebec	9.6	12.4	13.3	10.1	15.4	14.1	10.9	10.5	3.7	100.0	1,516
Ontario	15.4	11.1	15.8	17.1	10.4	6.4	2.7	10.4	10.7	100.0	1,622
West	14.3	14.5	22.5	16.4	9.3	5.3	1.5	11.4	4.8	100.0	1,431
Engineering	4.6	10.7	12.9	18.1	17.2	13.6	9.2	9.5	4.2	100.0	1,553
East	8.2	8.6	7.7	20.7	23.0	14.8	7.1	8.0	1.9	100.0	1,470
Quebec	6.0	13.6	15.5	12.0	14.5	13.1	12.6	8.7	4.0	100.0	1,530
Ontario	0.5	7.3	12.8	16.3	18.8	19.2	9.7	10.8	4.6	100.0	1,658
West	5.2	11.5	12.6	24.7	16.1	8.7	6.3	9.9	5.0	100.0	1,524
Law	2.8	7.0	10.0	11.5	11.4	12.8	11.6	17.2	15.7	100.0	2,050
East	2.0	7.0	6.0	8.0	19.0	14.0	8.0	19.0	17.0	100.0	2,061
Quebec	4.7	10.0	11.4	10.1	9.7	14.8	12.1	15.1	12.1	100.0	1,922
Ontario	1.3	4.7	10.1	13.3	11.7	9.3	13.3	18.3	18.0	100.0	2,121
West	2.0	5.6	8.7	11.7	11.7	14.6	9.0	18.7	18.0	100.0	2,149
Medicine	0.1	2.4	7.1	7.3	12.5	12.3	13.4	27.8	17.1	100.0	2,246
East	—	3.0	3.0	3.0	11.0	10.0	14.0	25.0	31.0	100.0	2,606
Quebec	0.3	4.7	12.3	8.0	12.3	10.3	11.7	23.4	17.0	100.0	2,205
Ontario	—	0.6	3.0	6.7	10.3	13.0	15.7	36.0	14.7	100.0	2,272
West	—	1.3	6.3	8.3	17.4	15.7	12.3	21.3	17.4	100.0	2,162
Dentistry	0.2	0.8	3.0	8.7	9.6	9.7	10.4	35.0	22.6	100.0	2,465
East	—	—	—	—	4.2	—	8.5	42.6	44.7	100.0	3,111
Quebec	—	0.7	0.7	8.0	7.3	8.6	12.0	42.0	20.7	100.0	2,540
Ontario	—	1.3	4.7	10.7	12.0	14.0	10.7	29.3	17.3	100.0	2,249
West	0.7	—	2.6	7.2	8.5	4.6	8.5	37.2	30.7	100.0	2,676
Pharmacy	5.2	9.3	18.4	18.9	14.0	11.9	7.9	9.2	5.2	100.0	1,550
East	10.0	6.0	16.0	22.0	18.0	10.0	8.0	6.0	4.0	100.0	1,512
Quebec	2.1	6.2	12.3	11.6	11.6	12.3	15.8	20.8	7.5	100.0	1,842
Ontario	2.7	14.0	16.7	19.3	16.7	17.3	6.6	2.7	4.0	100.0	1,447
West	8.0	8.7	23.3	22.7	13.3	8.7	4.0	6.7	4.6	100.0	1,443
Classical Colleges	33.1	27.7	18.2	9.0	5.8	2.7	1.9	1.4	0.2	100.0	975

TABLE 36. Average Expenditure of Married Students, and Single Students at Home and Away from Home

Faculty and region	Single				Married, living with spouse
	Living at home		Living away from home		
	Male	Female	Male	Female	
	dollars				
Arts-Science	1,083	1,042	1,481	1,397	2,921
East	966	920	1,396	1,433	2,649
Quebec	1,151	1,191	1,703	1,778	3,173
Ontario	1,139	1,075	1,553	1,459	2,717
West	1,033	970	1,421	1,225	2,994
Education	1,060	945	1,406	1,237	2,758
East	744	803	1,155	1,121	2,051
Quebec	1,137	1,111	1,709	1,557	3,214
Ontario	1,011	851	1,425	1,307	2,976
West	1,053	916	1,332	1,213	2,681
Engineering	1,162	--	1,592	--	3,003
East	964	--	1,494	--	2,789
Quebec	1,151	--	1,772	--	3,419
Ontario	1,270	--	1,746	--	3,239
West	1,170	--	1,476	--	2,793
Law	1,350	--	1,777	--	3,721
East	1,146	--	1,738	--	3,730
Quebec	1,463	--	1,841	--	4,290
Ontario	1,258	--	1,837	--	3,724
West	1,315	--	1,671	--	3,490
Medicine	1,652	--	1,989	--	3,871
East	1,458	--	2,003	--	4,119
Quebec	1,572	--	2,061	--	4,660
Ontario	1,864	--	2,018	--	3,594
West	1,603	--	1,875	--	3,546
Dentistry	1,652	--	2,231	--	3,929
East	--	--	2,354	--	3,849
Quebec	1,755	--	2,341	--	4,151
Ontario	1,543	--	2,115	--	3,570
West	1,646	--	2,166	--	4,110
Pharmacy	1,302	--	1,602	--	3,072
East	1,106	--	1,413	--	2,598
Quebec	1,552	--	2,050	--	3,575
Ontario	1,144	--	1,612	--	3,157
West	1,078	--	1,364	--	2,839
Classical Colleges	828	978	1,104	1,445	--

TABLE 37. Average Education and Living Costs

Items of expenditure	Arts—Science		Education		Engi- neering	Law	Medi- cine	Dentist- ry	Phar- macy	Classical Colleges	
	Male	Female	Male	Female						Male	Female
dollars											
Canada											
Fees (tuition, etc.)	383	382	292	298	452	401	572	524	397	266	285
Dues (fraternity, etc.)	45	46	30	24	33	39	41	55	38	18	16
Text books	64	63	64	63	80	70	106	79	71	49	53
School supplies and equipment	21	20	24	23	32	28	70	80	26	23	21
Transportation (other than local)	69	59	66	52	67	88	85	89	65	56	71
Education costs	512	502	443	408	610	551	802	744	543	365	389
Transportation (local)	70	60	73	56	66	89	81	96	74	63	44
Room and board or household operating costs	575	506	747	520	609	910	854	994	609	329	397
Recreation, refreshments, cigarettes, etc.	164	93	144	76	162	254	185	208	161	120	102
Grooming (haircuts, laundry, etc.)	38	46	39	41	38	60	61	73	43	32	53
Clothing	119	177	117	154	115	159	143	152	141	144	239
Health	51	60	55	48	48	75	53	76	52	39	80
Durable items	162	98	226	113	167	250	354	328	176	70	74
Church and charitable donations	24	18	39	23	22	30	36	26	22	16	16
Living costs	883	737	1,149	767	943	1,499	1,444	1,721	1,007	591	685
Total expenditures	1,395	1,239	1,592	1,175	1,553	2,050	2,246	2,465	1,550	956	1,074

TABLE 38. Average Education and Living Costs for Single and Married Students

Items of expenditure	Single, living at home					Single, living away from home					Married, maintaining a household
	East	Quebec	Ontario	West	Canada	East	Quebec	Ontario	West	Canada	Canada
dollars											
Fees (tuition, etc.)	352	431	488	357	413	362	413	477	345	388	417
Dues (fraternity, etc.)	31	31	59	51	40	26	25	44	38	32	33
Text books	57	73	73	71	71	60	81	78	74	73	78
School supplies and equipment	21	37	31	30	32	27	40	32	33	32	48
Transportation (other than local)	83	100	81	82	93	70	88	59	52	65	103
<i>Education costs</i>	453	585	609	483	548	511	600	642	506	552	584
Transportation (local)	71	74	74	75	74	69	68	54	55	59	97
Room and board or household operating costs ..	263	230	305	334	275	525	675	596	495	561	1,643
Recreation, refreshments, cigarettes, etc.	127	190	161	152	166	137	178	153	151	153	193
Grooming (haircuts, laundry, etc.)	32	39	39	38	38	42	47	48	43	45	75
Clothing	133	165	133	141	147	109	151	123	115	122	160
Health	44	59	56	51	55	34	44	43	37	39	106
Durable items	179	170	184	210	187	115	164	137	162	146	495
Church and charitable donations	18	21	21	22	21	17	17	19	21	19	56
<i>Living costs</i>	508	692	639	655	648	894	1,220	1,047	957	998	2,777
Total expenditures	961	1,277	1,248	1,138	1,196	1,405	1,820	1,689	1,463	1,550	3,361

TABLE 39. Classified Expenditures for Single and Married Students

Categories of students	Fees, dues, text books and supplies	Transportation		Room and board, household operating costs	Recreation, etc.	Clothing and grooming	All other items	Total expenditure
		Other than local	Local					
Canada	per cent							
Undergraduates (7 faculties):								
Single, at home	44.0	1.8	4.1	7.9	13.3	14.5	14.4	100.0
Single, away from home	32.1	3.5	1.4	35.3	9.5	10.1	8.1	100.0
Married—living with spouse	16.2	1.3	2.1	48.2	5.4	6.7	20.1	100.0
Classical Colleges:								
Single, at home	40.5	3.1	2.5	7.2	13.9	22.3	10.5	100.0
Single, away from home	29.1	2.5	0.5	37.1	9.0	15.7	6.1	100.0

TABLE 40. Percentage of Students who Reported Expenditures on Selected Items

Items of expenditure	Arts- Science	Education	Engi- neering	Law	Medicine	Dentistry	Pharmacy	Classical Colleges
	per cent							
Canada								
Dues (fraternity, etc.)	31.8	33.5	47.2	50.8	62.9	64.5	38.1	55.5
Text books	99.1	99.3	99.7	97.6	99.1	98.0	87.6	99.0
School supplies and equipment	76.1	76.8	85.8	67.5	79.6	83.5	52.1	58.0
Transportation (other than local)	50.9	58.1	55.4	49.0	52.5	45.7	39.4	47.2
Transportation (local)	50.1	59.4	52.7	55.0	60.9	65.6	39.2	26.1
Room and board or household operating costs ..	64.5	76.3	70.8	75.5	77.3	75.2	50.5	62.8
Recreation, refreshments, cigarettes, etc.	96.6	95.8	96.9	95.0	96.4	97.0	66.0	95.6
Grooming (haircuts, laundry, etc.)	96.4	95.5	97.4	97.7	98.1	99.5	66.8	95.5
Clothing	92.6	96.9	93.3	93.2	96.0	93.6	65.3	95.3
Health	71.4	71.5	75.3	80.5	77.3	79.0	54.0	80.2
Durable items	40.1	33.5	49.8	48.3	61.7	96.1	31.4	38.5
Church and charitable donations	42.7	44.0	45.5	60.3	55.5	48.4	38.5	40.8

TABLE 41. Median Expenditure by Age and Year of Graduation

Age of student, and faculty	Median expenditure	Year graduation expected and faculty	Median expenditures
	\$		\$
Canada		Canada	
Arts-Science:		Arts-Science:	
Under 18	1,079	1962	1,380
18	1,123	1963	1,287
19	1,235	1964	1,235
20	1,239	1965+	1,184
21	1,303		
22-24	1,388		
25 or older	1,768		
Education:		Education:	
Under 18	1,038	1962	1,403
18	1,015	1963	1,381
19	1,065	1964	1,165
20	1,120	1965+	1,074
21	1,223		
22-24	1,375		
25 or older	1,947		
Engineering:		Engineering:	
Under 18	1,249	1962	1,641
18	1,256	1963	1,579
19	1,277	1964	1,372
20	1,419	1965	1,358
21	1,474	1966+	1,285
22-24	1,552		
25 or older	2,147		
Law:		Law:	
Under 21	1,330	1962	1,991
21	1,551	1963	1,695
22-24	1,662	1964	1,679
25 or older	2,099	1965	1,572
Medicine:		Medicine:	
Under 21	1,619	1962	2,510
21	1,728	1963	2,016
22-24	1,937	1964	1,936
25 or older	2,548	1965	1,758
		1966+	1,688
Dentistry:		Dentistry:	
Under 21	1,813	1962	2,706
21	1,955	1963	2,352
22-24	2,261	1964	2,401
25 or older	More than \$3,000	1965	1,942
Pharmacy:		Pharmacy:	
Under 20	1,238	1962	1,461
20	1,290	1963	1,366
21	1,372	1964	1,410
22-24	1,530	1965	1,403
25 or older	1,879		
Classical Colleges:		Classical Colleges:	
Under 18	884	1962	979
18	905	1963	967
19	949	1964	883
20 or older	967	1965	887

TABLE 42. Median Expenditure for Arts-Science Students in Certain Categories

Sex	All students	Part-time job		Summer job, 1961		Schooling		Automobile		
		With	Without	With	Without	Inter- rupted	Con- tinuous	Owns car	Use of car	No use of car
dollars										
Canada										
Arts-Science:										
Male.....	1,300	1,299	1,302	1,362	1,284	1,475	1,270	} 1,598	1,051	1,257
Female	1,201	1,093	1,240	1,210	1,191	1,356	1,187			

TABLE 43. Student Expenditure by Faculty and Father's Occupation

Faculty and father's occupation	Less than \$800	\$800- 999	\$1,000- 1,999	\$1,200- 1,399	\$1,400- 1,599	\$1,600- 1,799	\$1,800- 1,999	\$2,000- 2,999	\$3,000 or more	Total expend- iture	Median expend- iture
	per cent										\$
Canada											
Arts-Science and Education:											
Proprietary and managerial.....	12.4	14.2	14.3	16.8	13.1	10.5	6.5	8.6	3.6	100.0	1,308
Professional	16.4	14.8	15.6	18.9	14.6	6.7	4.0	5.4	3.6	100.0	1,232
Commercial and financial	16.3	15.7	16.8	16.8	13.8	4.9	4.6	6.5	4.6	100.0	1,214
Clerical	17.1	19.7	17.5	13.2	14.5	8.8	3.5	3.9	1.8	100.0	1,149
Manufacturing and mechanical	15.4	19.5	15.8	17.2	13.2	5.7	4.7	5.7	2.8	100.0	1,190
Transportation and communication.....	10.8	17.5	18.2	19.2	15.4	4.9	3.5	9.4	1.1	100.0	1,235
Construction	10.2	18.6	26.7	10.6	11.4	8.1	5.1	5.1	4.2	100.0	1,158
Service	9.9	16.4	16.4	17.5	13.5	7.7	4.0	12.4	2.2	100.0	1,282
Farming, mining, etc.....	7.9	13.7	26.7	16.5	13.0	9.0	2.9	6.5	3.8	100.0	1,219
Engineering and Pharmacy:											
Proprietary and managerial.....	5.9	8.9	13.0	19.6	15.6	13.0	9.4	10.9	3.7	100.0	1,432
Professional	8.1	13.4	13.0	17.6	14.4	14.4	8.3	6.6	4.2	100.0	1,375
Commercial and financial	6.1	4.7	15.5	20.3	12.2	11.5	10.1	9.5	10.1	100.0	1,455
Clerical	2.4	12.5	13.7	21.4	16.1	14.9	8.3	7.1	3.6	100.0	1,399
Manufacturing and mechanical	5.1	12.8	14.1	14.6	17.9	12.8	9.1	9.1	4.5	100.0	1,436
Transportation and communication.....	3.7	11.8	14.9	13.0	21.1	14.9	7.5	11.2	1.9	100.0	1,461
Construction	7.9	17.2	10.1	19.4	18.0	10.8	3.6	10.1	2.9	100.0	1,351
Service	4.5	11.3	10.5	13.5	20.3	18.1	6.0	12.0	3.8	100.0	1,499
Farming, mining, etc.....	0.9	4.5	13.6	23.4	20.1	13.1	10.1	10.1	4.2	100.0	1,475
Law, Medicine and Dentistry:											
Proprietary and managerial.....	0.7	3.6	7.6	9.0	10.0	11.5	12.1	26.3	19.2	100.0	1,924
Professional	1.9	4.8	7.6	8.7	11.0	10.9	10.3	26.0	18.8	100.0	1,897
Commercial and financial	1.6	6.0	3.8	12.0	14.8	11.5	9.3	22.4	18.6	100.0	1,805
Clerical	1.6	6.6	7.4	4.9	13.1	17.2	10.7	22.9	15.6	100.0	1,789
Manufacturing and mechanical	—	4.0	6.8	9.6	14.0	12.0	16.4	23.2	14.0	100.0	1,843
Transportation and communication.....	0.9	1.8	8.9	11.6	14.3	6.3	17.0	19.6	19.6	100.0	1,873
Construction	2.5	1.3	6.3	11.4	11.4	11.4	8.9	27.8	19.0	100.0	1,928
Service	2.1	2.1	11.3	10.3	13.4	12.4	5.1	20.6	22.7	100.0	1,774
Farming, mining, etc.....	—	—	5.3	5.3	11.3	14.5	14.8	27.9	20.9	100.0	1,982
Classical Colleges:											
Proprietary and managerial.....	23.0	28.0	19.2	12.2	9.1	3.8	1.9	2.2	0.6	100.0	992
Professional	34.7	21.2	16.0	8.7	8.2	4.3	3.9	2.6	0.4	100.0	944
Manufacturing and mechanical	36.0	33.6	18.4	8.0	1.6	1.6	—	0.8	—	100.0	882
Farming, mining, etc.....	28.9	36.7	19.3	9.7	3.0	1.2	1.2	—	—	100.0	914
All other.....	42.8	24.8	17.4	8.2	4.1	2.0	1.8	0.9	—	100.0	857

CHAPTER IV

Sources and Amounts of Income of University Students, 1961-62

Most students receive their income from a number of sources, although there are some who are entirely dependent on their parents; some have scholarships, fellowships and other awards which are adequate to meet their needs, some manage to earn enough during the year to cover their expenses, and a limited number use savings, proceeds from a legacy, etc. In order to discover the sources and amounts of income received by the undergraduates, one-half of the budget was designed with items for grants, loans, family contributions, earnings, savings and other sources. In processing the forms some of the items, which were included in part to assist the student in recalling details, were grouped as the IBM card only provided for entering a limited number of details. Scholarships, prizes and bursaries, for example, were combined for, although there was a difference here in our thinking, it was felt that the total would suffice. The 1956-57 survey had shown some relationship between need and bursaries, and merit and scholarships and there is no reason for assuming that this relationship has changed.

Table 44 shows the per cent of students who received money from the sources listed, for the various faculties. Each item is separate and the percentages do not add up to 100. In Arts-Science for example, only 1.5 p.c. of students reported fellowships and assistantships, an item that was included for graduate students. But 71 p.c. reported money from summer jobs and 63 p.c. received funds from their parents. Percentages for "fellowships and assistantships" and "leave of absence with pay" are negligible except for Medicine in the former and Pharmacy in the latter.

The largest percentage reporting grants-in-aid of all kinds reported scholarships and bursaries, percentages which varied from 27 p.c. for Arts-Science to 42 p.c. for Medicine. Percentages receiving grants in all other categories listed were much lower, dropping to 0.1 p.c. for students in Medicine reporting leave of absence with pay. From 7-24 p.c. borrowed money from their parents, depending on faculty considered; up to 8 p.c. borrowed from the college, and from the bank or insurance companies; up to 23 p.c. according to faculty borrowed from the provincial governments, and up to 11 p.c. from other sources.

In considering the per cent who received money from home it should be kept in mind that a larger percentage of students in some faculties than in others were married, and fewer of the married students than single received such help. Some idea of this is obtained from the next item which reports funds from spouse, mostly working wives.

Savings from summer work was reported by half the Classical College students, 61 p.c. of students in Education and from 70-80 p.c. of all others.

Personal savings were used by about one-fifth of the students, with 13 p.c. for Classical Colleges, 28 p.c. for Education and the others falling between. Those using proceeds from investments, insurance, etc., ranged from 1.2 p.c. in the Classical Colleges to 10 p.c. in Law. Items in this table should be related to the following tables, but especially Table 45. It is possible, for example, to follow any one item through these tables to obtain considerable information; for example, Table 44 reports 63 p.c. receiving funds from family for Arts-Science students. Table 45 indicates the average amount was \$706. Table 46 indicates that this average came from amounts of \$552 and \$703 for male and female single students at home, \$764 and \$893 for similar students away from home, and \$893 for male married students. Table 47 indicates that this represented 32 p.c. of all income received by Arts-Science students.

Table 45 reports the average amounts received by students in the various faculties for the same items as in the previous table. Students in the Classical Colleges received scholarships and bursaries valued, on the average, \$228. Medians for the other faculties ranged from \$327 in Law to \$396 in Education.

Funds from D.V.A., National Defence, etc., on the average ranged rather widely, from \$323 for the Classical Colleges to \$1,950 in Dentistry and \$2,062 in Medicine, and represented everything from participation in drill exercises to a fair percentage taking studies after enlistment in the Armed Forces.

Loans on the average generally ranged from \$200 to \$900 with the greater number coming from the provincial governments or family, depending on the faculty, and the larger amounts generally coming from banks or insurance companies or parents, followed by those from the provincial governments. The amount provided by the student's family was from \$400-\$500 except for Dentistry and Medicine where the average was between \$700 and \$800. From the banks and insurance companies amounts ranged from \$336 to \$890, those in Medicine borrowing the largest amounts and in the Classical Colleges the least.

Where the spouse contributed, the average amount ranged from \$1,406 in Pharmacy to \$2,320 in Dentistry. Gifts on the average ranged by faculty from \$119 to \$361.

On the average, Classical College students who worked in the summer reported average savings of \$242. Average summer savings for the other faculties were lowest for those in Education, \$468, intermediate or from \$528 to \$549 for students in Arts-Science, Pharmacy and Medicine, and highest for Law, \$644 and Engineering \$669. Earnings from

part-time work during the year ranged from \$224 for Classical College students, and about the same for Arts-Science, and Engineering, to \$565 for Law students. Medicine was little below Law, \$555, and was followed by Pharmacy with \$435, Education \$308, and Dentistry, \$269.

Personal savings, when reported, except for an average of \$91 for Classical College students, provided medians from \$316 to \$351, the latter for Education, which were most likely savings from teaching. Investments, endowments, etc., when reported, provided from \$268 for Engineering students to \$875 in Law.

Table 46 also distributes the same data on income among the same contributing sources, but separates data for single students at home and not at home, and married students living with their spouse and children while attending college, and gives data for males and females in Arts-Science, Education and in the Classical Colleges, and for males in Engineering and Medicine.

There are a number of interesting things observable in this table. Considering "funds from parental family" for example, single male students at home receiving such aid reported amounts of from \$453 to \$588. Those away from home reported receiving from \$437 to \$764, and married students reported receiving from \$664 in Education to \$980 in Medicine. It follows that financial support from home is determined by a number of factors including income of parents. It also reflects an increasing trend towards students getting married, yet still receiving support from their parents.

The fifth that borrowed money from near relatives indicated that single male students at home normally borrowed from \$273 to \$493, single male students away from home borrowed from \$379 to \$828 depending on the faculty, and married male students borrowed from \$517 (Engineering) to \$1,007 (Medicine).

Scholarships for single students at home, whether male or female, generally averaged \$150 below those for students away from home, which may indicate that the obtaining of a scholarship at least equal to the fees paid is more often a factor in determining whether or not students away from home attend university. Those at home, who will attend anyway, find small scholarships of \$300 or less more attractive.

There is little significant difference between summer savings of students living at home and away from home, but the savings of Arts-Science male married students were considerably higher, as were average savings for those in the other faculties.

Table 47 reports the percentages which each of the contributing sources account for of total income received, for the selected faculties. All undergraduate students were included in this distribution. For Arts-Science, funds from parents accounted for the

largest percentage, 32 p.c., followed by 31 p.c. from summer savings and part-time job earnings. About 10 p.c. came from each of grants-in-aid and loans, 5 p.c. from savings and the remainder from a variety of sources. For Education 16 p.c. came from each of grants-in-aid and loans, 17 p.c. from the family, almost 24 p.c. from earnings and 10 p.c. from each of "spouse" and savings, leaving 7 p.c. for other sources. For the Classical College students as much as 60.5 p.c. came from family funds, 16 p.c. from earnings, 10 p.c. from all grants-in-aid, 7 p.c. was borrowed, leaving 6.5 p.c. for other sources.

For the other professions studied the largest single item was earnings from summer and part-time jobs, which ranged from 24 p.c. in Dentistry and Medicine to 42 p.c. in Pharmacy. Money from home ranged from 16 to 23 p.c., grants-in-aid from 7 to 17 p.c., the highest in Engineering; loans ranged from 11 to 17 per cent and funds from spouse from 4-21 p.c. The percentage of married students in these faculties was from 8 to 28 p.c. as noted previously, (Tables 6 and 7).

Scholarships and Bursaries

Tables 48 to 52 relate scholarships, bursaries and other grants-in-aid to age, year of graduation, expenditure, funds from family, income level of parents and home residence. Table 45 already showed that proceeds from scholarships and bursaries was lowest for Classical Colleges, \$228, and for the other faculties ranged on the average from \$327 to \$396, the highest being reported by Education students. Here, in Table 48 we find that a larger percentage of the younger members of most faculties received more scholarships, although the amounts, on the average, were usually a little lower than for older students. In part, this is related to year of expected graduation, or year in course, as there are still more entrance scholarships, etc., than for the following years, although the distribution seems to be much better than was found five years ago when students might enter on a scholarship and have to drop out more often because of a lack of money.

Table 49 relates total expenditure to median scholarship received and vice versa. Because married students are included, the item for students spending \$2,500 or more is probably for married students. Apparently there is little relationship between expenditure and percentage receiving scholarships, nor are differences in value of the scholarships of much import. The second half of the table, however, indicated that there is a positive relationship between value of scholarship received and expenditure. Apparently the larger the scholarship, the more the tendency to increase expenditures, although the amounts spent are not out of line with expenditures by all students.

Table 50 related scholarships and bursaries to students' home residence, sex, to single students living at home or away from home, and to married

students. Scholarships and bursaries were fairly proportionately divided among males and females, with the females having a slight edge. Whether or not this reflects relative importance of receiving a grant-in-aid as a more significant determining factor concerning attendance at college for girls than boys cannot be determined from our data. Considering the amount of the scholarships, again the girls on the average received somewhat higher awards, although about twice as large a percentage of boys received scholarships of \$1,000 or more.

A larger percentage of single than married students received scholarships. Of the single students living away from home 39 p.c. received scholarships and about 45 p.c. of these were below \$400; only 32 p.c. of the single students at home received scholarships, of which 77 p.c. were below \$400.

Percentage of students in urban areas reporting scholarships and bursaries decreased as centres increased in size, while farm youth fell about midway among the urban centres. Values of scholarships and bursaries followed the same trend.

Tables 51 and 52 relate grants-in-aid through scholarships and bursaries to funds from home, and parents' income to value of scholarships received. The amount received from parents was inversely proportional to the value of scholarships and other aid received. The survey of 1956-57 found that bursaries were related somewhat to need whereas scholarships, given for merit, showed little such relationship. When median values are considered, it was found that they were related inversely to the parents' income, probably because only reasonably large grants-in-aid were enough to interest many youth whose parents were in a position to provide only limited support. Of those who received no scholarships 55 p.c. received on the average \$694 from their parents. As the scholarships increased smaller percentages of the recipients received amounts from home and on the average these amounts dropped about \$40 for each level selected until of those receiving \$1,000 or more in scholarships only 28 p.c. received money from home and on the average this was \$257.

The percentage receiving scholarships and value of scholarships on the average, dropped as the parents' income reported rose from \$5,000 to more than \$10,000. The drop was from 48 p.c. with scholarships when parental income fell below \$5,000 to 16.5 p.c. when parental income was \$10,000 or more.

Table 53 reports parents' contribution to Arts-Science students. It was assumed that the Arts-Science students, the largest segment of the survey, would indicate relationship, if any, between marital status and family funds received. About 61 p.c. of male and 77 p.c. of female students living at home received money from home which averaged \$565 and \$703, respectively. For the single students attending college away from home, 62 p.c. of the

boys and 75 p.c. of the girls received on the average \$764 and \$893, respectively. It is of interest, that 24 p.c. of the married students received help from home to the average amount of \$893. Some of these may have received appreciable amounts from two rather than one family.

Table 54 relates funds received from family to income of parents, locality of residence, and total expenditure of the students. A positive relationship was found between parents' income and the money received from the student's family, ranging from \$376 for parents with an income of less than \$5,000 to \$922 for parents with incomes of \$10,000 or more.

More than 50 p.c. of students from farm homes received no funds from home; the median amount for those who did was \$486. The greatest support from parents, \$638, came from middle-sized cities of 10,000-99,999 population.

Students' total expenditure was related directly to the amount of family funds received. Those receiving less than \$200 reported spending \$1,183. Successive increases in median expenditure continued to \$2,112 for those who received \$1,500 or more in funds from the family. Those receiving no funds from home probably included a large number of older and married students and reported a relatively high expenditure of \$1,499.

On the average, students saved about \$450-\$500 during the summer. Actually 1 p.c. saved less than \$50, another 2 p.c. saved from \$50 to \$100; 8 p.c. between \$100 and \$200; 11 p.c. reported between \$200 and \$300; 20 p.c. from \$300 to \$500 and another 46 p.c. saved more than \$500. About 12 p.c. reported no savings.

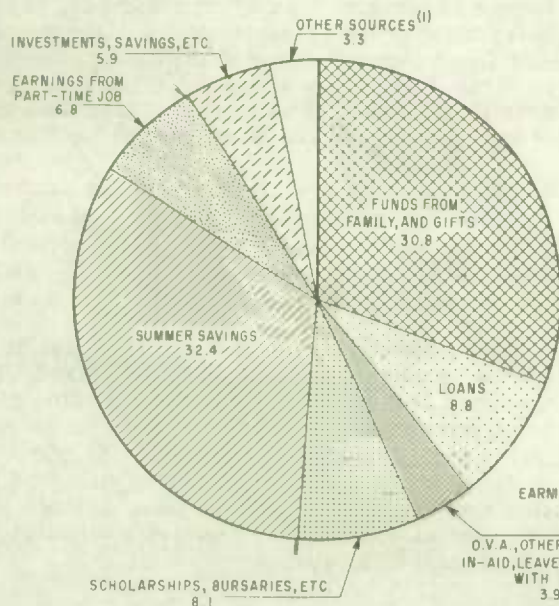
Not many reported working for their parents, but of these 9 p.c. saved less than \$80 and 36 p.c. saved more than \$500. The largest percentage, (21 p.c.) reporting savings below \$200 was for recreation workers, entertainers, etc. followed by service jobs, store clerk, receptionist, etc. and the smallest percentages were for jobs related to course work and work for the university.

Table 55 shows the percentage of undergraduates who earned money from part-time work during the college year. The jobs were distributed in a limited number of categories as shown. Again the number working for parents is so small that the percentages are unreliable, but appear in two levels, the one around \$150, the other closer to \$400. More than 20 p.c. earned less than \$100, and 23 p.c. earned over \$500. The others ranged between, with 24 p.c. earning from \$100 to \$199, 15 p.c. from \$200 to \$300 and the remaining 18 p.c. from \$300 to \$500. Those with jobs related to the course they were taking, and those whose jobs required special skills, generally earned the most, although the latter reported as many with earnings below \$100 as any other category except baby sitters and odd-jobbers.

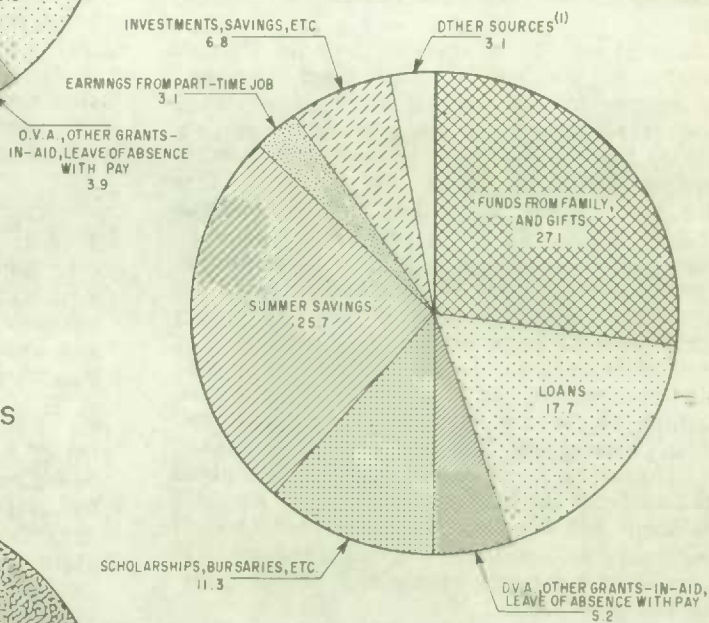
CHART-2

SOURCES OF INCOME—UNDERGRADUATES

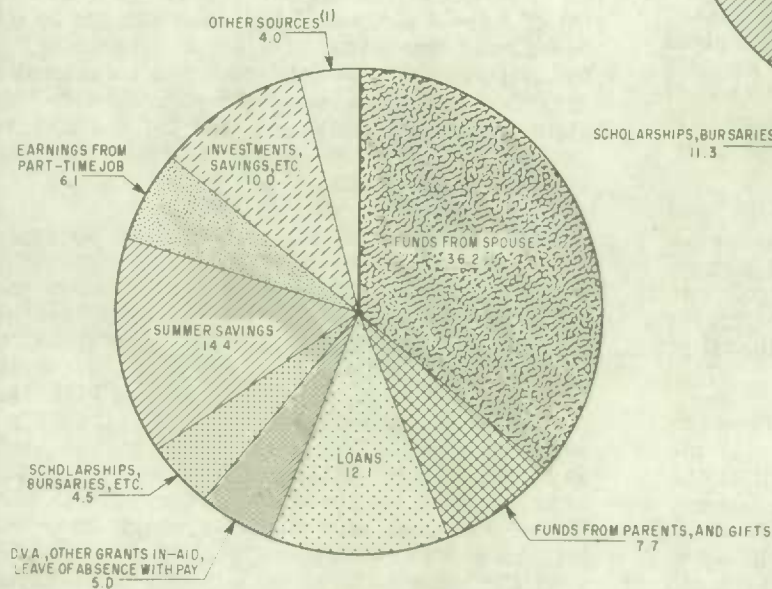
SINGLE STUDENTS LIVING AT HOME



SINGLE STUDENTS AWAY FROM HOME



MARRIED STUDENTS



⁽¹⁾ INCLUDES ADDITIONAL INCOME NEEDED TO MEET COSTS.

TABLE 44. Per Cent of Students Receiving Funds from Contributing Sources

Sources of income	Arts- Science	Education	Engineering	Law	Medicine	Dentistry	Pharmacy	Classical Colleges
per cent								
Canada								
Fellowships and assistantships	1.5	4.1	1.4	0.8	3.3	0.5	0.5	0.2
Scholarships and bursaries	26.9	38.5	39.3	33.2	41.9	31.0	28.6	33.3
D.V.A., National Defence, R.O.T.P.	5.1	2.1	6.3	1.6	5.9	6.5	1.6	1.2
Others grants-in-aid	2.5	15.7	4.1	3.1	3.0	3.5	3.0	14.7
Leave of absence with pay	0.4	0.2	0.4	0.3	0.1	0.3	1.7	0.7
Loans:								
(a) From parental family	15.8	17.1	21.4	18.8	22.9	23.5	14.3	6.7
(b) From college	2.0	5.5	4.1	4.0	7.4	8.1	4.6	0.6
(c) From bank or insurance co.	3.8	6.3	6.2	8.4	6.5	6.8	2.9	1.2
(d) From provincial government	8.3	17.7	18.6	22.1	22.2	23.0	10.9	11.8
(e) From other sources	5.1	7.9	7.0	8.5	10.7	10.6	7.6	2.7
Funds from parental family	62.9	46.8	47.8	55.0	53.4	43.8	51.7	89.2
Funds from spouse	2.6	10.0	6.8	15.4	13.4	21.2	4.9	—
Gifts from relatives, friends	20.9	15.0	14.6	16.8	18.5	13.2	14.1	20.9
Savings from summer employment	70.8	60.6	83.4	76.3	78.3	77.4	80.2	50.7
Earnings from part-time jobs during school year	24.6	20.9	15.7	30.3	20.7	18.4	45.5	14.2
Personal savings (other than above)	23.9	27.9	23.6	18.2	19.5	20.5	23.0	13.1
Investments, endowments, insurance, etc.	6.4	3.9	5.2	10.0	6.8	5.4	3.8	1.2
Other sources	6.3	5.3	4.3	7.2	3.4	4.8	4.5	2.3

TABLE 45. Average Amounts Received from Contributing Sources

Sources of income	Arts- Science	Education	Engineering	Law	Medicine	Dentistry	Pharmacy	Classical Colleges
dollars								
Canada								
Fellowships and assistantships	549	408	778	206	545	323	272	140
Scholarships and bursaries	373	396	386	327	384	333	336	228
D.V.A., National Defence, R.O.T.P.	653	598	1,459	908	2,062	1,950	1,180	323
Other grants-in-aid	204	263	215	273	311	460	198	111
Leave of absence with pay	1,729	2,196	2,019	629	227	120	348	74
Loans:								
(a) From parental family	483	447	424	479	794	718	467	461
(b) From college	303	390	302	293	255	371	315	254
(c) From bank or insurance co.	522	727	414	567	890	594	449	336
(d) From provincial government	350	331	368	354	422	466	321	201
(e) From other sources	279	431	300	363	479	566	413	196
Funds from parental family	706	544	564	784	955	886	716	678
Funds from spouse	1,543	1,557	1,501	1,852	2,086	2,320	1,406	—
Gifts from relatives, friends	133	122	135	294	224	361	163	119
Savings from summer employment	528	468	669	644	549	677	529	242
Earnings from part-time jobs during school year	239	308	235	565	555	269	435	224
Personal savings (other than above)	316	531	329	489	400	505	460	91
Investments, endowments, insurance, etc.	387	475	268	875	749	488	315	360
Other sources	256	405	222	344	502	469	236	269
Income from all sources	1,407	1,487	1,621	2,130	2,344	2,654	1,634	999

TABLE 46. Average Amounts Received by Sources, for Single and Married Students

Sources of income	Arts-Science		Education		Engineering	Medicine	Classical Colleges	
	M.	F.	M.	F.	M.	M.	M.	F.
dollars								
Canada								
Single, at home:								
Fellowships and assistantships	292	--	260	--	393	548	--	--
Scholarships and bursaries	277	304	353	344	316	288	162	217
D.V.A., National Defence, R.O.T.P.	653	--	611	--	1,034	1,950	209	--
Other grants-in-aid	165	130	181	265	161	196	98	93
Leave of absence with pay	--	--	--	--	--	--	--	--
Loans:								
(a) From parental family	414	382	273	273	326	493	379	903
(b) From college	318	--	243	283	232	196	--	--
(c) From bank or insurance co.	441	--	180	--	318	1,010	298	--
(d) From provincial government	239	227	295	256	238	253	140	96
(e) From other sources	288	--	241	160	269	315	115	--
Funds from parental family	552	703	453	552	475	964	588	774
Funds from spouse	--	--	--	--	--	--	--	--
Gifts from relatives, friends	99	75	151	128	103	244	96	130
Savings from summer employment	544	343	481	370	618	563	242	291
Earnings from part-time jobs	229	220	308	188	189	430	226	181
Personal savings (other than above)	219	225	324	398	263	287	77	102
Investments, endowments, insurance, etc.	334	205	335	360	220	286	461	--
Other sources	148	174	136	53	202	172	339	196
Single, away from home:								
Fellowships and assistantships	341	--	323	345	705	367	--	--
Scholarships and bursaries	446	429	487	498	449	440	266	422
D.V.A., National Defence, R.O.T.P.	608	1,027	560	--	1,357	1,674	493	--
Other grants-in-aid	215	195	302	282	256	350	127	100
Leave of absence with pay	--	--	--	--	--	--	79	--
Loans:								
(a) From parental family	529	576	499	480	473	828	379	--
(b) From college	308	277	339	443	296	376	268	--
(c) From bank or insurance co.	479	--	507	490	421	545	358	--
(d) From provincial government	370	401	442	331	410	458	246	--
(e) From other sources	307	214	290	381	271	487	205	--
Funds from parental family	764	893	437	683	632	873	694	1,311
Funds from spouse	--	--	--	--	--	--	--	--
Gifts from relatives, friends	133	165	138	97	117	168	135	--
Savings from summer employment	573	345	492	309	698	592	228	274
Earnings from part-time jobs	238	171	289	173	196	518	280	64
Personal savings (other than above)	370	349	492	406	339	327	102	--
Investments, endowments, insurance, etc.	409	517	555	476	333	422	--	--
Other sources	402	256	356	97	154	297	235	--
Married, living with spouse:								
Fellowships and assistantships	--	--	1,348	--	1,066	707	--	--
Scholarships and bursaries	394	--	450	285	452	418	--	--
D.V.A., National Defence, R.O.T.P.	--	--	--	--	2,045	3,250	--	--
Other grants-in-aid	--	--	322	--	236	260	--	--
Leave of absence with pay	2,534	--	--	--	--	--	--	--
Loans:								
(a) From parental family	530	--	824	336	517	1,007	--	--
(b) From college	--	--	531	--	505	434	--	--
(c) From bank or insurance co.	672	--	1,143	--	679	1,375	--	--
(d) From provincial government	415	--	465	364	438	435	--	--
(e) From other sources	742	--	1,060	--	589	607	--	--
Funds from parental family	893	--	664	474	752	980	--	--
Funds from spouse	1,574	--	1,569	1,419	1,529	2,152	--	--
Gifts from relatives, friends	325	--	380	--	295	404	--	--
Savings from summer employment	1,122	483	639	336	779	567	--	--
Earnings from part-time jobs	574	--	817	--	452	693	--	--
Personal savings (other than above)	786	--	1,009	478	605	614	--	--
Investments, endowments, insurance, etc.	798	--	559	--	634	2,011	--	--
Other sources	499	--	738	--	367	799	--	--

TABLE 47. Percentage of Total Income Received by Sources for Faculties

Sources of income	Arts - Science	Education	Engineering	Law	Medicine	Dentistry	Pharmacy	Classical Colleges
per cent								
Canada								
Scholarships and bursaries ¹	7.8	12.2	10.3	5.5	7.8	4.6	6.1	7.6
D.V.A., National Defence, R.O.T.P.	2.3	0.9	5.4	0.7	5.3	7.2	1.3	0.4
Other grants-in-aid	0.3	3.0	0.6	0.5	0.4	0.5	0.4	1.6
Leave of absence with pay	0.6	0.3	0.7	0.4	—	—	0.4	0.1
Loans:								
(a) From parental family	5.5	5.1	5.6	4.3	7.8	6.9	4.4	3.1
(b) From college	0.5	1.5	0.6	0.6	0.9	1.3	1.2	0.2
(c) From bank or insurance co.	1.4	3.1	1.6	2.1	2.6	1.8	1.1	0.4
(d) From provincial government	2.0	3.9	4.1	3.7	3.8	4.2	2.0	2.4
(e) From other sources	1.0	2.3	1.3	1.6	2.2	2.4	2.2	0.5
Funds from parental family	31.9	17.2	16.7	20.6	22.0	15.7	23.4	60.5
Funds from spouse	3.1	10.6	6.3	13.5	11.9	20.6	4.3	—
Gifts from relatives, friends	2.0	1.3	1.2	2.4	1.8	1.9	1.4	2.7
Savings from summer employment	26.8	19.1	34.6	22.9	18.4	21.5	27.8	12.3
Earnings from part-time jobs during school year	4.2	4.4	2.3	9.1	5.2	2.2	13.8	3.2
Personal savings (other than above)	5.4	10.1	4.8	4.2	3.1	4.2	6.3	1.2
Investments, endowments, insurance, etc.	1.6	1.3	0.9	4.2	2.6	1.2	0.9	0.4
Other sources	1.2	1.7	0.6	1.1	0.7	0.9	0.8	0.6
Income needed	2.2	2.0	2.2	2.4	3.5	2.9	2.2	2.8
Totals	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

¹ Fellowships and assistantships included here as in all cases they accounted for 1 p.c. or less.

TABLE 48. Scholarships — Age of Student and Year of Expected Graduation

Faculty and age of student	Percent with scholarships	Median scholarship \$	Faculty and year of graduation	Percent with scholarships	Median scholarship \$
Canada			Canada		
Arts — Science:			Arts — Science:		
Under 18	37.0	275	1962	29.5	317
18-20	26.2	345	1963	28.5	284
21-24	23.9	296	1964	22.6	295
25 +	19.7	266	1965 +	26.6	366
Education:			Education:		
Under 18	79.9	538	1962	29.9	356
18-20	51.9	425	1963	28.3	355
21-24	36.2	384	1964	43.5	377
25 +	28.9	378	1965 +	66.8	486
Engineering:			Engineering:		
Under 18	45.2	375	1962	31.2	355
18-20	38.5	365	1963	37.3	338
21-24	34.7	329	1964	34.4	338
25 +	33.9	366	1965	39.6	366
Law:			1966 +	42.4	350
Under 18	—	—	Law:		
18-20	35.1	266	1962	34.7	326
21-24	33.9	300	1963	34.0	278
25 +	30.8	315	1964	30.6	317
Medicine:			1965 +	35.6	266
Under 18	—	—	Medicine:		
18-20	38.5	325	1962	32.0	349
21-24	41.6	335	1963	42.2	326
25 +	40.2	329	1964	43.2	350
Dentistry:			1965	43.7	313
Under 18	—	—	1966 +	43.1	342
18-20	25.0	287	Dentistry:		
21-24	31.6	302	1962	42.5	413
25 +	41.2	467	1963	40.3	399
Pharmacy:			1964	24.4	306
Under 18	—	—	1965	27.9	287
18-20	25.9	355	Pharmacy:		
21-24	29.0	307	1962	32.1	345
25 +	36.8	412	1963	28.7	327
Classical Colleges:			1964	23.4	362
Under 18	36.9	Less than \$200	1965	34.3	320
18-20	30.7	261	Classical Colleges:		
21-24	32.7	273	1962	24.3	261
25 +	—	—	1963	30.3	243
			1964	33.2	265
			1965	40.1	214

TABLE 49. Interrelationship of Student Expenditure and Scholarships¹

Total expenditure	Per cent receiving scholarships	Median scholarship	Value of scholarship	Median expenditure
Canada		\$	Canada	\$
Less than \$1,000	34.5	326	Less than \$200	1,311
\$1,000-\$1,399	35.7	339	\$ 200-\$399	1,412
1,400- 1,799	35.0	378	400- 699	1,436
1,800- 2,499	37.5	380	700- 999	1,564
2,500 or more	30.6	366	1,000 or more	1,838

¹ Excluding Classical Colleges.TABLE 50. Scholarship Recipients - Sex, Marital Status and Home Residence¹

Sex, living arrangements and home residence	No scholarship	With a scholarship						Total
		Less than \$200	\$200-399	\$400-699	\$700-999	\$1,000 or more	Total	
Canada		per cent						
Sex:								
Male	65.3	7.7	12.8	10.6	1.8	1.8	34.7	100.0
Female	63.7	7.1	11.9	13.9	2.5	0.9	36.3	100.0
Living arrangements:								
Single, at home	67.9	10.3	14.3	6.0	0.9	0.6	32.1	100.0
Single, away from home	61.3	6.0	11.4	16.3	2.6	2.4	38.7	100.0
Married, living with spouse	69.7	5.6	12.2	8.3	2.3	1.9	30.3	100.0
Home residence:								
On a farm	59.4	7.3	13.7	15.2	2.9	1.5	40.6	100.0
In centres with population:								
Under 10,000	57.1	5.2	12.8	20.1	2.3	2.5	42.9	100.0
10,000-99,999	64.6	6.7	12.1	11.9	2.7	2.0	35.4	100.0
100,000 and over	70.4	9.5	12.5	5.4	1.2	1.0	29.6	100.0

¹ Excluding Classical Colleges.TABLE 51. Family Contributions related to Scholarships¹

Scholarships	No funds from family	Funds from family								Total	Median funds from family
		Less than \$200	\$200-399	\$400-599	\$600-799	\$800-999	\$1,000-1,499	\$1,500 or more	Total		
Canada		per cent									\$
Students not receiving scholarships	44.8	6.8	9.4	7.9	7.4	5.7	11.0	7.0	55.2	100.0	694
Students receiving scholarships	51.1	11.7	12.5	9.3	5.6	3.6	4.4	1.8	48.9	100.0	404
Less than \$200	44.9	11.3	13.1	8.4	7.7	4.9	5.8	3.9	55.1	100.0	475
\$ 200-\$399	51.0	10.3	13.1	9.6	6.4	3.8	4.2	1.6	49.0	100.0	423
400- 699	51.7	12.8	12.3	10.2	4.4	3.4	4.5	0.7	48.3	100.0	385
700- 999	54.1	17.5	9.3	10.9	3.3	1.1	2.2	1.6	45.9	100.0	317
1,000 or more	72.1	10.6	11.8	2.5	1.2	1.2	0.6	—	27.9	100.0	257

¹ Excluding Classical Colleges.TABLE 52. Scholarship Values related to Income Levels of Parents¹

Parents' income	Without scholarships	With a scholarship						Total	Median value of scholarships
		Less than \$200	\$200-399	\$400-699	\$700-999	\$1,000 or more	Total		
Canada		per cent							\$
Less than \$5,000	52.1	7.2	17.7	18.3	2.7	2.0	47.9	100.0	388
\$ 5,000-\$5,999	61.9	8.5	15.0	11.9	1.3	1.4	38.1	100.0	340
6,000- 6,999	63.6	11.4	13.2	8.8	2.0	1.0	36.4	100.0	302
7,000- 7,999	76.3	8.3	7.4	4.0	1.0	3.0	23.7	100.0	297
8,000- 8,999	73.3	6.5	10.7	6.3	1.4	1.8	26.7	100.0	327
9,000- 9,999	76.5	10.5	4.8	3.3	2.2	2.7	23.5	100.0	249
10,000 or more	83.5	6.1	5.2	3.8	0.8	0.6	16.5	100.0	280
Totals	64.7	7.7	12.8	11.3	1.9	1.6	35.3	100.0	355

¹ Excluding Classical Colleges.

TABLE 53. Parents' Contribution to Arts-Science Students - Sex and Marital Status¹

Sex, marital status and living arrangements	Funds from parents		Sex, marital status and living arrangements	Funds from parents	
	Recipients as a per cent of all students	Average value of funds received		Recipients as a per cent of all students	Average value of funds received
Canada	per cent	\$	Canada	per cent	\$
Male.....	59.4	672	Female	74.8	795
Single, at home	60.8	565	Single, at home	76.7	703
Single, away from home	62.3	764	Single, away from home	74.5	893
Married ²	23.6	893	Married ²	--	--

¹ Excluding Classical Colleges.² Living with spouse.

TABLE 54. Family Contributions Related to Parents' Income, Home Residence, and Student Expenditure

Parents' income, home residence, and total expenditure	No funds from family	Funds from family								Total	Median funds from family
		Less than \$200	\$200- 399	\$400- 599	\$600- 799	\$800- 999	\$1,000- 1,499	\$1,500 or more	Total		
Canada		per cent									\$
Parents' income:											
Less than \$5,000.....	60.5	10.4	10.6	7.1	3.8	2.5	4.0	1.1	39.5	100.0	376
\$ 5,000-\$6,999.....	44.6	9.7	10.7	10.7	7.5	5.8	7.9	3.1	55.4	100.0	536
7,000- 9,999.....	37.2	7.7	11.4	10.7	10.7	6.6	10.8	4.9	62.8	100.0	630
10,000 or more.....	26.1	4.9	10.2	7.5	8.9	8.8	17.5	16.1	73.9	100.0	922
Median income	Less than \$5,000	5,103	5,732	6,042	7,266	7,812	8,690	10,000+	6,695
Home residence:											
On a farm	51.9	9.4	11.2	7.9	4.7	5.4	6.9	2.6	48.1	100.0	486
In centres with population:											
Under 10,000.....	46.9	9.1	11.3	8.7	6.5	4.3	9.4	3.8	53.1	100.0	541
10,000-99,999.....	44.8	9.2	8.4	8.5	7.4	4.7	10.2	6.8	55.2	100.0	638
100,000 and over.....	47.1	7.8	11.0	8.1	7.0	5.4	7.9	5.7	52.9	100.0	586
Total expenditure:											
Less than \$1,000.....	39.4	16.6	18.4	11.6	8.3	4.6	0.9	0.2	60.6	100.0	348
\$1,000-\$1,999.....	44.6	8.8	13.0	10.3	8.7	6.2	8.4	—	55.4	100.0	515
1,200- 1,399.....	43.8	9.0	11.4	8.6	8.7	6.4	11.8	0.3	56.2	100.0	577
1,400- 1,599.....	44.5	8.2	6.7	8.8	8.1	5.7	14.5	3.5	55.5	100.0	898
1,600- 1,799.....	45.8	6.3	7.4	9.1	6.8	4.8	11.4	8.4	54.2	100.0	725
1,800- 1,999.....	44.5	4.8	10.5	5.5	4.1	6.0	14.1	10.5	55.5	100.0	894
2,000- 2,499.....	49.8	5.3	5.2	5.2	3.0	5.1	9.2	17.2	50.2	100.0	1,070
2,500 or more.....	70.6	1.6	4.4	3.3	2.2	1.2	4.0	12.7	29.4	100.0	1,255
Median expenditure	\$ 1,499	1,183	1,193	1,283	1,287	1,355	1,515	2,112	1,368

TABLE 55. Earnings from Various Types of Part-time Jobs

Type of part-time job	Earnings from part-time job									Total
	Less than \$50	\$50- 79	\$80- 99	\$100- 149	\$150- 199	\$200- 249	\$250- 299	\$300- 499	\$500 or more	
Canada	per cent									
Worked for university	4.0	8.9	6.4	16.8	14.9	12.9	8.9	16.3	10.9	100.0
Jobs related to course	2.3	5.8	2.8	9.5	6.0	8.5	3.8	21.4	39.9	100.0
Jobs requiring special skills ¹	7.0	10.9	4.0	12.8	8.2	10.0	5.8	16.1	25.2	100.0
Store clerk, cashier, receptionist, etc. ²	7.4	12.0	4.3	14.8	8.6	14.2	5.9	20.1	12.7	100.0
Service occupations ³	6.3	6.9	4.0	21.1	13.7	17.2	3.4	17.7	9.7	100.0
Recreation worker, entertainer, etc.	4.8	11.9	5.5	16.7	16.7	8.7	0.8	16.7	18.2	100.0
Labourer, factory worker, delivery service, etc. ⁴	4.2	13.3	5.0	16.7	16.7	12.5	2.5	14.1	15.0	100.0
Baby sitter, odd jobber	25.5	21.3	8.5	12.8	6.4	8.5	—	7.4	9.6	100.0
Worked for parents	—	—	—	22.7	4.6	18.2	—	31.8	22.7	100.0
Other and not reported	8.5	19.5	12.2	30.5	3.7	4.9	1.2	3.7	15.8	100.0
All part-time jobs	5.9	10.0	4.6	14.5	9.4	11.0	4.3	17.6	22.7	100.0

¹ Includes stenographers and other office workers, draftsmen and repairmen.² Includes stockroom keepers, purchasers, etc.³ Includes such occupations as waiter, maid, bellboy, bartender, guard, watchman and orderly.⁴ Includes truck and bus drivers, seamen, railway and highway workers, etc.

CHAPTER V

The Waterloo Engineers

Because the Waterloo system of preparing engineers is unique in Canada and differs sufficiently from all other Canadian engineering courses to justify separate treatment, the data from Waterloo were kept separate and are reported in this section. Waterloo offers a sandwich type course of work terms interspersed between college terms. Half the students study while the other half are on the job and the groups alternate at regular periods. The course requires five years after junior matriculation but half the time is spent studying and half earning while learning on the job. The co-operating companies employ the pairs of students in turn, so have a man on the job through the year; the university operates full-time.

In 1961-62 total "full-time" enrolment in Engineering was 819. At the time of the survey there were 359 taking classes and from these 27 p.c. or 97 students were selected at random. The response rate was 95 p.c. as 92 completed questionnaires—a commendable effort! Distribution of the 92 students was as follows:

	Students	Per cent
1st year.....	28	30.4
2nd year	18	19.6
3rd year.....	14	15.2
4th year.....	14	15.2
5th year.....	18	19.6
Totals.....	92	100.0

The median age of the students was 21 years 4 months and 15 p.c. were married. Their home residence was classed as follows: (numbers in brackets are for all Engineers as shown in Table 11) farm 11 p.c. (10 p.c.); centres under 1,000, 9 p.c. (6 p.c.); 1,000-4,999, 16 p.c. (11 p.c.); 5,000-9,999, 9 p.c. (6 p.c.); 10,000-29,999, 13 p.c. (11 p.c.); 30,000-99,999, 21 p.c. (12 p.c.) and 100,000+, 21 p.c. (44 p.c.). It will be noted that Waterloo does not draw as heavily from the farms or from the large cities, but rather heavily from towns and medium-sized cities.

It is of interest to know where the pupils come from. It was found that 8 p.c. were within 3 miles and another 3 p.c. within 10 miles. Another 5.5 p.c. were from 10-24 miles, 53 p.c. from 25 to 99 miles, 22 p.c. between 100 and 499 miles, 5.5 p.c. between 500 and 999 and 3 p.c. from 1,000 or more miles. Residence while attending classes was within a mile of the campus for 65 p.c. of the students and from 1-5 miles for 29 p.c. and more than 10 miles for 6 p.c. of the students. About 52 p.c. of the students had an automobile at their disposal and 77 p.c. of these had their own car.

About 37 p.c. of the students reported their schooling interrupted for financial reasons; the majority had postponed entrance to university.

The 14 married students reported 1.3 as average number of dependents; 57 p.c. of the wives worked full-time; 14 p.c. kept house and 29 p.c. attended university or were otherwise employed.

The students reported their fathers' occupational status as follows: 21 p.c. operated own business; 49 p.c. worked for private employer; 18 p.c. were government employees and 12 p.c. had lost their father. The fathers' occupations were classified as follows:

	Per cent
Proprietary and managerial (non-farm)....	14
Professional	14
Commercial, financial	3
Clerical	7
Manufacturing, mechanical	21
Transportation, communication	8
Construction	10
Service	5
Farming, logging, etc.	18

On the average the father and mother had each completed some years of high school. Eight of the students had no brothers or sisters but on the average they reported 2.3.

Work Experience of Waterloo Students

The first year students who had worked the previous summer reported unskilled and semiskilled jobs for the most part, such as truck driver, rodman, electrician's helper, etc. Only a few were engaged as junior draftsman, laboratory technician and such. Second year students reported employment as laboratory technician, surveyor, draftsman, engineer's assistant and such, although a few reported labouring and semiskilled work. For the third year students, a large majority reported work related to their courses such as draftsmen, technicians, surveyors, and a few in such skilled jobs as millwrights, instrument men. By the fourth and fifth years all of the students were in jobs related to their school work, such as engineers' assistants, technicians, research assistants, etc.

Expenditures and Income of Students

Table 56 reports the annual expenditure and income of single students at home and away from home and married students. The single student away from home spent about \$1,700, the greater part of which was earned during the year.

It should be kept in mind that data in Table 57 are for the calendar year, whereas expenditures for other engineering students were for the academic year. This should be taken into consideration if comparisons are being made. Items included were tabulated from the same form as used through the survey. Arithmetic means were computed rather than medians worked. Although the means have been shown in all cases, only where the numbers reporting are reasonably large should they be considered as normal. For example, only 22 students paid fraternity or other dues the amount spent representing 0.3 p.c. of the total cost for all the students or \$6 out of an average expenditure of \$1,883. Only room and board, which accounted for 34.5 p.c. of the

total and fees another 27.5 p.c. were relatively sizable items. Money spent on recreation accounted for 8 p.c. of the total, capital outlay and clothing each for 5 p.c., and all other items were below 4 p.c.

Monthly expenditure was \$157, but average annual earnings accounted for \$1,250 or an equivalent of \$104 a month leaving only \$53 to be obtained from other sources.

Table 58 indicates that two-thirds of all income came from jobs. Eleven of the married students received \$12,310 or an average of \$1,119 from their wives, which, however, represented only 7 p.c. of the total reported. An equal proportion came from loans from the provincial government and almost 5 p.c. of the total from each of grants-in-aid and family contributions. The other items were relatively small. At the time of the survey 29 students had budgeted for a surplus of \$5,930, or \$204 on the average, whereas another 31 students estimated they would need an additional \$5,970, or \$193 on the average, to complete their year.

TABLE 56. Income and Expenditure of Single and Married Students - Waterloo Engineers

Marital status	Annual expenditure		Annual income	
	Average	No.	Average	No.
	\$		\$	
Single, at home	1,642	6	1,620	6
Single, away from home	1,703	72	1,709	72
Married, living with spouse	2,918	14	2,893	14
Totals	1,883	92	1,883	92

TABLE 57. Detailed Annual Expenditures¹ - Waterloo Engineers

Year in course		Fees	Dues	Books	Supplies	Transportation		Recreation	
						Other than local	Local		
1st	Average ² \$	518	33	71	38	67	62	135	
	Number	28	8	28	25	25	14	26	
2nd	Average ² \$	522	20	75	22	50	86	199	
	Number	18	3	18	16	14	8	17	
3rd	Average ² \$	512	33	68	22	61	45	124	
	Number	14	4	14	13	12	4	14	
4th	Average ² \$	521	18	86	25	132	80	219	
	Number	14	4	14	13	12	6	14	
5th	Average ² \$	517	20	75	23	49	38	158	
	Number	18	3	18	15	14	10	18	
Totals	Average ² \$	518	26	74	27	70	62	164	
	Number	92	22	92	82	77	42	89	
Total spent		\$ 47,650	580	6,840	2,230	5,370	2,600	14,560	
Percentage distribution		27.5	0.3	3.9	1.3	3.1	1.5	8.4	
Overall average		\$ 518	6	74	24	58	28	158	
		Grooming	Clothing	Health	Capital costs	Room and board	Charity	Other costs	Total cost
1st	Average ² \$	38	106	42	88	593	19	196	1,785
	Number	28	28	24	27	28	13	10	28
2nd	Average ² \$	38	86	57	62	461	20	228	1,598
	Number	18	17	15	10	17	11	5	18
3rd	Average ² \$	44	74	54	176	591	19	182	1,751
	Number	14	14	14	9	14	8	5	14
4th	Average ² \$	65	107	68	213	936	37	173	2,392
	Number	14	14	13	9	14	7	6	14
5th	Average ² \$	53	94	45	201	883	29	238	2,032
	Number	18	18	17	13	16	10	5	18
Totals	Average ² \$	46	95	52	134	672	24	201	1,883
	Number	92	91	83	68	89	49	31	92
Total spent		\$ 4,240	8,670	4,290	9,100	59,780	1,170	6,240	173,320
Percentage distribution		2.4	5.0	2.5	5.3	34.5	0.7	3.6	100.0
Overall average		\$ 46	94	47	99	650	13	68	1,883

¹ Expenditure for the 12 month academic year.² Means for fees, dues, etc., are averages for numbers reporting the items.

TABLE 58. Detailed Annual Income¹ - Waterloo Engineers

Year in course		Grants-in-aid	R.O.T.P., etc.	Loans from:						
				Parental family	College	Bank, etc.	Provincial government	Other sources		
1st	Average ² \$	421	100	308	—	60	500	500		
	Number	7	1	6	—	1	3	1		
2nd	Average ² \$	325	—	143	500	185	417	93		
	Number	4	—	3	1	2	3	3		
3rd	Average ² \$	175	—	—	—	100	420	223		
	Number	2	—	—	—	1	5	4		
4th	Average ² \$	192	—	231	600	150	450	55		
	Number	6	—	8	2	1	6	2		
5th	Average ² \$	264	—	300	—	—	418	200		
	Number	10	—	2	—	—	11	1		
Totals	Average ² \$	289	100	249	567	136	434	180		
	Number	29	1	19	3	5	28	11		
Total income		\$ 8,390	100	4,730	1,700	680	12,150	1,980		
Percentage distribution		4.8	0.1	2.7	1.0	0.4	7.0	1.1		
Overall average		\$ 91	1	51	18	7	132	22		
		Funds from:			Personal savings	Jobs (6 months)	Total income	Total cost	Unspent income	Income needed
		Parental family	Spouse	Other sources						
1st	Average ² \$	521	—	190	391	1,286	1,832	1,785	358	206
	Number	7	—	4	10	28	28	28	10	11
2nd	Average ² \$	335	600	85	177	1,121	1,545	1,598	48	143
	Number	4	1	4	7	18	18	18	4	8
3rd	Average ² \$	—	1,150	20	310	1,271	1,749	1,751	78	83
	Number	—	2	1	3	14	14	14	4	4
4th	Average ² \$	713	845	10	850	1,389	2,407	2,392	135	165
	Number	4	4	1	1	14	14	14	4	2
5th	Average ² \$	300	1,508	—	100	1,196	1,999	2,032	187	317
	Number	1	4	—	1	18	18	18	7	6
Totals	Average ² \$	509	1,119	113	320	1,250	1,883	1,883	205	193
	Number	16	11	10	22	92	92	92	29	31
Total income		\$ 8,140	12,310	1,130	7,030	114,940	173,280	173,320		
Percentage distribution		4.7	7.1	0.7	4.1	66.3	100.0	...		
Overall average		\$ 88	134	12	76	1,250	1,883	1,883		

¹ Income for the 12 month academic year.² Means for grants-in-aid, R.O.T.P., etc., are averages for numbers reporting the items.

CHAPTER VI

Nurses, Physical and Occupational Therapists

Information in this section was collected to meet a request from the Royal Commission on Health Services. It is included here because of a wide interest in the data. The survey covered only a sample of lists of students attending university—nursing students taking courses outside are not represented and the information shown here is probably not relevant for them. After receiving 376 replies from students in therapy and 476 in nursing, plans were made for tabulating the data with consideration for numbers available in various categories. Nurses were enrolled in one and two year diploma courses, three year courses leading to an R.N., two and three, and four and five year courses leading to a B.Sc.N. There was even greater variety in the organization of the physical and occupational therapy courses leading to diplomas and degrees. The courses listed from two to five years and most of them combined physical and occupational therapy. Three fairly distinct groups could be identified, the two and three year diploma courses and the five year degree course in physical and occupational therapy.

Table 59 provides a distribution of all college nursing and therapy students for the four regions. Age of the students in the sample is given for the two groups. It will be noted that the main difference between the groups is that 29 p.c. of the nurses are 23 years or older compared with 2 p.c. for the therapists. Not many were married, 4 p.c. of the nurses and only 1 p.c. of therapists and the number of males was negligible for statistical purposes.

Almost one-fifth of the nurses and more than half of the therapists lived at home. Almost half of the therapy students' homes were less than 10 miles from the campus. Of the others 14 p.c. lived from 10-24 miles; 9 p.c. from 25-99 miles; 18 p.c. from 100-499 miles; 6 p.c. from 500-999 and 3 p.c. 1,000 miles or more.

About 56 p.c. of the nurses received scholarships and if these are distributed by year they increased from 53 p.c. for first year to 71 p.c. for fourth year, but fell to 32 p.c. for the fifth year, reflecting a unique situation.

Because of the variety in courses, average expenditure by students varied rather widely from course to course, and from year to year where some years are study years and some clinical or hospital years. On the average those in the R.N. course at university spent \$548. Students in the diploma courses averaged \$1,567, in the 2-3 year degree courses, \$2,048. The latter may be compared with an average of \$1,119 for the 4-5 year degree courses, where two years correspond to R.N. years in the hospitals.

Students in therapy, living at home, spent \$1,059 per year and those away from home averaged \$1,492.

Median income of parents as reported by the students of the various nursing and therapy courses varied rather widely. For nurses the highest was for the 4-5 year degree courses, or \$7,025, followed by R.N. students, \$5,555, 1-2 year diploma courses, \$4,768, and 2-3 year diploma courses, \$3,299.

For therapists the medians for parents' income were higher and with less range. The highest was \$8,500 for the 5 year degree students followed by \$7,978 for the 3 year diploma and \$7,213 for the 2 year diploma course.

Table 60 gives the sources of income for three categories of nursing, and therapy students. It gives the percentage of students reporting the selected categories of items and the average amount for those reporting. As might be expected, all items for the various nursing courses vary rather widely depending on the organization of the course.

Table 61 gives some information on the fathers and mothers of therapists, showing the percentages who reached selected education levels, the occupation of the father and parental income. Table 62 shows the percentages of nurses and therapists who reported family income at various levels, and the percentage of fathers employed in selected occupation categories.

The figures given here for nurses and therapists are by no means definitive. Costs vary according to the course and university selected. Therapists generally came from the cities and from families whose income was well above average. Over 65 p.c. of their parents were professional, managerial or proprietors. About 85 p.c. of the students worked during the summer but more than half of them earned from \$100 to \$200 a month, largely because almost one-third accepted positions as camp counsellors and such, jobs related to the field they had chosen which do not pay well. Another sixth were employed at positions requiring their special skills. About one out of seven held part-time jobs during the year.

The nurses attending the university courses, also had enrolled from the urban areas and from well-to-do families, although the numbers here were not as high as for the therapists. Candidates for nursing from the rural areas, villages and towns generally enroll in courses in the municipal hospitals.

TABLE 59. Regional Distribution, Age and Scholarships — Nurses and Therapists

Item	Nurses	Therapists
Regional distribution of all students:		
	No.	
East	108	—
Quebec	174	223
Ontario	909	215
West	892	95
Canada	2,083	533
	Per cent	
Age of students in survey:		
Under 18	6.7	8.2
18	14.1	20.2
19	16.0	31.7
20-22	34.4	37.8
23 and up	28.8	2.1
Living at home	19.5	56.1
Married	3.8	1.1
Education interrupted at some time	17.2	3.2
Receiving scholarships	56.4	29.0

TABLE 60. Sources of Income for Nurses and Therapists

Sources	Nurses				Therapists
	R. N. course	1-2 year diploma	Degree courses	Total	
Per cent receiving scholarships, etc. (Items 42-47) ¹	87.8	65.4	40.8	56.4	29.0
Average amount	\$ 210	1,196	580	583	638
Per cent receiving loans (Items 48 a-e)	12.2	29.6	17.0	18.7	23.1
Average amount	\$ 309	456	555	493	546
Per cent receiving funds or gifts (Items 49-51)	91.8	38.3	72.8	73.0	85.4
Average amount	\$ 340	536	774	636	856
Per cent with other sources of income (Items 52-56)	28.6	84.0	63.9	61.9	76.1
Average amount	\$ 109	687	494	502	343
Per cent needing additional funds	13.3	11.1	12.2	12.6	12.2
Average amount	\$ 117	61	263	199	254

¹ See schedule in Appendix A.

TABLE 61. Level of Schooling of Parents of Therapists

	Therapists	
	Father	Mother
	per cent	
Level of schooling:		
Elementary grades only	10.1	8.8
Elementary plus trade training	8.7	3.0
Some high school	22.9	25.9
High school completion	20.8	41.2
Some university	7.2	9.9
University degree	32.3	11.2

TABLE 62. Parents' Income and Father's Occupation

Parents' income	Nurses	Therapists	Father's occupation	Nurses	Therapists
	per cent			per cent	
Less than \$3,000	16.0	5.3	Proprietary and managerial	22.9	34.8
\$3,000-\$ 4,999	16.6	16.7	Professional	14.1	30.3
5,000- 5,999	11.2	9.3	Commercial, financial	5.9	6.4
6,000- 6,999	10.7	8.0	Clerical	6.5	3.5
7,000- 7,999	6.7	9.3	Manufacturing	9.0	7.2
8,000- 9,999	8.8	12.8	Transportation, construction, etc.	8.4	6.4
10,000- 14,999	10.9	16.8	Service	4.2	4.8
15,000 and over	6.7	16.2	Farming, fishing, etc.	24.8	6.1
Unknown	12.4	5.6	Unknown	4.2	0.5
Totals	100.0	100.0	Totals	100.0	100.0

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 government departments and university boards. However, six years have passed and conditions have changed so much that the 1956 survey no longer presents a true picture of university student income and expenditure. Fees have been raised, other costs have increased, and the employment picture is more sombre for students in some faculties. In addition, questions concerning married students, and students from outside Canada have come more to the forefront.

The enclosed letter enumerates the national organizations which approve and support this survey. In addition, the head of your institution is keenly interested in the results of this study and has offered his co-operation in carrying it out.

How you were chosen as a participant in this survey

If you are an undergraduate or if you are studying towards your first professional degree, your name has been drawn at random from a list of all undergraduates supplied to us by the registrar of your institution. You became a member of a particular sample group according to a carefully planned statistical procedure, so as to represent selected faculties, various-sized institutions, and regions. Success of this study now depends essentially on the response of every member of the sample.

If you are a full-time graduate student you became automatically a participant in this survey since we are attempting to have a complete count of graduates. This census-type coverage requires the co-operation of every graduate student.

How to complete the questionnaire

Please complete each item to the best of your ability. For many items you will have to use estimates (not guesses), and in some cases, e.g., family income, you may have to consult your parents.

Please read the page of instructions (P.4) relating to the completion of individual items before beginning.

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.

Secrecy will be maintained

You are asked to sign this questionnaire only to ensure that every selected participant in this survey returns the completed questionnaire.

Please complete this questionnaire right away and return it in the enclosed postage-free envelope within two weeks.

We hope that you will consider this an opportunity to provide valuable data for those making decisions in Canadian university education.

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).

1. University:		[] []
2. Faculty or course:		[] []
3. Graduate or undergraduate:	1. <input type="checkbox"/> Graduate	2. <input type="checkbox"/> Undergraduate
4. Year degree expected → 196 []		
5. Age last birthday:	23-24 → 6. <input type="checkbox"/>	
Under 18 → 0. <input type="checkbox"/>	20 → 3. <input type="checkbox"/>	25-29 → 7. <input type="checkbox"/>
18 → 1. <input type="checkbox"/>	21 → 4. <input type="checkbox"/>	30-34 → 8. <input type="checkbox"/>
19 → 2. <input type="checkbox"/>	22 → 5. <input type="checkbox"/>	35 or more → 9. <input type="checkbox"/>
6. Sex:	Male → 1. <input type="checkbox"/>	Female → 2. <input type="checkbox"/>
7. Marital status:	Single → 1. <input type="checkbox"/>	
	Married → 2. <input type="checkbox"/>	
	Widowed, divorced, legally separated → 3. <input type="checkbox"/>	
8. Home residence: On a farm → 1. <input type="checkbox"/>		
	Less than 500 → 2. <input type="checkbox"/>	
	500 - 999 → 3. <input type="checkbox"/>	
	1,000 - 4,999 → 4. <input type="checkbox"/>	
	5,000 - 9,999 → 5. <input type="checkbox"/>	
	10,000 - 29,999 → 6. <input type="checkbox"/>	
	30,000 - 99,999 → 7. <input type="checkbox"/>	
	100,000 and over → 8. <input type="checkbox"/>	
9. Place of residence during this college year:		
SINGLE STUDENTS ONLY		
In parent's home → 1. <input type="checkbox"/>		
In rented house or apt. (living alone) → 2. <input type="checkbox"/>		
In rented house or apt. (shared) → 3. <input type="checkbox"/>		
Rooming or boarding:		
(i) in private home, boarding house → 4. <input type="checkbox"/>		
(ii) in college-operated residence → 5. <input type="checkbox"/>		
MARRIED (Living with spouse, children)		
House, apt. or flat (rented) → 6. <input type="checkbox"/>		
House, owned by you or your spouse → 7. <input type="checkbox"/>		
With parents or in-laws → 8. <input type="checkbox"/>		
Rooming or boarding with non-relatives → 9. <input type="checkbox"/>		
SINGLE OR MARRIED		
Other (specify):		[] []
10.*Parents' combined income (total):		
Less than \$3,000 → 1. <input type="checkbox"/>	\$8,000- 8,999 → 6. <input type="checkbox"/>	
\$3,000-\$4,999 → 2. <input type="checkbox"/>	\$9,000- 9,999 → 7. <input type="checkbox"/>	
\$5,000-\$5,999 → 3. <input type="checkbox"/>	\$10,000-14,999 → 8. <input type="checkbox"/>	
\$6,000-\$6,999 → 4. <input type="checkbox"/>	\$15,000 or more → 9. <input type="checkbox"/>	
\$7,000-\$7,999 → 5. <input type="checkbox"/>		

11.(a) Summer work during 1961:

- Did not look for job → 1. ☐
- Looked, but unable to find job → 2. ☐
- Worked for pay → 3. ☐

11.(b) Description of summer job:

(As surveyor's assistant, selling magazines, etc.)

11.(c) Monthly rate of pay: → \$ [] []

12. Part-time job during this school year:

- (a) (Description of job - e.g., waiter in restaurant)
- (b) Average number of hours worked per week: hrs. [] []

Q. 13 and Q. 14 for married students only

13.*How many dependants have you, including spouse? →

14. Spouse's chief activities:

- Working for pay (full time) → 1. ☐
- Attending university (full time) → 2. ☐
- Working for pay and attending university → 3. ☐
- Keeping house (full time) → 4. ☐
- Other (specify)

15. Occupational status of father:

- Operates own business → 1. ☐ Retired → 4. ☐
- Works for private employer → 2. ☐ Unable to work → 5. ☐
- Works for govt. (civic, provincial, federal) → 3. ☐ Father not living → 6. ☐

16.(a)*Father's occupation (or last occupation):

- Proprietary and managerial (non-farm) → 1. ☐
- Professional → 2. ☐
- Commercial and financial → 3. ☐
- Clerical → 4. ☐
- Manufacturing and mechanical → 5. ☐
- Transportation and communication → 6. ☐
- Construction → 7. ☐
- Service → 8. ☐
- Farming, mining, logging, fishing, other → 9. ☐

16.(b)*Enter specific occupation: [] []
(Physician, farmer, high school teacher, etc.)

17. *Level of schooling of father and mother:

- | | Father | Mother |
|---|--------|--------|
| University degree → | [] 1. | [] |
| Some university → | [] 2. | [] |
| High school graduation → | [] 3. | [] |
| Some high school → | [] 4. | [] |
| Elementary school plus trade training → | [] 5. | [] |
| Nothing beyond elementary school → | [] 6. | [] |

<p>18(a) Do you regularly have an automobile at your disposal during the school week? Yes No 1. <input type="checkbox"/> 2. <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>18(b) If "yes" in Q. 18(a), is it your own? 1. <input type="checkbox"/> 2. <input type="checkbox"/></p> <p>19. Distance (one way) from home to university: Less than 3 miles 1. <input type="checkbox"/> 100-499 miles 5. <input type="checkbox"/> 3- 9 miles 2. <input type="checkbox"/> 500-999 miles 6. <input type="checkbox"/> 10-24 miles 3. <input type="checkbox"/> 1,000 miles or more 7. <input type="checkbox"/> 25-99 miles 4. <input type="checkbox"/></p> <p>20. Distance (one way) from present residence to campus: Less than 1/2 mile 1. <input type="checkbox"/> 5 to under 10 miles 5. <input type="checkbox"/> 1/2 to under 1 mile 2. <input type="checkbox"/> 10 to under 20 miles 6. <input type="checkbox"/> 1 to under 3 miles 3. <input type="checkbox"/> 20 miles or further 7. <input type="checkbox"/> 3 to under 5 miles 4. <input type="checkbox"/></p> <p>21. Number of brothers and sisters who: (a) are below university age (b) now attend university (c) attended university previously (d) did not attend university</p>	<p>22. Because of a shortage of money did you: (a) postpone entrance to university? 1. <input type="checkbox"/> 2. <input type="checkbox"/> (b) at any time withdraw from univ.? 1. <input type="checkbox"/> 2. <input type="checkbox"/> (c) attend university part time? 1. <input type="checkbox"/> 2. <input type="checkbox"/> (d) enrol in extra-mural courses? 1. <input type="checkbox"/> 2. <input type="checkbox"/></p> <p>23. If undergraduate, in what year of course are you? 1st 1. <input type="checkbox"/> 4th 4. <input type="checkbox"/> 2nd 2. <input type="checkbox"/> 5th or higher 5. <input type="checkbox"/> 3rd 3. <input type="checkbox"/></p> <p>24.*Your plans for the year following graduation: Graduate work (full-time) 1. <input type="checkbox"/> Graduate work (part-time) 2. <input type="checkbox"/> Teaching at university level 3. <input type="checkbox"/> Teaching (other) 4. <input type="checkbox"/> Other occupation: (a) have offer now 5. <input type="checkbox"/> (b) no offer yet 6. <input type="checkbox"/> Other (specify): <input type="checkbox"/></p>
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YOUR BUDGET FOR THE CURRENT COLLEGE YEAR

The totals of this statement should balance. Before completing please refer to instructions on page 4.

Expenditures	\$	for office use	Income	\$	for office use
25.*Fees (tuition, etc.)			42. Fellowships and assistantships		
26. Fraternity, sorority and society dues			43.*Scholarships and prizes		
27. Text books			44.*Bursaries		
28.*Supplies and equipment			45.*D.V.A., National Defence, R.O.T.P.		
29.*Transportation to and from:			46. Other grants in aid		
(a) home town and college dwelling			47.*Leave of absence with pay (or part pay)		
(b) living quarters and college			48.*Loans (incurred during school year and unpaid at end of year):		
30. Recreation, refreshments, cigarettes, etc.			(a) from parental family		
31. Haircuts, permanents, cosmetics, etc.			(b) from college		
32. Laundry and dry cleaning			(c) from bank or insurance company		
33. Clothing (including footwear)			(d) from provincial government		
34. Doctors', dentists' fees, health insurance			(e) from other sources, including friends, etc.		
35.*Capital costs (payments for durable items)			49. Funds from parental family		
[Q. 36 FOR SINGLE STUDENTS]			50. Funds from spouse		
36.*Room and board combined			51. Gifts from relatives and friends		
or			52.*Savings from last summer's employment		
Rent for apartment or room			53.*Earnings from part-time jobs during the school year		
Plus cost of meals			54.*Amount used from personal savings (not included above)		
[Q. 37-38 FOR MARRIED STUDENTS]			55. Amount used from investments, endowments, insurance, etc.		
37.*Rent, or taxes and upkeep of owned home			56. Other sources (specify):		
38.*Household operating costs (including food)					
39. Church and charitable donations			57. Income accounted for (total of items above)		
40.*Other costs (specify):			Additional income needed to meet costs*		
41. Total costs (total of items above)					
Unspent income*					
Total			Total		

*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 rest of the college year, and estimates of earnings for students working part-time during the college year.

Question 10. Estimate total income of parental family from all sources (salary, profits from own business, investment income, government allowances, etc.) for the calendar year 1961. You may wish to consult your parents before completing this item.

Question 13. Dependants include wife (or husband), unmarried children, etc.

Question 16. Be sure to mark the appropriate box in item 16(a) and also to enter the specific occupation in item 16(b).

Question 17. Mark one box only in each column to indicate the highest level of schooling reached by your father and your mother.

Question 24. Two boxes may be marked if you expect to combine teaching or another occupation with graduate work.

Question 25. Include all college fees except student activity fee which belongs in item 30, and student health fee which belongs in item 34. Enter fees even though paid by scholarship, agency or other source.

Question 28. Omit capital costs, such as equipment to outfit a professional office after graduation (see question 35).

Question 29(a). Include all expenditures on transportation from your home to college and from college to your home for the school year.

Question 29(b). Include costs of streetcar or bus, or gasoline for your automobile to and from classes. (Other transportation costs - taxis, automobile repairs, etc. - belong in item 30 or item 40).

Question 35. Include cash payments made for such items as radios, record-players, automobiles, cameras, expensive jewellery, furniture, and professional equipment required for medicine, dentistry, engineering, etc.

Question 36. Includes married students who room, board, or live with parents.

Question 37, 38. For married students maintaining households.

Question 40. Enter the total of all items of expenditure incurred during college year and not recorded above.

Question 43. Include all scholarships and prizes awarded to you for academic achievement.

Question 44. Include all bursaries based, at least in part, on demonstrated need. (Do not include amounts which must be paid back).

Question 45. Include all sums contributed by D.V.A. and National Defence.

Question 47. Include all or part salary received from employer while on leave of absence whether paid directly to you or to the college.

Question 48. Include all amounts unpaid at end of college year on all loans made to cover expenditures during this college year.

Question 52. Enter only that portion of last summer's earnings available to help defray college expenses.

Question 53. Under part-time jobs enter the amount left after deducting expenses connected with the job(s). Include the cost equivalent of room, board, or other items received both here and in item 36.

Question 54. Enter the amount used from personal savings accumulated before the summer of 1961.

Additional income needed to meet costs: - If your total expenditures (item 41) are greater than the amount you have accounted for (item 57) enter the difference here.

Unspent income: - If your income (item 57) exceeds your expenditures (item 41) enter the difference here.

The totals at the bottom of each column should balance.

APPENDIX B

DESIGN OF THE SAMPLE

The 1956-57 Survey of *University Student Expenditure and Income in Canada* covered undergraduate students in five selected faculties and students in university years of Quebec's classical colleges. The selection of these five faculties (Arts, Science and Commerce; Education; Law; Engineering; Medicine) and of classical colleges, was retained for the 1961-62 Survey in order to obtain data comparable over this 5-year period. Upon request from the Royal Commission on Health Services, 4 faculties were added in this current Survey, covering Dentistry and 3 para-medical fields (Pharmacy, Nursing, Physio- and Occupational Therapy). Whereas data on Dentistry and Pharmacy were integrated into the main body of this report, data on Nursing and Physiotherapy are presented separately.

Part I of the 1961-62 Survey covers non-Canadian students, both graduates and undergraduates. Part II comprises only Canadian undergraduate students and students having the status of landed immigrants.

The whole Survey covers the following 40 universities and colleges:

Atlantic Region:

Memorial University of Newfoundland
St. Dunstan's University
Nova Scotia Technical College
Saint Mary's University
Dalhousie University
Mount Saint Vincent College
Collège Sainte-Anne
Acadia University
St. Francis Xavier University
Mount Allison University
Saint Thomas University
University of New Brunswick
Université Saint-Louis
Université Saint-Joseph
Université du Sacré-Coeur

Quebec:

Université Laval
Université de Sherbrooke
Université de Montréal
Bishop's University
Loyola College
McGill University
Sir George Williams University

Ontario:

Carleton University
Université d'Ottawa
Queen's University
Laurentian University of Sudbury

Ontario - Concluded:

University of Toronto
Osgoode Hall Law School
York University
McMaster University
University of Western Ontario
Assumption University of Windsor
University of Waterloo
Waterloo Lutheran University

Western Region:

The University of Manitoba
United College
Brandon College
University of Saskatchewan
University of Alberta
University of British Columbia.

Out of the thirty-four classical colleges in Quebec having enrolments of over 100 students in the final four years of the *baccalauréat és arts* program, the following fifteen were selected at random.

Boys:

Séminaire de Gaspé
Collège des Jésuites
Collège Saint-Jean-Eudes
Collège Jean-de-Brébeuf
Collège Mont-Saint-Louis
Externat classique Saint-Viateur
Séminaire de Rimouski
Collège de Ste-Anne-de-la-Pocatière
Séminaire Saint-Joseph
Séminaire de Saint-Jean
Collège de Rouyn
Collège de l'Assomption

Girls:

Marianopolis College
Collège Jésus-Marie
Collège Basil-Moreau.

Whereas Part I of the Survey covered all non-Canadian students and Part III all Canadian graduate students in all of the above mentioned institutions regardless of their fields of study, Part II is based on a random sample¹ of Canadian undergraduates in the selected faculties.

The primary objective of this report is to present data on students in selected faculties and in the four regions. The sample was therefore designed to

¹ The sample was designed in consultation with the Sampling and Research Unit of the DBS.

meet these objectives. The total full-time enrolment of Canadian undergraduate students in the seven selected faculties was slightly over 76,000 students. It was decided that an over-all sample of some 12 p.c. would be commensurate with the available resources and would yield the required accuracy. In the fall of 1961 the forty participating institutions of higher learning were asked to supply complete lists of full-time Canadian undergraduate students in the selected faculties together with their private addresses. A systematic random sample was drawn from each of these lists.

To achieve comparable accuracy among the faculties and the regions, the size of the sample in each faculty-region stratum was kept the same. In certain cases, however, this procedure had to be modified somewhat because of the very small size of the total enrolments in some of the faculty-region strata. This procedure by necessity resulted in uneven sampling ratios. Although the over-all sample size was 12.4 p.c. of the universe, the percentage sampled varied from 3.1 p.c. for the largest stratum (Ontario students in Arts, Science and Commerce) to 100 p.c. in the smallest stratum (students of Dentistry in the Atlantic region). In the case of Physiotherapy it was decided to include all students because of the considerable variety of programs offered in this field. Within each faculty-region stratum the same sampling ratio was applied to all institutions represented therein in order to arrive at reliable estimates for each faculty and for each region.

In computing Canada estimates, different weights were applied to different regions to compensate for the varying sampling ratios.

The over-all non-response amounted to 15.3 p.c. of the sample size. The relatively high response was achieved by two follow-up procedures. Three weeks after initial mailing of questionnaires in February 1962, each non-responding student received a reminder. After a further waiting period of two weeks, lists of non-responding students were forwarded to the university officials with a request that they urge the students to complete the questionnaires. The students in Arts, Science and Commerce had the highest response rate with 90.7 p.c. followed by students of Engineering (89.7 p.c.); Pharmacy (88.4 p.c.); Dentistry (86.8 p.c.); Medicine (84.7 p.c.); Nursing (79.3 p.c.); Education (76.3 p.c.); Law (73.1 p.c.); and Physiotherapy (70.5 p.c.). A part of the non-response was due to the time differential between the fall of 1961, when the population lists were prepared, and February, 1962, when the selected students were contacted.

Among the regions the highest response for all selected faculties was registered in the Atlantic provinces (88.0 p.c.) and the lowest in Quebec (79.7 p.c.). To minimize as much as practicable any non-response bias, a number of returns were selected at random in each region and faculty and duplicated to reach the desired sample size.

A two-stage sample selection was used for the classical colleges. Again a sample size of 12 p.c. was decided upon. Out of the 34 classical colleges, 15 colleges were selected at random, and a systematic random sample was drawn within each of these colleges with proportional allocation. The response amounted to 92.1 p.c., the highest among the selected "faculties". This is probably due, at least in part, to the relatively stable population of the classical colleges.



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