CANADA

UNIVERSITY STUDENT EXPENDITURE AND INCOME IN CANADA

1961-62

PART III—CANADIAN GRADUATE STUDENTS

This survey is published in three parts. Part I deals with Non-Canadian students and Part II with Canadian undergraduate students (DBS Catalogue Nos. 81-519 and 81-520). The last survey was published for 1956-57 (Catalogue No. 81-509).

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PREFACE

This is the third and last report coming from the survey of college and university students conducted during the academic year 1961-62. The first report covered non-Canadian students in Canadian universities and the second provided data on Canadian undergraduates. This report is based essentially on information obtained from a reasonably complete coverage of graduate students. The first 42 tables on graduate students relate only to Canadian students, the next 7 tables cover both Canadian and non-Canadian graduates. In addition there are some 25 tables on special phases of the survey of undergraduate students, presenting materials which were not available at the time Part II was published.

During the year 1961-62 Canadian universities granted 2,768 masters degrees or the equivalent, and 321 doctorates in course. Enrolment in the graduate schools was 7,347, of whom 6,142 were men, and 1,205 women. Of the 3,561 Canadian graduates whose reports were used, 4 p.c. were from the Atlantic Provinces, 31 p.c. from Quebec, 38 p.c. from Ontario and 27 p.c. from the four Western provinces.

The survey of graduates found that the median age for men was 25 years and 6 months and for women 24 years and 6 months. About 43 p.c. of the men and 26 p.c. of the women were married; and around 20 p.c. of the single men and 31 p.c. of the single women lived at home. Urban centres of from 10,000 to 30,000, relative to the size of their population, contributed the largest percentage of graduate students, and hamlets and villages contributed least. When distance from home to campus was considered it was found that 37 p.c. reported distances of less than 10 miles compared with 41 p.c. for undergraduate students; 20 p.c. came from 10 to 99 miles, 22 p.c. from 100 to 499 miles, and 21 p.c. from 500 miles or farther.

Of the wives of the graduate students, 42 p.c. were working—about 2 p.c. fewer than for wives of undergraduate students. Another 6 p.c. attended university—again slightly below that for undergraduates; and 45 p.c. kept house full time, which was higher than among the undergraduates.

About 32 p.c. of the male and 30 p.c. of the female graduate students received scholarships, and about 15 p.c. of all the students had scholarships of $1,000 or more in value. About 56 p.c. and 43 p.c. of men and women, respectively, held fellowships; and 38 p.c. of all students held fellowships valued at $1,000 or more.

Nearly one-fifth of male and one-third of female graduate students had fathers who had completed university; and one-fourteenth of the mothers of the male and one-eighth of the mothers of the female students held university degrees. This may be compared with 3.3 p.c. for the total adult population with degrees. At the other end of the education scale, 27-28 p.c. of male graduate students reported that their fathers and mothers had no more than elementary school education at best.

The above and other data to be found in the report suggest that the backgrounds of graduate students vary widely, although youth whose parents are in the professions or owners or managers, and those whose parents completed university are more likely to enter university than others whose background was not so propitious. But there are students whose drive is enough to overcome marital responsibilities, financial hurdles, isolation, and such, and who are willing to make the necessary sacrifices to overcome any hardships and complete one or more degrees.

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:

– nil or zero.

-- sample too small to provide meaningful figures.

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GRADUATE EDUCATION

In designing the 1961-62 survey of university student costs and related matters, it was decided that, although reliable information on undergraduate students could be obtained on a sample basis, the situations concerning both the graduate and the non-Canadian students exhibited such great variety that for these categories complete coverage of all full-time students in the co-operating universities would be most desirable. The first part of this report, therefore, provides information on the graduate segment of the university population, which is exhibiting considerable growth in numbers involved, resources and importance but, though expanding rapidly, in many instances is falling short of meeting demands.

Graduate education in the universities had its beginnings before the turn of the century at which time two Canadian institutions, McGill and Toronto, offered graduate courses at the doctorate level. Toronto granted its first graduate doctorate in 1902, McGill in 1909, followed by Queen's in 1925, and others from that time to the present. Following World War II the number of universities offering doctorates increased rapidly from five before 1944 to 11 by 1950 and 16 by 1960. Although most of the universities which have launched doctorate programs during the past century have limited the fields, in the main, to pure science and arts, some have branched out rather widely, with a fair number offering post-graduate work in such professions as agriculture, engineering, medicine, education, etc.

In the U.S.A. in 1956, 120 different types of graduate degrees in various fields of specialization, mostly in scientific pursuits, were offered, with the largest number in education. This is one of the factors operating to change the picture of university education. A second is that, whereas the earned doctorate was for many years considered to be an academic degree, leading mainly to academic pursuits, today there is a great demand for such learned personnel in government, industry and many professions. These represent but two of the growing pains in graduate education as recognized by those scholars who deplore the trend away from academic instruction, pure research and preparation for teaching, exclusively.

The aims of graduate education must make provision for the preparation of research-scientific personnel with interpretative ability; must meet the growing need for trained scholarly personnel outside the universities; must provide advanced political and other administrators; and, must ensure sufficient scholarly teachers with a thorough knowledge of subject matter to man the schools. The university of today may have retained the functions of the first universities—to cherish and hoard the learning of the past; to pass it on to selected scholars and to provide a suitable place for scholars to cogitate; and to educate select numbers for the learned professions—but in addition more and more the university is becoming actively engaged in the developing societies, directly and indirectly.

Growth of the graduate program during the last fifty years is phenomenal, especially if one remembers that much of the increase has occured during the last decade. Students enrolled at the graduate level have increased by 3,600 p.c. at the masters' and 5,000 p.c. at the doctorate stages, and degrees granted show 3,200 p.c. and 10,000 p.c. increases for the same levels and time. For the same period instructors with second degrees have increased 11-fold and doctorates 7-fold. Although these figures tend to distort the picture since the beginnings were small, nevertheless the problem has in many instances reached giant proportions. At the same time research has been expanding until $14,000,000 was available for sponsored or assisted research in the universities in 1960, reflecting ever-increasing demands for man hours at the doctorate level. Research outside the universities is growing at an even greater rate and the demand for personnel with higher degrees is growing similarly.

This raises a related problem concerning the optimal supply of graduates at the doctoral level and the provision of adequate graduate places to ensure this, an essential part of manpower planning. One U.S. authority has recommended 100 doctorates annually per 1,000,000 population, and one graduate institution for each 2,500,000 population. If these criteria were applied to Canada, our institutions should graduate 1,900 with doctor's degrees annually; and 7 or 8 institutions would be expected to do this. Over the years this could result eventually in 1.1 p.c. of adult Canadians aged 20-65 having earned doctorate degrees. Whether or not this is realistic or practicable cannot be determined with information presently available, nor can we estimate demands for as much as 10 years ahead. Adjustment would have to be made for an excess of persons with doctorates leaving the country over those entering or returning with doctorates, or vice versa, depending on circumstances. In 1961 about 3.3 p.c. of Canada's adult population held university degrees. During the year 1961-62 the universities granted 23,117 first degrees, 2,768 masters and 321 doctorates. If the current rate of numbers graduating continues, and assuming that twice as many graduates return to Canada or migrate here as leave Canada, the percentage with earned doctorates will in time be about one-quarter the number recommended above.

Until well along in this century university personnel generally recommended that for graduate work their scholars migrate to Germany, Britain, and later to the U.S.A. as American institutions developed. The United States university graduate schools were patterned to some extent after those in Germany but over the years they have developed their own structure which has made them functional in the American situation. The total situation is now changing to the extent that Canadian universities recommend that most students remain in Canada. To a great extent the Canadian institutional pattern has been influenced by her neighbor to the south, but essentially structure and organization have been

devised because they seemed adequate, pragmatically. Since this growth is the responsibility of the individual institution, although implemented with awareness of how other graduate schools are organized and being developed, our graduate schools generally exhibit both similarities and unique characteristics. There is honest difference of opinion when considering the advantages of each institution being a law unto itself in determining the program and examinations to meet requirements fixed or agreed upon for all institutions.

Canada does not have a body for accrediting institutions of higher education. Membership in the National Conference of Canadian Universities and Colleges does carry some recognition in that the institutions which belong are considered worthy of membership by that body; but lack of membership may only indicate that the institution is small.

Although maintenance of standards in a university is essentially an internal matter, it is not entirely so, as it may have far reaching implications which affect the reputation of Canadian education, the role of the Canadian university in our society, and the future of education in Canada.

In Canada the trend is towards the establishment of a faculty or department of graduate studies which endeavours to ensure that all faculties in the institution which are permitted to offer work towards advanced degrees at least meet minimal requirements.

Up to 1934 or thereabouts there was a limited demand for graduates with a doctorate. The demand has since increased so much that it cannot be met, and it is likely to expand in many areas. For example, university enrolment is expected to double during the next decade, which will probably necessitate that the number of instructors also be doubled and most of them should have completed the doctorate. Dr. E.F. Sheffield of the C.U.F. has forecast a future need for recruiting some 2,300 instructors a year by 1970, and of recruiting a total of almost 19,000 during the eleven years from 1960 to 1970. This cannot be met by our graduate schools as presently organized in which about 3,100 advanced degrees, of which one-tenth were doctorates, were granted in 1961-62.

Several suggestions and plans are being mooted as means of providing the necessary teaching personnel, including one that the university year, probably based in part in the beginning on the needs of a rural economy, be changed so that the university operate on a four-quarter or three semester year. Whether or not a crash program is needed is a problem that must be faced; but it is more pertinent for instructors at the undergraduate than graduate level. It is generally assumed that teaching personnel at the graduate level should have a doctorate or have made a name for themselves in their profession. It might, in addition, be pointed out that recruiting teachers from the undergraduate level, from government, or from industry, only substitutes one problem for another, unless there is a surplus in one of these areas — an unreasonable assumption at this time. A Toronto plan to provide for a master of philosophy degree is expected to take some pressure off at the undergraduate level; however, the sheer work and responsibility of seeing the necessary numbers through the doctorate remains a somewhat formidable prospect. There is some discussion related to the establishment of area junior colleges which could act as feeders to the universities which might be relieved from offering the first year, or even two years. They would act as preparatory, and selective institutions and in addition provide terminal courses. Some fear has been expressed that the selection of instructors to man these establishments could rob the high schools, universities, or both, of staff.

Not all graduates will, or should, enter teaching. Information from the National Research Council indicates that in 1960 of those who received doctorates in science almost one out of six went to the United States and one out of ten to other countries. Of those remaining in Canada, about 36 p.c. were employed by the universities, 31 p.c. by the Federal Government, 18 p.c. by industry and the remaining 15 p.c. by provincial governments and other employers. These data do not take into consideration that many of the graduates were non-Canadians who would return home, nor do they include the number with doctorates returning or migrating to Canada. Nevertheless this information gives some idea of where the graduates with doctors' degrees are finding employment and indicates that competition for graduates will become keener as demands from industry and government compete effectively with increasing university needs.

Increased complexity in our society and an explosion of knowledge have changed society's demands on the universities and necessitated both their expansion and re-organization at the same time. Not only is there more general appreciation and acceptance of the role education is playing and can play in industrial and social advancement, but demands now come from such a variety of sources that universities are hard put to decide whether the services come within their frame of endeavour, whether they should provide the services, and in what form and in what context these should be provided. Included among these are refresher courses for graduates, service courses for selected personnel from industry, extramural credit and non-credit courses in cities, towns or rural areas — in fact there is no end to the number and variety of requests.

At the same time there has been general recognition that the earned doctorate has not been designed to turn out scientists prepared to cope with many of the problems on the growing edge of science; or members of related disciplines with the necessary competence to attack advanced problems in their fields. In some ways the need for post-doctoral courses is at about the same stage now as was the need for post-graduate courses during the second quarter of the century — but everything moves more rapidly today.

Policy decisions by a university cannot be made in vacuo, quite apart from the reality of the situation in which there are a variety of contending demands each raising related problems. For most of the first half of the century, the quiet demands for graduate instruction were not met because of difficulties in providing adequate qualified staff, quarters, and library and other resources. The situation since the second world war has been changing radically with most of the old problems remaining and new ones being added, and all becoming more vocal and insistent.

The most advanced degree conferred by Canadian universities is the earned doctorate. Doctoral programs normally require at least three years beyond an honours baccalaureate, while masters' degrees may be obtained in one. Candidates for the masters normally follow a rather specific course of study in a single field. They may be required to write a thesis, pass a comprehensive examination or both. A foreign language may be required.

The professional degrees granted to doctors of medicine, dental science and such are normally included with first degrees; specialization begins after that, usually for specialist diplomas or certificates in these areas.

The research doctorate represents an entirely different program of study, more or less corresponding to its German and American counterparts. Each candidate's program is determined in co-operation with his adviser and committee. Normal requirements consist of a reading knowledge of the subject, some competence in two foreign languages acceptable to the university, an adequate knowledge of research techniques, the specified amount of course work, and demonstrated ability to do original research work. A candidate must do well on each of four types of examinations: (i) those covering his regular classes, (ii) a comprehensive examination on his field, (iii) acceptance and approval of his thesis and (iv) the final oral. There is some difference of opinion concerning the thesis, ranging from those who put the emphasis on its being a contribution to our knowledge, its being a literary accomplishment worthy of publication, or its being an indication that the candidate has selected and undertaken a research project and prepared an acceptable report, and is therefore ready to undertake and evaluate further research in the field.

The earned doctorates may be subdivided into the Ph.D., and the Ed.D. or other somewhat similar degree in science, pedagogy, etc. The latter degrees are not considered to be research-oriented as is the former, nor are they intended to indicate as broad scholarship in the liberal arts. Language requirements are fewer and there is less emphasis on the thesis but greater emphasis on course work.

A good argument can be made for issuing four different doctorates, the first being the Doctor of Medicine, Dentistry, etc., as at present; second, the Doctor of Philosophy indicating a high level of scholarship and broad cultural background, with some evidence of accomplishment in basic research; third, the Doctor of Education, Psychology, Business Administration or other specialties, indicating scholarship, knowledge and competence in the field with some experience in applied research; and finally the honorary degree indicative of high intellectual accomplishment outside the college courses. But this does not solve the problem of organizing post-doctoral courses and organized research, presently conducted by some universities, the National Research Council, and possibly in some laboratories.

Organized post-doctoral study in Canada began in the N.R.C. in 1954; then increased until eight years later there were 90 such fellowships in their laboratories, in the universities, or with the Defence Research Board. Many of these were candidates from other countries, and the work undertaken ranged widely in both pure and applied science. In addition, a number of institutes devoted to research have been established which are more or less closely associated with universities or integrated into the university organization. There is no degree for completion of work undertaken at this level.

Apart from insistent demands for persons with more or special knowledge below, at, or above the doctorate levels, there are problems within the graduate school. One has to do with the master's degree which has been losing status over the years, in part because it has been used on occasion as a consolation prize for students who have not been successful in working toward their doctorates, and in part because it has otherwise been considered as a stepping-stone towards the doctorate.

Another problem is related to a trend in many instances toward requirements for the Doctor of Philosophy, encompassing both a liberal understanding of the arts, the humanities, and the sciences, and the preparation for professional specialization in a number of fields concentrated largely in the graduate schools. There are complaints that the graduate schools are a continuation of the organization and procedures of undergraduate work, and a fear that if each institution goes its own way standards could become meaningless. There is some argument as to whether the degree represents the completion of a successful trial run, mastery of the subject field, sound research training and some originality; or whether it is granted only after the production of a thesis which has made a contribution to basic knowledge and can ensure that the candidate is worthy to enter the realm of scholars.

Still another problem relates to the migration or lack of migration of students. There is considerable argument as to whether or not it is advisable to permit students to take their graduate work in the same institution where they obtained their first degree. The trend is towards more continuing rather than changing to another institution, although a few universities will not accept doctoral candidates from among their graduates. Certainly it is often easier, quicker, and cheaper for students who know

the professors, the library and the institution generally to continue without change and adjustment—but this argument can be used both ways.

There is greater need today than at any previous time for setting out and exploring the major issues concerning the role higher education is to play in industrial and social progress within and outside Canada. There are not only more questions being raised, but the answers to some of these require a high degree of technological competence, wealth of factual knowledge, level of judgment and the results from institutional research. A few of these questions have to do with such a variety of matters as: the percentage of students who are "college material" and how best students can be selected; the factors which should be considered in student selection, such as intelligence, drive, adjustment and success in high school; provision for part-time students; scholarships and on-campus student employment, etc.; adequacy of instruction, examinations, equipment and libraries. Others relate to finance and autonomy, organization of instruction terms, maximum use of plant and giving of priorities to research projects. These problems are common to both the undergraduate and graduate levels.

For education planning at the higher education level, some appreciation of past development, a rather complete picture of the present situation, and much information relevant to future development needs to be compiled. Trends should be identified such as that towards selecting a larger percentage of able students, a tendency for much larger numbers to enroll in higher education, and a related consideration, that of recruiting still larger percentages of the more able academically for university work. The subsequent employment of university graduates is of interest, as is the number going on to post-graduate work. As previously mentioned, at present a great many of those with masters' degrees continue towards a doctorate. Others leave to teach, mostly in the high schools, or to accept positions in service or industry. Actually just over one-third of those with doctorates normally join a university faculty, and just under one-third are employed by the Federal Government with the rest being employed by industry or the provincial governments. The ranks are swelled by those returning from abroad with doctorates but diminished by those leaving for their home land or going abroad.

Data shown by Dr. Thompson in *Graduate Education in the Sciences* indicates that of the Canadians with doctorates, about 60 p.c. entered employment in Canada, 10 p.c. in the U.S.A. and a few elsewhere. About 10 p.c. continued study in Canada, 10 p.c. in the United Kingdom, 4 p.c. in the United States and 6 p.c. in other countries. Of the non-Canadian graduates about half remain in Canada, although one-fifth remain to continue study, the others return home.

When age at which degrees are granted is considered, it is appreciated that many graduate students have had their formal education interrupted, many have changed their minds about enrolling for higher degrees, and some continue in the pursuit of such a degree more or less spasmodically for many years.

A study of over 1,500 Canadian university teachers with doctorates in 1958-59 showed about half of them had received their highest degrees seven or more years after receipt of their first degree, with ten per cent requiring over 15 years. An age distribution of graduate students will be found in Table 3.

Years Between First Degree and Highest Earned Degree for Canadian University and College Full-Time Teaching Staff, 1958-59

Number of years after award of first degree	Cumulative percentage of staff with highest degree earned after each specified year	
	Master or licence	Doctorate
	per cent	
0	2.9	1.1
1	14.4	1.8
2	31.6	4.0
3	41.7	13.8
4	51.7	26.7
5	60.4	37.2
6	68.4	47.3
7	75.4	55.3
8	79.5	62.0
9	83.0	67.8
10	86.0	73.0
15	94.5	89.0
20	98.1	96.0
Number of persons included	*1,198*	*1,532*
Range of years in sample	*0-38*	*0-33*

Providing graduate courses is much more expensive than undergraduate courses for many reasons. The best professors, many proficient in research and research reporting, are used. The number of students that each can supervise is limited; and each student generally takes time away from particular research interests of the professor. The cost of equipment is high. Gone are the days when scientific research could be carried on with little more equipment than found in a high school laboratory. Today's research projects may necessitate equipment running into thousands of dollars, such as high voltage laboratories, proton cyclotrons, nuclear installations, etc.; and may only be undertaken by teams or be inter-faculty.

The areas in which specialization and research are undertaken have been multiplying rapidly whether by breaking up the old disciplines into component sections or combining some of them, e.g., psychology plus engineering, engineering and accounting, chemistry and biology, etc. It is likely that the well-established graduate schools will continue to expand and that other universities will branch out with various graduate courses. It is expected that consideration will be given to area needs and universities will co-operate to prevent duplication of effort, fragmentation and over-extending of resources where numbers are relatively small and demand in some subject areas uncertain.

Graduate Education and Non-Canadians

Part I of this report provided data on non-Canadian students, whose numbers are increasing annually and who constitute between six and seven per cent of total full-time enrolment. Of the 7,900 students from outside Canada 6,325 were enrolled in the universities selected for the survey and 4,263 completed forms which were used in determining results. Of these 1,015 were in the graduate divisions of our universities where they formed a fair percentage of the total. It is likely that the numbers at the undergraduate levels will fall off somewhat as more adequate facilities are provided at home in the developing countries; and that the numbers of graduate students will increase as the numbers of students graduating with first degrees increase in other countries, and as our facilities improve and our reputation grows.

Canadian universities have always welcomed students from other countries. In recent years the numbers have been increasing rapidly. About 35 p.c. of the total came from North American countries other than Canada, 23 p.c. from Asia, 17 p.c. from the West Indies, 16 p.c. from Europe and Britain, 5 p.c. from Africa, 3 p.c. from South and Central America leaving 1 p.c. from Oceania and countries not identified. (Table 1, Part I, of this survey distributes these by country). Most of these students will return to their native lands and should contribute, because of having gained valuable experience and new skills, both to development at home and to better world understanding. There is some question, however, as to whether or not non-Canadian students should be expected to meet the same entrance and all other requirements and be treated the same as Canadian students. It is generally agreed that the universities have a responsibility to consider the needs of these students but especially those with language difficulty, and to ensure that course requirements do not necessitate that the student spend much time on subject matter of value only to someone in a restricted field in Canada. To assist the student in resolving problems of housing, boarding, course schedules, etc., the trend is towards each university appointing a foreign student adviser.

Selection and adjustment of foreign students is but one of the international demands on higher education. A second results from a noticeable increase in interest in international affairs and a realization of some of our international needs. The numbers of delegates going abroad has been increasing year by year, and many of these are specialists and university graduates at the higher levels.

One of these needs is for better understanding of history, culture and aspirations of other world areas and countries. Some of our universities have made a good start towards area studies and an appreciation of similarities and differences between East and West. Cultural studies should encompass the world's main philosophies, religions, and economic and other advancement. A liberal education in the twentieth century should have international components.

An appreciation of the need for Canadians to be fluent in foreign languages comes at a time when considerable progress has been made in teaching languages, and it is possible that in the years to come a large percentage of university graduates will have become proficient in one or more foreign languages. Knowledge of these is necessary for study of other countries, for personnel of External Affairs, Trade and Commerce, etc., and to conduct business and other work in these countries.

A third need, not entirely apart from the others, relates to Canada's participation in assisting developing nations in the achievement of their national goal. At present, universities and colleges are supplying some technical experts for overseas service, training men and women for responsibilities in public affairs in many countries, education, and scientific and technical fields, and helping to establish suitable institutions in other countries, often through co-operative arrangements between one institution in Canada and one in some developing country.

Co-operation among the UN, Unesco, OECD and other international bodies will result in the compilation and publication of meaningful educational data on a world-wide scale. Agreement in the use of terms, data collected, and communication of research findings are scheduled for consideration.

To assist in all this it is likely that better organized arrangements for students and instructors moving from one country to another will be made so as to avoid duplication of effort and disappointment, ensure wider coverage through services provided, and improve communication. The numbers involved are increasing year by year as is the expense. But the demand is increasing at such a rate for trained personnel in education, public affairs, health services, agriculture, science and technology that it cannot be met.

All of these needs are making demands on higher education at both the undergraduate and graduate levels.

The present state of education is changing so radically and there is little likelihood of reaching an equilibrium so long as technological changes are being introduced into society. Because changes will be made and decisions taken, the more pertinent the information available, the better should be those decisions, and the better the chance of planning ahead. That the graduate division of higher education is still in the formative stage may augur well in that it is more easily possible to determine and control its direction and move forward more rapidly and readily, although it adds the greater responsibility of blazing trails in less charted territory. Careful planning with timely adjustments should ensure the optimal opportunities for graduate education, and an adequate supply of well prepared personnel to meet society's needs. Among the problems of the graduate school, that of providing adequately for non-Canadian students must be given high priority.

The 1961-62 survey was designed to supplement the information normally available from the Higher Education Section, DBS, the Canadian Universities Foundation and other sources of information on university education.

THE GRADUATE STUDENTS

Although graduate and undergraduate schools are quite distinct in general, the amount of overlapping and the exceptions are as numerous here as between any other two levels of education. For example, the same professors usually teach both undergraduate and graduate students, and in some instances professors are teaching both undergraduate and graduate students in the same class. Again, among the undergraduate students in a class, for example, in law or theology, there are probably a fair number with an undergraduate degree in arts. These have not been counted as graduate students, so long as they were enrolled in undergraduate classes. It is not too unusual for persons to have two or more undergraduate degrees.

Another difficulty arises because of part-time students. The number at the graduate level is fairly large and it is difficult to distinguish between full-time and part-time in many cases. Some students combine working with partial attendance, and may take one, two or more classes. Again, some students finish their course work but enroll while doing their thesis. All of this increases the difficulty in any attempt to discover the total number of full-time students enrolled in the graduate division.

A third situation, where some universities or colleges are providing a limited number of courses to a few students, some of whom may be full-time members of the staff, adds its share of problems. Among the faculties where the situation is particularly difficult, are education, theology, and social work. In education, for example, sorting out the variety of courses, names, and relationship among them is confusing.

Table 1 reports the estimated full-time enrolment in Canadian universities by region and faculty as of the fall of 1961. The total of 7,347 students shown is about one-eighth higher than a similar estimate prepared the year before, indicating that enrolment in the graduate school is increasing at almost as great a rate as for undergraduates.

The remaining tables in this section cover the survey, Tables 3-42 providing data for Canadian graduate students, the next 7 tables giving information for both Canadians and non-Canadians. The remaining tables, Tables 50-74 give information on undergraduate students which was not available when Part II was published. Additional information on non-Canadian students, both undergraduate and graduate is made available in Part I of this report.

Table 2 shows the number of students who forwarded usable returns in this survey. It will be noted that 22 p.c. of these are from outside Canada; half of whom are from Asia and the next largest number from the United States. With 4, 31, 38 and 27 p.c. from the East, Quebec, Ontario and the West, respectively, our sample is not too different in proportion from the totals enrolled as shown in Table 1.

TABLE 1. Estimated Full-Time Graduate Enrolment, Region and Faculty, Fall, 1961-62

	Atlantic Provinces		Quebec		Ontario		Western Provinces		Canada		
	Total	Women	Total	Women	Total	Women	Total	Women	Total	Men	Women
Arts	80	23	727	218	900	210	352	87	2,059	1,521	538
Pure Science	95	10	547	77	712	78	686	45	2,040	1,830	210
Arts-Science (not classified)	23	5	0	0	22	6	0	0	45	34	11
Agriculture	0	0	80	3	99	7	128	5	307	292	15
Architecture	0	0	6	0	25	2	1	1	32	29	3
Commerce, Business Administration	0	0	185	7	297	4	12	0	494	483	11
Dentistry	0	0	8	1	25	2	0	0	33	30	3
Education	5	2	111	51	[1]	[1]	229	66	345	226	119
Engineering, Applied Science	57	0	134	0	257	1	212	2	660	657	3
Forestry	9	0	21	0	12	0	21	0	63	63	0
Household Science	0	0	0	0	0	0	1	1	1	0	1
Law	0	0	91	4	6	0	0	0	97	93	4
Medicine	41	2	197	27	438	59	74	13	750	649	101
Music	0	0	24	23	5	0	0	0	29	6	23
Nursing	28	28	28	14	12	12	0	0	68	14	54
Pharmacy	0	0	1	0	6	2	11	2	18	14	4
Physical Education	0	0	0	0	0	0	6	2	6	4	2
Social Work	[1]	[1]	127[2]	51[2]	[1]	[1]	57[3]	21[3]	184[4]	112[4]	72[4]
Therapy	0	0	13	10	17	15	0	0	30	5	25
Veterinary Science	0	0	0	0	15	0	0	0	15	15	0
Other[5]	0	0	7	2	55	4	9	0	71	65	6
Totals	**338**	**70**	**2,307**	**488**	**2,903**	**402**	**1,799**	**245**	**7,347**	**6,142**	**1,205**

[1] Included in undergraduate enrolment.
[2] Includes some social science and includes some graduate enrolment reported as undergraduate.
[3] Includes Master of Social Work students only.
[4] Figures incomplete.
[5] All theology enrolment reported as undergraduate.

TABLE 2. Graduate Students by Region, showing Home Country or Area

Home country or area	East	Quebec	Ontario	West	Canada
Canada	137	1,218	1,323	883	3,561
Outside Canada	43	195	435	342	1,015
United States of America	8	45	88	46	187
United Kingdom	1	7	32	29	69
Continental Europe	2	17	21	14	54
Asia	20	93	204	197	514
Africa	3	13	36	17	69
West Indies	8	14	37	34	93
South and Central America[1]	1	3	7	4	15
Australia and New Zealand	—	3	10	1	14
Totals	**180**	**1,413**	**1,758**	**1,225**	**4,576**

[1] Including Mexico.

Usable returns were received from 4,576 graduate students of whom 3,561 were Canadian and 1,015 non-Canadian. Of the former, 135 were classed as "religieux" and were included only in some tables other than financial. Excluding these, the numbers of graduate students who completed reports for Canadian and non-Canadian students were: East – 137 and 43, Quebec – 1,116 and 195, Ontario – 1,291 and 435, and West – 882 and 342. Of the totals 2,862 were male and 564 female among the Canadian students and 881 male and 134 female for the non-Canadian students. In addition, it was found that 2,016 of the Canadian students were single (726 of these lived at home), 1,347 were married, leaving 63 unknown. For the non-Canadian students 672, or two-thirds, were single.

Since only 4,576 reports were available for analysis it is of interest to know why coverage was not 100 p.c. The largest numbers of non-respondents were made up of those who did not report, and of a group considered to be non-Canadian, but whose forms could not be used since they turned out to be landed immigrants or persons who had come to Canada as much as eight or ten years before. Among those who did not report were numbers who enrolled, then withdrew; persons whose address was changed and lost; part-time students; and, as usual, those who did not respond for a variety of reasons – about 10 p.c. of the total.

Although non-Canadian students were separated from Canadian students in the tables because of interest in assessing them separately, it is obvious that both Canadians and non-Canadians form the graduate division of universities and are of concern to administration, including staffing, financing, and other considerations related to this rapidly expanding segment of Canadian education.

Section I. Canadian Graduate Students

Age, Sex and Marital Status

Considering the anticipated role of university graduates with higher degrees in industrial expansion, advance in social organization, and leadership through their technical competence in a variety of fields, information on graduate students is highly pertinent. Some of this was obtained from the recent survey. Additional information could be obtained in other ways and by other bodies.

As a fair number of students do not enter the graduate school following completion of their first degree, age distribution for graduates is broader and less concentrated than for undergraduate students. Nevertheless 47 p.c. were under 25 years of age and 2.6 p.c. below 21. An additional 8 p.c. were aged 35 or more, a fair number of whom were in the field of education, where candidates were expected to have had practical experience. It is interesting to notice that on the average, women candidates were one year younger than men, but the distribution is much flatter. Almost 8 p.c. of the women and only 1.6 p.c. of the men were under 21 and, at the other extreme, almost 15 p.c. of the women and 6.6 p.c. of the men were aged 35 or more.

When the median ages of the graduates were compared with those of undergraduate faculties it was found that they were from four to five years older than Arts-Science students, 3.5 years above Engineering, and two years above Law, Medicine and Dentistry. The median student aged 24.5 to 25.5 years is probably at about the peak of his ability mentally.

Table 4 reports that about 57 p.c. of the male students were single and just over one-third of these lived at home. Almost 74 p.c. of the female students were single and 31 p.c. of them lived at home. Table 5 is somewhat similar but relates age to marital status and shows the percentages of single students living at home. As might be expected, the married students were on the average older, almost 28 years of age, and single students living away from home were almost one year older than those staying at home.

TABLE 3. Age of Canadian Graduate Students

Age	Male	Female	Total
	per cent		
Under 21	1.6	7.9	2.6
21-22	16.4	27.9	18.4
23-24	27.6	20.5	26.4
25-29	36.8	18.1	33.7
30-34	11.0	10.7	10.9
35 or older	6.6	14.9	8.0
Totals	**100.0**	**100.0**	**100.0**
Median ..... yrs.-mos.	25-6	24-6	25-4

TABLE 4. Living Arrangements – Marital Status – Sex

Marital status	Male	Female	Total
	per cent		
Single:			
At home	19.7	31.3	21.6
Away from home	37.6	42.5	38.4
Married	42.7	26.2	40.0
Totals	**100.0**	**100.0**	**100.0**

TABLE 5. Living Arrangements — Marital Status — Age

Age	Single		Married, living with spouse
	At home	Away	
	per cent		
Under 21	7.3	2.5	0.2
21-22	32.3	24.7	5.5
23-24	32.2	32.3	18.2
25-29	23.1	29.5	44.0
30-34	2.9	7.7	17.4
35 or older	2.2	3.3	14.7
Totals	**100.0**	**100.0**	**100.0**
Median ..... yrs.-mos.	23-7	24-5	27-11

TABLE 6. Year of Graduation and Plans after Graduation

	Male	Female	Total
	per cent		
Year:			
1962	47.5	46.2	47.3
1963	40.1	41.5	40.3
1964	10.3	8.9	10.1
1965-69	2.1	3.4	2.3
Totals	**100.0**	**100.0**	**100.0**
Plans:			
Graduate work (full-time)	25.8	18.4	24.6
Graduate work (part-time)	4.2	5.8	4.5
Teaching-university level	21.9	21.8	21.8
Teaching-other	8.1	16.4	9.5
Other occupation:			
(a) Have offer now	17.6	10.8	16.5
(b) No offer yet	21.1	24.2	21.6
Other	1.3	2.6	1.5
Totals	**100.0**	**100.0**	**100.0**

Student Plans following Graduation

Table 6 gives the year of expected graduation for the students and their plans after graduation. Considering that nearly all were enrolled in what are normally considered as one, two, and three or more year courses, as might be expected almost half of those replying to the questionnaire were in their final year. This makes the second part of the table, which asks for the plans after graduation, reasonably meaningful. About one-quarter expected to continue with further graduate work, probably the doctorate full-time, and an additional 4.5 p.c. plan to continue part-time. The second largest percentage, 22 p.c., was for those who planned to teach at university level, followed by almost as many who did not have an offer of a job as yet, but who did not plan to teach. Another 16.5 p.c. had offers outside teaching and 9.5 p.c. planned to teach below university level. If it can be assumed that the majority who would continue on at school would teach, then it would follow that some 35 to 48 p.c. of post-graduate students were interested in teaching at university level.

Home and Local Residence

Tables 7, 8 and 9 give type of community in which the home residence of the single students were found; local residence for all students; and distance from home to campus for single students.

Almost 55 p.c. of all students, and, as might be expected, 83 p.c. of those living at home, lived in centres of 100,000 or over. The second and third largest percentages, 11 p.c. and 9 p.c., came from cities of from 30,000 to 99,999 and 10,000 to 29,999 population. The farms and centres of between 1,000 and 4,999 each provided about 8 p.c. with the small urban centres in between providing only 4 p.c. among them. Percentages of the population in these areas, as reported in the 1961 Census, are given in a separate column and an index in the last column shows the relative numbers coming from the various centres. Here it is interesting to note that when the numbers of graduate students are related to size of population, centres of from 10,000 to 29,999 provided a disproportionately large percentage of students and the villages and small towns made the poorest showing.

TABLE 7. Home Residence of Single Students, and Per Cent of Total Population in Population Areas

Home locality	Graduate students			Total population 1961	Index
	At home	Away	Total		
	per cent				
On a farm	1.8	11.5	8.0	11.4	70
In a centre with population:					
Less than 500	0.6	3.6	2.5	19.0	23
500- 999	0.4	2.5	1.8		
1,000- 4,999	2.0	11.9	8.3	11.1	116
5,000- 9,999	1.2	6.2	4.4		
10,000-29,999	5.5	11.1	9.1	5.8	178
30,000-99,999	5.8	13.8	10.9	9.3	117
100,000 and over	82.7	39.4	55.0	43.4	127
Totals	**100.0**	**100.0**	**100.0**	**100.0**	

Of the 63 p.c. of the students who were single, 40 p.c. lived at home, 31 p.c. rented a house or apartment, 19 p.c. had a room, or room and board, in a private home or boarding house, and the remaining 10 p.c. lived in college residences. Percentages for the female students were considerably higher for those living in their parents' home and in a rented house or apartment, but lower elsewhere.

TABLE 8. Local Residence

Marital status, place of residence	Male	Female	Total
	per cent		
Single:			
Parents' home	19.4	30.5	25.1
Rented house or apartment	15.7	23.4	19.7
Rooming or boarding:			
Private home	15.1	9.4	11.8
College residence	5.7	8.2	6.6
Married	42.0	25.7	34.3
All other	2.1	2.8	2.5
Totals	**100.0**	**100.0**	**100.0**

Of those living at home, 78 p.c. lived less than 10 miles from the campus, and just under 2 p.c. commuted from more than 25 miles away. Of those single students living away from home, 14 p.c. had homes within 10 miles of the campus, 19 p.c. were between 10 and 99 miles, 8.5 p.c. from 500 to 999 miles, and 24 p.c. had homes which were more distant. Of the total, almost one-seventh reported being one thousand miles or more from home. The question was not asked as to whether graduate students were continuing at their home university. It would appear that a large percentage were, to judge by distance from their homes to the university they attended.

It will be noted that nearly 9 p.c. of the single graduate students reported that they did not live at home, although they reported family homes within three miles of the campus. Inspection of the forms showed that most of these were 25 years or older and were living in college-operated dormitories or private boarding places. A majority of these reported family incomes in one of the low brackets, indicating that they were on their own and that probably there was not room for them at home. Others reported parental incomes above $10,000 or $15,000. In addition, some reported living in nurses' residences or in other housing provided with an internship or job. A few reported supporting their parents and keeping them with them which caused confusion in marking the form.

TABLE 9. Distance from Home of Single Students

Distance	At home	Away	Total
	per cent		
Less than 3 miles	32.0	8.7	17.1
3- 9 miles	46.0	5.2	19.9
10- 24 "	20.2	3.5	9.4
25-99 "	1.8	15.8	10.8
100-499 "	—	34.1	21.8
500-999 "	—	8.5	5.5
1,000 miles or farther	—	24.2	15.5
Totals	**100.0**	**100.0**	**100.0**

Brothers or Sisters

The question relating to whether or not the students had brothers or sisters and whether these were under or over university age discovered that one-seventh of the students were only children as shown in Table 10. This is not too different from families at large. (The Carnegie Study reported 14 p.c. of Grades 7 and 8 pupils were "only child"). Of those students who reported one or more brothers or sisters, 32 p.c. had brothers or sisters below college age, and 44.5 p.c. had brothers or sisters who were also attending university or who had attended before the year of the survey. It would appear that number of siblings may be a factor in determining whether or not children go to college in some families, but on the average it does not appear to be an important factor, but rather is combined with such variables as occupation of father, family income and such, which are related somewhat to size of family.

TABLE 10. Percentage of Students having Brothers or Sisters

No brothers or sisters	One or more brothers or sisters	
	Below university age	Attended or now attending
14.3	31.8	44.5

Use of Automobile

Ownership of an automobile is probably more often related to need for graduate than undergraduate students, and less likely to affect the amount of work they do. It was found (Table 11) that 54 p.c. of male and 46 p.c. of female students owned an automobile and 7 p.c. of male and 12 p.c. of female students had use of one. About four times as many graduates as undergraduates own automobiles and almost twice as many have the use of one.

TABLE 11. Use of Automobile

Use of automobile	Male	Female	Total
	per cent		
Owns a car	53.6	45.8	53.3
Uses another's car	6.6	11.8	6.8
Has no use of car	39.8	42.4	39.9
Totals	**100.0**	**100.0**	**100.0**

Married Students

The number of dependents for which a student accepts responsibility can be expected to have a bearing on his ability to go to university, and his attitude to his work. However, generalizing here is difficult and unwise since in some cases the wife may contribute directly through typing, compiling a bibliography, or providing other direct assistance, and indirectly through keeping the wolf from the door; whereas in others, the husband may have to help with the house and children.

Table 12 gives the percentage of married students with one, two and more dependents (including spouse) and Table 13 classifies the activities of the wife of the male graduate student. It is interesting to note that 45 p.c. of the wives were keeping house full-time and 41 p.c. worked full-time. Almost 5 p.c. attended university and the remainder combined several of these activities.

TABLE 12. Number of Dependents

Item	Per cent
One dependent	48.4
Two dependents	26.1
Three or more dependents	25.5
Total	**100.0**

TABLE 13. Wife's Activities

Item	Per cent
Working full-time	40.5
At university full-time	4.8
Working for pay and attending university	2.8
Keeping house full-time	45.1
Other	6.8
Total	**100.0**

Break in Schooling

Among the graduate students Table 14 shows that almost 28 p.c. of graduates reported a break in their schooling for financial reasons and there was little difference between male and female. Among these almost 17 p.c. postponed entrance to university and 19 p.c. withdrew or attended part-time for financial reasons. As might be expected, a higher percentage of graduate than undergraduate students reported a break in schooling (see Part II, Table 31).

TABLE 14. Break in Schooling

Item	Male	Female	Total
	per cent		
With a break	27.6	27.5	27.6
Postponed entrance to university	16.5	17.0	16.6
Withdrew from university	10.0	8.2	9.7
Attended part-time	8.7	10.3	9.0
Enrolled in extra-mural courses	5.3	6.0	5.5

Scholarships and Fellowships

Scholarships and fellowships are two of the ways of subsidizing graduate education. These may be provided by government departments, foundations, organizations, associations or individuals. They may be available for merit, that is success at academic hurdles, and may be open to anyone, or have subject matter, college, or other restrictions attached. In amounts they ranged from token awards to $3,000 or more. Of the scholarships 5 p.c. were less than $250 and 7 p.c. $2,000 or more, the median scholarship being $800. About 32 p.c. of the graduate students received scholarships.

About 7 p.c. of the 54 p.c. of students who had fellowships received less than $500, and 5 p.c. received $3,000 or more. The median fellowship was $1,650.

Scholarships were awarded to 32 p.c. of the men and 30 p.c. of the women, but relatively more of the women received low scholarships. Almost 8 p.c. of the men compared with 4 p.c. of the women received scholarships of $2,000 and over. Size of median scholarships was related somewhat to age, increasing from about $750 for those under 23 to $1,260 for those 30 to 34, but falling to $1,136 for those 35 and up receiving scholarships. Contrariwise the percentages receiving scholarships fell from 40 p.c. to 18 p.c. with age, probably reflecting some relationship between age, brightness and year in course.

A somewhat larger percentage of male than female students received fellowships with little differences in the amounts received; the median for women was $1,700 and for men $1,660. The size of

the fellowships increased from a median of $1,250 for students under 23 to $2,064 for those aged 30-34 but fell to $1,885 for those 35 and over. The percentage receiving such fellowships increased from 43 p.c. for those under 23 to about 58 or 59 p.c. until ages 35 and over when they dropped to 39 p.c.

The percentage of students receiving scholarships and fellowships in the selected faculties varied rather widely; for example only 12 p.c. of "health" students received scholarships but 78 p.c. of them received fellowships. Again 57 p.c. in Law received scholarships but only 10 p.c. received fellowships. The lowest percentage of fellowships, 6 p.c., was found in social work, where 43 p.c. of the students received scholarships. The highest percentage receiving fellowships, 79 p.c. was in science, where 33 p.c. received scholarships.

It would appear that data on all scholarships, bursaries, grants-in-aid, fellowships, etc., including both numbers and amounts, should be brought together in one place to discover areas in which the students are receiving relatively little support. This should be related to need and money found to bolster areas which can contribute to economic and social advance. The data shown here are insufficient as a basis for decisions but, failing more complete information, should be of some value if carefully studied.

Table 15 gives percentages of graduate students with scholarships by sex and age. Table 16 gives the same information for those with fellowships. Tables 17 and 18 give percentages with scholarships and fellowships for selected faculties and Table 19 relates scholarship amounts to expenditure of the students.

Table 19 shows that expenditures by graduate students with scholarships was almost the same as for those without scholarships, except for those who received scholarships of $2,000 or more when expenditure reported was on the average almost one-third higher. Among those with scholarships, there was a tendency for those with the smaller scholarships to spend less than those who received more. However, the number of variables involved would require further analysis to warrant further observations.

TABLE 15. Students with Scholarships by (i) Sex, (ii) Age

Sex and age	Students with scholarships of							Students without scholarship	All students
	Less than $250	$250-499	$500-999	$1,000-1,499	$1,500-1,999	$2,000 or more	Total with scholarship		
Canada	per cent								
Sex:									
Male	4.8	6.3	5.7	3.9	3.6	7.7	32.0	68.0	100.0
Female	8.2	5.0	4.4	3.7	5.0	3.7	30.0	70.0	100.0
Age:									
Under 23	8.8	9.2	8.0	4.1	7.1	3.2	40.4	59.6	100.0
23-24	5.9	5.8	7.0	3.9	3.5	8.5	34.6	65.4	100.0
25-29	4.3	5.5	4.7	3.7	3.0	8.7	29.9	70.1	100.0
30-34	2.9	4.5	1.9	4.8	0.8	8.6	23.5	76.5	100.0
35 or older	2.6	2.9	2.6	3.3	3.6	2.9	17.9	82.1	100.0

TABLE 16. Students with Fellowships by (i) Sex, (ii) Age

Sex and age	Students with fellowships of							Students without fellowship	All students
	Less than $500	$500-999	$1,000-1,499	$1,500-1,999	$2,000-2,499	$2,500-2,999	$3,000 or more	Total with fellowship		
Canada	per cent									
Sex:										
Male	6.9	9.4	8.8	9.3	11.0	5.4	5.5	56.3	43.7	100.0
Female	5.1	6.7	5.1	11.4	8.0	2.5	3.9	42.7	57.3	100.0
Age:										
Under 23	6.7	10.8	7.0	7.3	7.7	2.6	0.8	42.9	57.1	100.0
23-24	8.3	10.1	10.6	10.1	11.2	4.9	3.2	58.4	41.6	100.0
25-29	7.1	8.1	8.2	11.1	12.1	5.5	7.5	59.6	40.4	100.0
30-34	4.0	8.8	5.6	9.9	11.8	8.6	10.4	59.1	40.9	100.0
35 or older	1.8	4.8	6.2	8.4	7.3	4.0	6.2	38.7	61.3	100.0

TABLE 17. Students with Scholarships for Selected Faculties

Faculty	Students with scholarships of							Students without scholarship	All students
	Less than $250	$250-499	$500-999	$1,000-1,499	$1,500-1,999	$2,000 or more	Total with scholarship		
	per cent								
Canada									
Arts, Letters, Commerce and Philosophy	5.7	8.9	6.3	2.5	2.4	2.7	28.5	71.5	100.0
Science	1.9	2.6	4.0	5.7	5.1	13.5	32.8	67.2	100.0
Education[1]	15.2	9.6	10.7	4.6	1.0	1.0	42.1	57.9	100.0
Engineering	1.2	1.2	7.6	4.6	6.7	9.0	30.3	69.7	100.0
Law	22.8	24.3	10.0	—	—	—	57.1	42.9	100.0
Medicine, Dentistry, Pharmacy and Optometry	3.2	1.0	—	—	1.1	6.4	11.7	88.3	100.0
Social work	15.9	13.4	7.3	4.9	1.2	—	42.7	57.3	100.0
Veterinary science, Agriculture and Forestry	7.2	4.1	1.0	4.1	2.1	11.4	29.9	70.1	100.0
Psychology, Child study and Sociology	7.1	8.3	5.0	5.0	6.2	4.6	36.2	63.8	100.0
All other faculties	13.6	9.1	1.5	—	6.1	3.0	33.3	66.7	100.0
Totals	**5.3**	**6.1**	**5.5**	**3.9**	**3.8**	**7.0**	**31.6**	**68.4**	**100.0**

[1] Including Physical and Health Education.

TABLE 18. Students with Fellowships by Faculty

Faculty	Students with fellowships of								Students without fellowship	All students
	Less than $500	$500-999	$1,000-1,499	$1,500-1,999	$2,000-2,499	$2,500-2,999	$3,000 or more	Total with fellowship		
	per cent									
Canada										
Arts, Letters, Commerce and Philosophy	4.6	5.0	7.2	8.3	4.8	1.6	2.3	33.8	66.2	100.0
Science	10.8	14.5	8.6	11.4	16.8	10.0	6.9	79.0	21.0	100.0
Education[1]	1.5	4.6	4.6	3.1	6.6	7.6	3.0	31.0	69.0	100.0
Engineering	8.2	11.1	12.8	14.0	16.3	5.5	5.0	72.9	27.1	100.0
Law	2.9	4.3	1.4	—	—	—	1.4	10.0	90.0	100.0
Medicine, Dentistry, Pharmacy and Optometry	2.1	3.2	5.3	9.6	11.7	7.5	38.3	77.7	22.3	100.0
Social work	1.2	1.2	1.3	1.2	1.2	—	—	6.1	93.9	100.0
Veterinary science, Agriculture and Forestry	6.2	9.3	18.5	15.5	15.5	1.0	1.0	67.0	33.0	100.0
Psychology, Child study and Sociology	5.4	10.0	8.8	6.7	4.6	0.4	3.7	39.6	60.4	100.0
All other faculties	3.0	4.5	4.6	15.2	1.5	1.5	—	30.3	69.7	100.0
Totals	**6.7**	**9.0**	**8.1**	**9.5**	**10.2**	**5.1**	**5.0**	**53.6**	**46.4**	**100.0**

[1] Including Physical and Health Education.

TABLE 19 A. Students with Scholarships, showing Total Expenditure

Amount of scholarship	Student expenditure										Median expenditure
	Less than $1,000	$1,000-1,199	$1,200-1,399	$1,400-1,599	$1,600-1,799	$1,800-1,999	$2,000-2,499	$2,500-2,999	$3,000 or more	Total	
	per cent										$
Canada											
Students with scholarship	5.4	4.2	7.8	7.8	7.7	8.0	17.0	11.7	30.4	100.0	2,268
Less than $250	14.8	10.4	9.8	10.4	9.8	4.9	11.5	8.7	19.7	100.0	1,694
$ 250-$ 499	5.8	7.3	11.6	6.8	8.2	13.0	14.0	10.1	23.2	100.0	1,958
500- 999	3.7	2.7	10.6	11.2	16.0	11.2	16.5	7.4	20.7	100.0	1,904
1,000- 1,499	2.2	2.2	7.5	12.7	7.5	5.2	17.2	12.7	32.8	100.0	2,369
1,500- 1,999	6.1	0.8	7.6	7.6	4.6	10.7	21.4	13.0	28.2	100.0	2,294
2,000 or more	0.8	0.8	1.3	1.7	0.8	3.7	21.6	17.4	51.9	100.0	3,000+
Students without scholarship	5.3	5.1	6.6	8.5	8.3	7.3	15.7	10.9	32.3	100.0	2,283
All students	**5.4**	**4.8**	**7.0**	**8.3**	**8.1**	**7.5**	**16.1**	**11.1**	**31.7**	**100.0**	**2,276**

TABLE 19 B. Student Expenditure, showing Amount of Scholarships

Expenditure	Students with scholarships of							Students without scholarship	All students
	Less than $250	$250-499	$500-999	$1,000-1,499	$1,500-1,999	$2,000 or more	Total with scholarship		
	per cent								
Canada									
Less than $1,000	14.7	6.5	3.8	1.6	4.4	1.1	32.1	67.9	100.0
$1,000-$1,199	11.5	9.1	3.1	1.8	0.6	1.2	27.3	72.7	100.0
1,200- 1,399	7.5	10.0	8.4	4.2	4.2	1.3	35.6	64.4	100.0
1,400- 1,599	6.7	5.0	7.4	6.0	3.5	1.4	30.0	70.0	100.0
1,600- 1,799	6.5	6.1	10.8	3.6	2.2	0.7	29.9	70.1	100.0
1,800- 1,999	3.5	10.5	8.1	2.7	5.4	3.5	33.7	66.3	100.0
2,000- 2,499	3.8	5.2	5.6	4.2	5.1	9.4	33.3	66.7	100.0
2,500- 2,999	4.2	5.5	3.7	4.5	4.4	11.0	33.3	66.7	100.0
3,000 or more	3.3	4.4	3.6	4.1	3.4	11.5	30.3	69.7	100.0
Totals	**5.3**	**6.1**	**5.5**	**3.9**	**3.8**	**7.0**	**31.6**	**68.4**	**100.0**

Parents of the Students

There is some difference of opinion concerning the importance of the socio-economic level of the family for university attendance. On the average, for larger groups a positive relationship is usually obtained between attendance and education of parents, family income and other variables. But a study of individual cases indicates that one is likely to find youth with sufficient ability, drive and other characteristics to ensure student acceptability at all levels; and in some instances the drive is much greater for youth at the lower rungs of the social scale. Despite this it was considered worth while to collect considerable information on the graduate students' parents, as for the undergraduates, since such information has already been of considerable value in making decisions concerning scholarships, fellowships, etc.

Table 20 gives the percentage of single students living at home and away from home and of married students whose parental income falls in nine specified categories, from under $3,000 to $15,000 or over. It will be noted that median family income for the single students living at home, at $5,544, is the highest for any group; and the family income reported by female students was from $1,000 to $1,500 higher than for males. When median family income for graduate students was compared with undergraduate faculties it was noted that the median parents' income of married graduates was almost the same as that reported by students in education, the lowest among the undergraduate faculties; and the highest for graduate students, those at home, was about the same as for Classical Colleges and above Engineering ($5,379), Pharmacy ($5,217), and Education ($4,747), but below Dentistry ($5,905), Medicine ($6,439), Arts-Science ($6,448), and Law ($7,151). Those who continue to do graduate work are not chosen from those with the more opulent parents, although this might be a factor in some instances.

TABLE 20. Parents' Income shown for Single and Married Students

Income	Single, at home			Single, away from home			Married, with spouse		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
	per cent								
Less than $3,000	15.8	16.4	15.9	23.6	18.5	22.7	28.6	21.9	28.0
$ 3,000 - $ 4,999	30.1	18.2	27.3	25.9	22.4	25.3	25.1	18.8	24.5
5,000 - 5,999	13.2	9.7	12.4	11.2	8.8	10.8	10.6	8.3	10.4
6,000 - 6,999	9.4	7.9	9.0	9.1	9.8	9.3	7.0	5.2	6.9
7,000 - 7,999	6.2	4.8	5.9	5.8	6.8	5.9	4.4	6.3	4.6
8,000 - 8,999	4.4	4.8	4.5	4.9	6.8	5.3	4.5	3.1	4.4
9,000 - 9,999	2.9	6.1	3.7	4.0	3.4	3.9	3.7	5.2	3.8
10,000 - 14,999	9.9	15.1	11.1	9.5	10.2	9.6	8.7	10.4	8.8
15,000 or more	8.1	17.0	10.2	6.0	13.3	7.2	7.4	20.8	8.6
Totals	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Median $	*5,312*	*6,730*	*5,544*	*5,040*	*6,024*	*5,180*	*4,702*	*6,199*	*4,791*

Table 21 gives the occupation of the graduate's father. The four largest percentages reported are, owners and proprietors, 15 p.c., managers and superintendents, 12 p.c., manufacturing and mechanical occupations, 11 p.c., and farmers, 10 p.c. This is related somewhat to the grouping. For example, if all the professions are added together we find that just under 19 p.c. came from professional homes. When the percentages here are compared with the percentages for undergraduates, it is found that the professional segment gained four percentage points, the farm segment held its own and the other two dropped by half or more. It would be interesting to pursue this further on an individual interview basis.

TABLE 21. Occupation of Father

Occupation	Male	Female	Total
	per cent		
Owners and proprietors	14.2	17.0	14.7
Managers and superintendents	11.5	12.8	11.7
Professional occupations:			
Engineers	0.9	3.7	1.3
Teaching professions	4.7	5.7	4.9
Physicians and surgeons	2.7	4.1	2.9
Dentists	0.6	0.5	0.6
Pharmacists	0.4	0.5	0.4
Legal professions	1.5	3.9	1.9
Religious professions	1.0	1.4	1.1
Accountants and auditors	1.5	1.9	1.5
Other professional occupations	3.9	5.0	4.1
Commercial and financial occupations	6.5	6.4	6.5
Clerical occupations	6.9	6.9	6.9
Manufacturing and mechanical	11.6	7.3	10.9
Transportation and communication	4.6	3.7	4.5
Construction	3.8	3.0	3.7
Service and recreation	5.1	3.4	4.8
Farmers	10.9	6.6	10.2
Other primary occupations	1.7	1.6	1.7
Farm and non-farm labourers	1.9	0.9	1.7
All other and not reported	4.1	3.7	4.0
Totals	**100.0**	**100.0**	**100.0**

The next table, Table 22, gives the occupation of the father for selected faculties and provides for some cross-classifications which show the percentage following in their father's footsteps. This is comparatively easy to follow, for example, in the case of Law and Medicine, but not so for Arts-Science. About 14 p.c. of students in Medicine reported fathers as physicians and surgeons, and the table indicates that the next three highest percentages of students whose parents were physicians and surgeons were in Social Work, Law, and Psychology, Child Study and Sociology. The table thus can be read to show the occupations which the various percentages of students reported as father's occupation; and the percentage of students contributed to each faculty from sons and daughters of parents in the various occupations shown. For example, owners and proprietors contributed 9-10 p.c. for each of Arts and Letters men, Science, Engineering, Education, and faculties not shown. They also contributed 21-23 p.c. of Commerce, Law and Social Work students, 18-19 p.c. in Philosophy and Psychology and Sociology, and 2.5 p.c. of Agriculture students. Or reading across, Arts and Letters students come from parents in all of the occupation groups listed, including 21 p.c. from owners and managers, 23 p.c. from the professions, etc.

Because of the detail of this table the numbers in some of the cells are small. It is therefore recommended that in the footnoted faculties where percentages are below 10 p.c., and in the other faculties where they are below 5 p.c., no conclusions should be drawn.

TABLE 22. Occupation of Father – Faculty

Faculty	Owners, proprietors	Managers, superintendents	Professional engineers	College professors, deans or principals	School teachers, instructors	Physicians and surgeons	Dentists	Pharmacists
	per cent							
Canada								
Arts and Letters	10.1	11.1	3.5	2.5	3.1	3.4	0.6	0.7
Science	9.7	15.5	3.8	2.9	3.3	2.0	0.3	0.2
Commerce	22.6	19.0	5.5	0.7	1.8	1.1	1.1	0.4
Education	8.5	8.4	1.8	1.3	3.1	2.2	0.5	–
Engineering	8.9	13.4	3.8	1.5	5.1	3.9	–	–
Law[1]	22.0	10.3	2.9	–	1.5	4.4	2.9	–
Medicine[1]	6.9	12.3	6.9	2.7	–	13.7	1.4	2.7
Social Work[1]	21.2	12.5	3.8	1.2	1.2	5.0	1.2	–
Agriculture[1]	2.5	14.6	2.4	–	2.5	2.4	–	–
Philosophy[1]	18.4	4.4	3.3	–	2.2	2.2	1.1	1.1
Psychology, Child Study and Sociology	18.9	11.2	3.7	0.4	2.1	4.1	1.2	0.4
All other faculties	9.9	12.9	3.4	1.0	3.5	2.5	1.0	1.0
Totals	**11.8**	**13.2**	**3.7**	**1.9**	**3.0**	**3.0**	**0.6**	**0.4**

Faculty	Legal professions	Religious professions	Accountants, auditors	Other professional occupations	Commercial and financial	Clerical	Manufacturing and mechanical
	per cent						
Arts and Letters	2.7	1.5	2.1	6.4	7.4	8.4	12.3
Science	1.4	1.3	1.4	4.6	6.2	7.3	11.4
Commerce	2.6	0.7	2.6	4.0	6.9	6.9	8.4
Education	0.5	1.3	–	2.2	5.3	4.0	11.1
Engineering	–	0.6	0.3	5.4	6.0	7.1	11.6
Law[1]	7.4	–	1.5	5.9	14.7	2.9	8.8
Medicine[1]	2.7	2.7	4.1	4.1	6.9	4.1	11.0
Social Work[1]	3.8	1.2	2.5	7.5	8.8	8.8	8.7
Agriculture[1]	2.4	–	–	4.9	2.4	1.2	4.9
Philosophy[1]	1.1	1.1	2.2	4.3	5.4	8.7	15.2
Psychology, Child Study and Sociology	3.7	0.8	2.9	2.5	7.0	4.9	15.2
All other faculties	1.0	–	–	7.4	7.9	10.4	9.4
Totals	**1.9**	**1.1**	**1.5**	**4.9**	**6.7**	**7.1**	**11.3**

Faculty	Transportation and communication	Construction	Service and recreation	Farmers	Other primary occupations	General labourers	Total
	per cent						
Arts and Letters	4.3	4.3	4.9	8.0	1.3	1.4	100.0
Science	4.8	4.3	5.2	10.3	1.8	2.3	100.0
Commerce	4.0	2.6	1.8	5.5	1.1	0.7	100.0
Education	8.5	4.4	7.1	24.9	1.8	3.1	100.0
Engineering	5.7	3.6	5.7	12.8	2.7	2.1	100.0
Law[1]	1.5	–	7.4	5.9	–	–	100.0
Medicine[1]	1.4	2.7	4.1	8.2	1.4	–	100.0
Social Work[1]	3.8	1.2	3.8	3.8	–	–	100.0
Agriculture[1]	1.2	1.2	2.5	48.8	4.9	1.2	100.0
Philosophy[1]	1.1	2.2	5.4	13.0	5.4	2.2	100.0
Psychology, Child Study and Sociology	5.3	4.1	3.7	3.7	2.1	2.1	100.0
All other faculties	5.4	4.5	7.9	8.4	1.0	1.5	100.0
Totals	**4.7**	**3.8**	**5.0**	**10.8**	**1.8**	**1.8**	**100.0**

[1] Figures below 10 p.c. in these cells are not reliable. Those below 5 p.c. in most of the others should be treated with caution.

Table 23 gives the occupational status of the father for the various faculties selected. For all graduates, one-fifth of the students came from families of entrepreneurs, almost 30 p.c. of the fathers worked for private firms and 13 p.c. for the government. Almost 14 p.c. of the fathers were retired, 2 p.c. were unable to work and 19 p.c. were deceased. There are differences by faculty. From 70-71 p.c. of Law, Agriculture, Psychology-Sociology faculties reported fathers still working; the others ranged from 54-69 p.c. Students in Education reported 44 p.c. with fathers working and almost one-third deceased.

TABLE 23. Occupational Status of Father by Faculty

Faculty	Operates own business	Works for private employer	Works for government	Retired	Unable to work	Father not living	Total
	per cent						
Canada							
Arts and Letters	20.1	28.9	14.1	13.1	2.1	21.7	100.0
Science	21.7	34.0	13.3	13.3	2.1	15.6	100.0
Commerce	25.2	27.7	12.2	14.0	2.2	18.7	100.0
Education	14.2	21.8	8.4	20.1	2.9	32.6	100.0
Engineering	20.3	31.5	17.4	15.0	2.6	13.2	100.0
Law	37.1	25.7	8.6	8.6	1.4	18.6	100.0
Medicine	25.3	22.7	14.7	12.0	2.6	22.7	100.0
Social work	25.9	23.5	13.6	17.3	—	19.7	100.0
Agriculture	41.2	21.3	7.5	15.0	—	15.0	100.0
Philosophy	30.7	23.1	8.8	12.1	3.3	22.0	100.0
Psychology, Child study and Sociology	25.3	30.2	14.7	11.4	3.3	15.1	100.0
All other faculties	15.7	23.5	14.7	15.2	2.5	28.4	100.0
Totals	**22.1**	**29.2**	**13.3**	**13.9**	**2.3**	**19.2**	**100.0**

Table 24 which follows, relates student expenditure to occupation group of the father, with 7 expenditure categories ranging from below $1,200 to $4,000 and up. On the average, students coming from the farms spent the most, $2,404, followed by students whose fathers were employed in Transportation and Communication, and Construction. Those spending the least were from Commerce and Finance, $2,011, followed by the professional groups. No conclusions could be drawn from these figures without considering such variables as faculty in which enrolled, marital status, etc.

TABLE 24. Student Expenditure by Occupation Group of Father

Occupation group of father	Student expenditure								Median expenditure
	Less than $1,200	$1,200-1,599	$1,600-1,999	$2,000-2,499	$2,500-2,999	$3,000-3,999	$4,000 or more	Total	
	per cent								$
Canada									
Owners and managers	11.6	13.0	15.8	16.8	12.4	14.8	15.6	100.0	2,285
Professional	12.8	15.1	15.5	16.9	10.3	13.8	15.6	100.0	2,194
Commercial and financial	14.4	15.2	20.2	10.3	11.2	13.0	15.7	100.0	2,011
Clerical	8.0	19.4	13.5	16.1	9.3	16.0	17.7	100.0	2,283
Manufacturing and mechanical	12.1	12.6	16.9	16.4	12.9	14.3	14.8	100.0	2,254
Transportation and communication	5.2	16.9	18.8	14.3	7.2	17.5	20.1	100.0	2,318
Construction	7.1	15.1	11.1	22.2	11.1	18.3	15.1	100.0	2,375
Service and recreation	7.2	22.3	13.9	11.4	11.4	14.5	19.3	100.0	2,289
Farming, mining, etc.	5.0	16.1	14.8	17.4	11.6	16.4	18.7	100.0	2,404
Totals	**10.2**	**15.2**	**15.7**	**16.1**	**11.1**	**15.0**	**16.7**	**100.0**	**2,277**

Schooling of the parents is generally found to be a determining factor as to whether or not students go to college, but again this is true of numbers but not reliable enough when considering an individual. This variable never operates alone but is likely one of the determiners of an environment conducive to youth attempting higher education. It is a selective device as well in that the influence of heredity will be to reproduce the type of student who is successful at university generation after generation. On the other hand since any selection by universities is rather unreliable and only a relatively small percentage of those capable of undertaking graduate work have obtained degrees in the past, this cannot be more than an indicator of probable success or failure.

Table 25 classifies the amount of schooling of the fathers and mothers of the graduate students. When percentages with university degrees are considered, it is interesting to observe that 20.5 p.c. of male and 35 p.c. of female graduate students reported fathers with degrees, and 7 p.c. male and 13 p.c. female students reported mothers as having degrees. This may be compared with the general population, where 3.3 p.c. have degrees and 4 p.c. have some or university completion. Perhaps it is more noteworthy that the men reported almost 27 p.c. of their fathers and 28 p.c. of their mothers with nothing beyond elementary school and 16 p.c. of the women reported this level of education for both fathers and mothers. A slightly larger percentage of the women's parents had high school graduation and medians were higher for both fathers and mothers of the female students.

TABLE 25. Parents' Schooling

Father's schooling	Male	Female	Total	Mother's schooling	Male	Female	Total
	per cent				per cent		
University degree	20.5	35.2	22.9	University degree	7.2	13.1	8.2
Some university	6.8	6.5	6.7	Some university	8.5	10.7	8.9
High school graduation	17.4	18.7	17.6	High school graduation	29.2	31.0	29.5
Some high school	18.3	16.4	18.0	Some high school	22.0	24.6	22.4
Elementary + trade training	10.2	6.8	9.7	Elementary + trade training	5.5	4.3	5.3
Nothing beyond elementary	26.8	16.4	25.1	Nothing beyond elementary	27.6	16.3	25.7
Totals	**100.0**	**100.0**	**100.0**	**Totals**	**100.0**	**100.0**	**100.0**

The next table, Table 26, distributes the education, as reported for the fathers, by faculty of student. On the average 22 p.c. of the fathers were said to hold university degrees. Medicine reported the highest percentage followed by Social Work, Arts and Letters, and Law. High school completion or some university was most common among Commerce, Social Work and Medicine but the range for all was from 19 to 30 p.c. On the average 35 p.c. had elementary and trade schooling or less and more than half in Education, Agriculture, and Philosophy reported fathers' education at that level.

TABLE 26. Education of Father, by Faculty of Student

Faculty of student	University degree	Some university	High school graduation	Some high school	Elementary school plus trade training	Nothing beyond elementary school	Total
	per cent						
Canada							
Arts and Letters	26.1	7.7	15.1	19.6	9.6	21.9	100.0
Science	22.2	6.9	20.4	18.8	10.8	20.9	100.0
Commerce	21.9	9.0	20.9	14.7	8.3	25.2	100.0
Education	12.0	2.6	12.4	17.5	11.5	44.0	100.0
Engineering	19.5	5.6	16.5	23.3	11.2	23.9	100.0
Law	26.1	8.7	10.1	11.6	4.4	39.1	100.0
Medicine	35.1	13.5	12.2	10.8	6.8	21.6	100.0
Social work	30.0	7.5	20.0	15.0	8.8	18.7	100.0
Agriculture	16.1	4.9	14.8	9.9	12.3	42.0	100.0
Philosophy	13.0	7.6	12.0	14.2	5.4	47.8	100.0
Psychology, Child study and Sociology	20.6	4.9	17.8	18.6	7.3	30.8	100.0
All other faculties	27.8	3.4	20.0	16.1	8.8	23.9	100.0
Totals	**22.4**	**6.6**	**17.5**	**18.1**	**9.7**	**25.7**	**100.0**

The related table, Table 27, gives the same information for the education level of mothers, by faculty of student. Here again the students in Medicine reported the highest percentage, 16 p.c., of mothers with university degrees. The other faculties range from Education, 4 p.c. to Engineering, 9 p.c. It was to be expected that the percentage of mothers with degrees would be below that for fathers since the 1961 Census shows that 71 p.c. of university degrees are held by men and 29 p.c. by women. The numbers as shown here are in about the same ratio as for population at large (1:2.4 cf. 1:2.8).

TABLE 27. Education of Mother, by Faculty of Student

Faculty of student	University degree	Some university	High school graduation	Some high school	Elementary school plus trade training	Nothing beyond elementary school	Total
	per cent						
Canada							
Arts and Letters	8.5	10.1	27.3	23.1	5.1	25.9	100.0
Science	8.5	8.3	31.8	22.2	5.4	23.8	100.0
Commerce	7.7	11.7	31.8	22.6	4.7	21.5	100.0
Education	3.9	4.7	20.6	20.6	5.1	45.1	100.0
Engineering	9.1	9.1	28.3	20.7	6.5	26.3	100.0
Law	4.3	5.8	29.0	20.3	8.7	31.9	100.0
Medicine	16.2	10.8	27.0	20.3	8.1	17.6	100.0
Social work	7.6	7.6	38.0	21.5	5.1	20.2	100.0
Agriculture	4.9	13.6	24.7	21.0	7.4	28.4	100.0
Philosophy	6.5	5.4	21.5	25.8	7.5	33.3	100.0
Psychology, Child study and Sociology	6.9	7.4	30.6	22.0	3.7	29.4	100.0
All other faculties	7.8	7.3	31.7	25.4	5.9	21.9	100.0
Totals	**8.0**	**8.7**	**29.2**	**22.3**	**5.5**	**26.3**	**100.0**

Summer Occupations of Students

The question in the survey concerning the summer activity of the students was limited to discovering whether they worked, were unable to find jobs, or did not look for work. Table 28 shows that about 49 p.c. of the students who reported, or 1,636, worked; another 48 p.c. did not look for work; and 3 p.c. were unable to find suitable jobs. The largest percentage who "did not look for work" had fellowships which enabled them to spend the summer studying, or found it profitable to continue their research work, reading or thesis topic. It is rather serious to have some 100 graduate students unable to find work. They would have been better off if the universities were operated on a three session full-year basis, and if loans were available at a low rate of interest. It is likely that a large percentage of those who did not look for work, but were occupied with their studies, would take advantage of a third session.

More married than single students did not look for work, and more of the single than married were unable to find jobs. Age seemed to be a factor in securing employment for the single; the younger had more difficulty except for those 30 and over.

TABLE 28. Summer Activity 1961 – Single and Married Students by Age and Sex

Sex, age, marital status	Did not look for work	Unable to find work	Worked for pay	Total
	per cent			
Canada				
Male:				
Single	41.1	3.0	55.9	100.0
Under 23	28.7	3.7	67.6	100.0
23-24	42.3	2.7	55.0	100.0
25-29	47.2	2.5	50.3	100.0
30 and over	59.5	4.3	36.2	100.0
Married[1]	53.7	2.3	44.0	100.0
Under 25	50.4	2.8	46.8	100.0
25-29	54.7	1.4	43.9	100.0
30-34	53.7	2.7	43.6	100.0
35 and over	55.9	3.6	40.5	100.0
Totals	**46.6**	**2.7**	**50.7**	**100.0**
Female:				
Single	49.0	3.5	47.5	100.0
Under 23	38.5	5.2	56.3	100.0
23-24	55.9	4.3	39.8	100.0
25-29	52.0	1.3	46.7	100.0
30 and over	64.1	–	35.9	100.0
Married[1]	67.7	2.5	29.8	100.0
Under 25	63.3	–	36.7	100.0
25-29	62.1	3.4	34.5	100.0
30-34	75.8	3.0	21.2	100.0
35 and over	70.2	4.3	25.5	100.0
Totals	**54.3**	**3.2**	**42.5**	**100.0**

[1] Includes widowed and divorced students.

Table 29 gives a percentage distribution of graduate students according to the 10 categories of summer jobs selected. The largest number worked at jobs related to their college work followed by jobs requiring special skills. Apart from the limited numbers working at the university and connected to armed forces training, the number in any one category was small, e.g., the largest number was 65 classed as labourer. It would probably be more profitable in the long run for most of these students to borrow money to take classes if the university were operated on a year-round basis. The benefits from working as compared with the undergraduate years are perhaps marginal.

TABLE 29. Summer Work 1961 – Types of Jobs of Single and Married Students by Sex

Type of job	Male			Female		
	Single	Married[1]	Total	Single	Married[1]	Total
	per cent					
Canada						
Worked at university	3.2	4.6	3.7	6.7	8.5	7.1
Jobs related to course	37.6	61.1	46.5	36.8	34.1	36.2
Jobs requiring special skills	32.9	22.9	29.1	37.8	34.0	37.1
R.O.T.P. (C.O.T.C., etc.)	4.1	3.1	3.7	--	--	--
Store clerk, cashier, etc.	4.3	1.6	3.3	--	--	--
Waiter, bell-boy, cook, etc.	2.9	0.9	2.2	--	--	--
Recreation worker, etc.	4.3	1.6	3.3	--	--	--
Factory worker, truck or bus driver	1.5	1.8	1.6	--	--	--
Labourer	6.7	0.9	4.5	--	--	--
Worked for parents	1.2	0.2	0.8	--	--	--
Other and not reported	1.3	1.3	1.3	18.7[2]	23.4[2]	19.6[2]
All jobs	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

[1] Includes widowed and divorced students.
[2] Includes above categories where sample is two small to provide meaningfull percentages.

Percentage of student workers who saved various amounts from summer jobs are shown in Table 30. Median savings for the four months was $476—about adequate for tuition and other fees. However, 20 p.c. of all students saved more than $1,000 as compared with 18 p.c. who saved nothing. As with the undergraduates, some took jobs in recreation which have social value but bring little remuneration.

TABLE 30. Summer Work 1961—Savings from Summer Job

Type of job	No savings	Less than $150	$150-249	$250-499	$500-999	$1,000 or more	Total	Median savings[1]
	per cent							$
Canada								
Worked at university	16.9	7.0	9.9	22.5	32.4	11.3	100.0	430
Other jobs related to course	18.0	3.8	6.6	15.9	27.2	28.5	100.0	605
Jobs requiring special skills	13.9	7.8	10.6	21.7	29.4	16.6	100.0	454
R.O.T.P. (C.O.T.C., etc.)	60.7	—	1.8	7.1	23.2	7.2	100.0	nil
Store clerk, cashier, etc.	16.4	13.1	13.1	19.7	27.9	9.8	100.0	344
Waiter, bell-boy, cook, etc.	16.7	2.4	14.3	26.2	33.3	7.1	100.0	408
Recreation worker, etc.	15.0	10.0	23.3	20.0	23.3	8.4	100.0	275
Factory worker, truck or bus driver	13.0	8.7	4.4	39.1	26.1	8.7	100.0	403
Labourer	12.3	4.6	21.5	18.5	40.0	3.1	100.0	407
All jobs	**17.7**	**5.7**	**9.4**	**19.0**	**28.2**	**20.0**	**100.0**	**476**

[1] Calculated for all students including those with no savings.

Monthly rates of pay are shown, for graduate students who worked during the summer, in Table 31, which gives percentages receiving various monthly rates of pay, for male and female students, and for single students at home and away from home and married students. Table 32 gives percentages receiving various categories of monthly rates of pay from below $100 to $500 or more for males and females with the jobs classified into some 10 categories.

TABLE 31. Monthly Pay for Summer Work

Rate of pay	(i) by sex			Rate of pay	(ii) by living arrangement		
	Male	Female	Total		Single		Married, with spouse
					At home	Away	
	per cent				per cent		
Canada				Canada			
Less than $200	12.8	37.0	16.2	Less than $200	25.8	15.4	10.3
$200-$299	25.4	40.1	27.4	$200-$299	37.1	31.0	16.1
300-399	26.1	15.4	24.6	300-399	22.5	27.5	23.0
400 or more	35.7	7.5	31.8	400 or more	14.6	26.1	50.6
Totals	**100.0**	**100.0**	**100.0**	**Totals**	**100.0**	**100.0**	**100.0**
Median $	*344*	*231*	*325*	*Median* $	*264*	*312*	*412*

TABLE 32. Monthly Rates of Pay for Specified Summer Jobs, 1961

Type of summer job, sex	Less than $100	$100 - 199	$200 - 299	$300 - 399	$400 - 499	$500 or more	Total	Median monthly rate
	per cent							$
Canada								
Male:								
Worked at university	—	7.4	57.4	13.0	7.4	14.8	100.0	274
Other jobs related to course	0.9	7.1	13.3	28.7	33.9	16.1	100.0	400
R.O.T.P. (C.O.T.C., etc.)	3.8	—	34.6	28.9	17.3	15.4	100.0	340
Jobs requiring special skills	3.2	10.1	31.0	25.5	19.4	10.8	100.0	322
Store clerk, cashier, etc.	—	18.7	41.7	31.2	4.2	4.2	100.0	275
Waiter, bell-boy, bartender, etc.	9.7	32.3	35.5	16.1	3.2	3.2	100.0	223
Recreation worker, etc.	8.3	20.8	41.7	14.6	8.3	6.3	100.0	250
Factory worker, truck or bus driver	8.7	21.8	43.5	13.0	13.0	—	100.0	245
Labourer	3.1	23.1	40.0	30.7	3.1	—	100.0	260
Worked for parents	18.2	36.3	36.4	9.1	—	—	100.0	188
All summer jobs	**2.4**	**10.4**	**25.4**	**26.1**	**23.4**	**12.3**	**100.0**	**345**
Female:								
Worked at university	17.6	17.7	23.5	17.6	11.8	11.8	100.0	263
Other jobs related to course	6.2	17.3	40.7	22.2	9.9	3.7	100.0	265
Jobs requiring special skills	4.5	30.7	52.3	11.4	1.1	—	100.0	228
Store clerk, cashier, etc.	38.5	46.1	15.4	—	—	—	100.0	125
Waitress, cook, etc.	27.3	54.5	9.1	9.1	—	—	100.0	142
Recreation worker, etc.	16.7	41.7	33.3	8.3	—	—	100.0	180
All summer jobs	**9.7**	**27.3**	**40.1**	**15.4**	**4.9**	**2.6**	**100.0**	**232**

Students with Part-time Jobs

Four out of five students did not have part-time jobs. Both male and female students under 23 had more jobs than those a couple of years older but the percentage with jobs then increased with age, except for married female students. The highest percentage, 33 p.c., was for married men 35 and up and married women 30 and over, as shown in Table 33.

About 4 p.c. of students worked for the university, 7 p.c. worked at jobs related to their course work, 5 p.c. at jobs requiring special skills and 3.5 p.c. at a miscellaneous assortment of jobs. Among the 670 reporting part-time work, 289 were single men, 266 married men, 91 single women and 24 married women.

TABLE 33. Single and Married Students by Age and Sex, with Part-time Jobs

Sex, age, marital status	All students	With part-time job		Type of job			
		Number	Per cent	Worked at university	Other jobs related to course	Jobs requiring special skills	All other types
				per cent			
Canada							
Male:							
Single:							
Under 23	463	80	17.3	3.7	4.5	4.1	5.0
23-24	558	89	15.9	4.3	4.8	2.9	3.9
25-29	473	97	20.5	4.7	6.3	4.9	4.6
30 or older	116	23	19.8	3.4	7.8	5.2	3.4
Totals	**1,610**	**289**	**18.0**	**4.2**	**5.4**	**4.0**	**4.4**
Married:[1]							
Under 25	282	46	16.3	3.9	6.7	3.9	1.8
25-29	579	110	19.0	3.1	9.2	5.0	1.7
30-34	220	55	25.0	2.7	13.2	5.0	4.1
35 or older	168	55	32.7	4.2	14.9	10.1	3.5
Totals	**1,249**	**266**	**21.3**	**3.4**	**10.1**	**5.4**	**2.4**
Totals	**2,859**	**555**	**19.4**	**3.8**	**7.5**	**4.6**	**3.5**
Female:							
Single:							
Under 23	174	37	21.3	4.6	8.0	4.6	4.1
23-24	93	15	16.1	5.4	5.4	3.2	2.1
25-29	75	18	24.0	5.3	6.7	5.3	6.7
30 or older	64	21	32.8	9.4	14.0	9.4	—
Totals	**406**	**91**	**22.4**	**5.7**	**8.1**	**5.2**	**3.4**
Married:[1]							
Under 25	49	9	18.4	4.1	4.1	8.2	2.0
25-29	27	4	14.8	3.7	—	7.4	3.7
30-34	33	5	15.2	9.1	—	6.1	—
35 or older	47	6	12.8	2.1	6.5	2.1	2.1
Totals	**156**	**24**	**15.4**	**4.5**	**3.2**	**5.8**	**1.9**
Totals	**562**	**115**	**20.5**	**5.3**	**6.8**	**5.3**	**3.1**
All students	**3,421**	**670**	**19.6**	**4.1**	**7.3**	**4.7**	**3.5**

[1] Includes widowed and divorced students.

Table 34 shows the number of hours worked per week for students with part-time jobs. For the 472 reporting males, 24 p.c. worked from 1-4 hours, 24 p.c. worked from 5-9 hours, 23 p.c. worked from 10 to 20 hours, 20 p.c. worked from 20-39 hours and 9 p.c. worked 40 or more. The female students worked fewer hours; 55 p.c. worked 9 or less hours per week, 26 p.c. from 10-19 hours, 15 p.c. from 20-39 and 4 p.c. 40 or more.

TABLE 34. Number of Hours Per Week at Part-time Job

Type of part-time job, sex	Hours per week							
	1-4	5-9	10-14	15-19	20-29	30-39	40+	Total
	per cent							
Canada								
Male:								
Worked at university	34.6	37.5	13.5	1.9	8.6	1.0	2.9	100.0
Other jobs related to course	16.2	13.1	9.0	13.8	23.9	8.4	15.6	100.0
R.O.T.P. (C.O.T.C., etc.)	47.4	36.8	–	–	10.5	5.3	–	100.0
Jobs requiring special skills	23.8	23.8	16.7	10.3	10.3	7.2	7.9	100.0
Store clerk, cashier, etc.	11.8	35.2	11.8	17.6	11.8	–	11.8	100.0
Waiter, bell-boy, bartender, etc.	12.5	25.0	43.8	–	12.5	6.2	–	100.0
Recreation worker, etc.	53.8	15.4	7.7	15.4	7.7	–	–	100.0
All part-time jobs	**24.2**	**23.5**	**13.4**	**9.3**	**15.0**	**5.5**	**9.1**	**100.0**
Female:								
Worked at university	29.2	29.2	25.0	–	12.5	–	4.1	100.0
Other jobs related to course	33.3	20.0	13.3	6.7	13.3	3.4	10.0	100.0
Jobs requiring special skills	42.9	21.4	14.3	7.1	3.6	10.7	–	100.0
All part-time jobs	**33.0**	**22.3**	**20.2**	**5.3**	**9.6**	**5.3**	**4.3**	**100.0**

Student Expenditure

The cost of a year at college is often basic to a decision as to whether or not a student enrolls. As shown by the survey the range of costs varies widely. A small percentage of students, including some in Education in Newfoundland, reported spending from $450 to $550, whereas one or two who were successful reported spending around $15,000 during the year and one spent over $25,000, $20,000 on durable goods. Median expenditure which is not affected by extreme cases is the best measure available to indicate normal costs.

Table 35 reports median expenditures of $1,426 and $1,893 for single male graduates at home and not at home; $1,258 and $1,861 for single female students at home and away, and $3,610 for married students.

TABLE 35. Total Expenditure

Cost	Male, single		Female, single		Married, with spouse
	At home	Away	At home	Away	
	per cent				
Canada					
Less than $800	6.3	0.2	15.1	0.4	0.2
$ 800-$ 999	11.7	0.9	18.0	0.9	0.6
1,000- 1,199	16.1	2.8	14.0	7.3	0.4
1,200- 1,399	14.3	9.6	9.9	12.8	0.6
1,400- 1,599	12.1	13.8	12.2	11.1	1.5
1,600- 1,799	7.0	16.3	5.2	14.1	1.7
1,800- 1,999	7.4	13.7	4.7	11.1	2.7
2,000- 2,499	14.1	23.5	11.0	25.6	10.0
2,500- 2,999	5.8	10.8	2.9	11.1	14.4
3,000- 3,999	4.3	6.6	4.1	3.4	29.3
4,000- 4,999	0.5	0.9	0.6	2.2	19.7
5,000 or more	0.4	0.9	2.3	–	18.9
Totals	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Median $	*1,426*	*1,893*	*1,258*	*1,861*	*3,610*

Table 36 gives percentage expenditure by single students at home and away from home and married students for selected items shown as education and living costs. There is little difference between male and female patterns of expenditure except that the women spent less on recreation and capital costs and more on clothing, cleaning and laundry, and room and board, although this is more pronounced for those at home than away from home. The pattern for married students, who must maintain a household for their family, is quite different with education costs accounting for only 12 p.c. of the total.

TABLE 36. Expenditure on Education and Living Cost Items

Items of expenditure	Single				Married, with spouse
	At home		Away		
	Male	Female	Male	Female	
	per cent				
Canada					
Fees (tuition, etc.)	21.2	22.4	16.2	17.2	8.0
Dues (fraternity, etc.)	0.7	0.6	0.5	0.3	0.2
Textbooks	4.3	4.4	3.5	3.0	1.7
School supplies and equipment	1.3	1.2	1.1	1.1	0.7
Transportation (home)	2.0	1.5	3.7	4.2	1.2
Education costs	*29.5*	*30.1*	*25.0*	*25.8*	*11.8*
Transportation (local)	4.5	3.7	1.8	1.7	2.0
Recreation, refreshments, cigarettes, etc.	15.0	7.6	10.5	6.3	4.8
Grooming (haircuts, laundry, etc.)	2.6	4.3	3.0	3.6	2.2
Clothing	8.5	14.1	5.7	8.8	4.6
Health	3.4	5.3	2.3	3.3	3.5
Durable items	11.2	7.1	7.7	3.0	9.7
Room and board or household operating costs	16.9	20.6	37.4	39.9	52.0
Church and charitable donations	1.2	1.5	0.8	1.5	1.4
Other	7.2	5.7	5.8	6.1	8.0
Living costs	*70.5*	*69.9*	*75.0*	*74.2*	*88.2*
Total costs	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Some idea of the relative percentages of their budget that is expended on various items is shown for married undergraduate and graduate students and for urban families, Table 37. Average monthly expenditure for the three groups, considering the university year as eight months, is not too different, being $420 for undergraduates, $484 for graduates and $464 for urban families. The percentages, however, as might be expected, vary appreciably with education costs being much higher for the students; and because temporary quarters are likely to cost more, the proportion going to household operation is higher. On the other hand recreation, refreshments, etc. are down as is clothing, health costs and charity and other miscellaneous items not listed. Patterns of expenditure for the undergraduate and graduate student are not too dissimilar.

The table shows a need for moderately-priced housing accommodation if we wish to increase the number of graduate students.

TABLE 37. Expenditure of Married Students Compared with that of Urban Families

Items of expenditure	Married students		Urban families[1]
	Undergraduate	Graduate	
	per cent		
Canada			
Education (fees, dues, textbooks, school supplies)	16.2	10.5	0.7
Household operation	48.2	52.0	43.3
Transportation	3.4	3.2	6.4
Recreation, refreshments, cigarettes, etc.	5.4	4.9	7.7
Grooming (haircuts, laundry, etc.)	2.2	2.2	2.9
Clothing	4.5	4.6	8.9
Health	2.8	3.5	4.3
Durable items (car, T.V., furniture, etc.)	9.6	9.7	9.9
Church and charitable donations	1.2	1.4	3.0
Other	6.5	8.0	12.9
Totals	**100.0**	**100.0**	**100.0**
Average total expenditure[2] $	*3,362*	*3,868*	*5,570*
Average expenditure per month $	*420*	*484*	*464*

[1] DBS publication *Urban Family Expenditure, 1959.*
[2] Students' expenditure is for the college year, i.e. about 8 months.

Table 38 gives the total expenditure for those students who own an automobile, those students who have use of an automobile and for students who neither own nor have the use of an automobile. Expenditure on the average was identical for the latter two groups but 60 p.c. higher for those owning an automobile, a fair percentage of whom were married and with families. About 4 p.c. who owned cars spent less than $1,200 for the year compared with 21 p.c. who had use of one and 16 p.c. who did not. It might be argued that most married students and students who commuted more than walking distance, where no public conveyance was readily available, would consider an automobile a necessity, but in many instances this was not the basis for ownership.

TABLE 38. Total Expenditure for Students who (i) Own a Car, (ii) Have Use of a Car, and (iii) Do Not Have Use of a Car

Use of automobile	Less than $1,200	$1,200-1,599	$1,600-1,999	$2,000-2,499	$2,500-2,999	$3,000-3,999	$4,000 or more	Total	Median expenditure
	per cent								$
Canada									
Students who:									
Own an automobile	3.8	8.3	10.6	15.8	13.2	21.3	27.0	100.0	2,935
Have use of an automobile	20.7	19.4	16.8	15.1	9.9	9.1	9.0	100.0	1,836
Do not have use of an automobile	15.6	22.1	20.9	16.6	9.1	9.0	6.7	100.0	1,836
Totals	**10.2**	**15.2**	**15.7**	**16.1**	**11.1**	**15.0**	**16.7**	**100.0**	**2,277**

Student Income

There is generally something of a sacrifice on the part of students who enroll in graduate work, although the amount in terms of what money can buy varies rather widely from student to student. In addition to the actual outlay there is income foregone, the amount which would have been earned if the student had been working instead of attending college. For graduate students this is an appreciable sum for the years needed. This is not to suggest that his life-time earnings will not be greater nor that he will not get greater satisfaction from both post-graduate studies and work accepted as a graduate student.

Table 39 gives the average income reported by single and married students in the selected faculties. As might be expected income received is closely related to expenditure. A few students expected to save money and some others were not sure at the time of the survey where they were going to obtain needed funds to complete the year.

TABLE 39. Average Income for Single and Married Students in Selected Faculties

Faculty	Single students		Married, living with spouse
	Living at home	Living away from home	
	dollars		
Canada			
Arts and Letters	1,606	1,985	4,015
Science	2,210	2,423	3,860
Commerce	1,544	2,111	4,226
Education	2,103	2,476	4,766
Engineering	2,461	2,373	4,121
Law	1,754	1,977	3,764
Medicine	3,621	3,275	5,436
Social work	1,435	2,097	3,846
Agriculture	1,874	2,126	3,450
Philosophy	2,242	1,856	4,301
Psychology, Child Study and Sociology	1,509	1,973	3,725
All other faculties	1,769	2,245	4,411
Totals	**1,920**	**2,233**	**4,062**

The survey indicates that only about one out of twenty of the graduate students, or fewer than 200, received $1,000 or more from their parents for the school year; and less than 300 or about one in twelve received $600 or more. Only 8 p.c. of the married students received an appreciable amount from home but the median amount received by them, $625, was higher than the amount received by the single graduates where about one-quarter received such money. Table 40 shows the percentages of single and married students receiving various amounts from home. It is, however, safe to assume that the students living at home receive additional benefits and the majority receive free board and room, an appreciable consideration.

TABLE 40. Family Contributions for Single Students at Home and Away from Home and Married Students

Funds from family	Single students		Married, living with spouse
	Living at home	Living away from home	
	per cent		
Canada			
No funds from family	72.7	75.0	91.6
With funds from family:			
Less than $200	4.3	6.5	1.6
$ 200-$ 399	5.7	4.4	1.5
400- 599	6.5	3.3	1.0
600- 799	3.2	2.2	0.8
800- 999	2.3	1.7	0.5
1,000- 1,499	3.4	3.0	1.6
1,500 or more	1.9	3.9	1.4
Totals with funds	**27.3**	**25.0**	**8.4**
All students	**100.0**	**100.0**	**100.0**
Median family funds $	*512*	*497*	*625*

Table 41 is somewhat more complex. Showing percentages, it relates funds received from family to students with and without scholarships and fellowships. Since the amount, $810, given by parents to 29.5 p.c. of students with neither scholarships nor fellowships is considerably higher than sums contributed to those who have one, or the other, or both, contributions must be related to need and may be a determining factor as to whether or not a student enrolls in the graduate division.

TABLE 41. Family Contributions in Relation to Possession of a Scholarship or Fellowship

Funds from family	Neither scholarship nor fellowship	Scholarship only	Fellowship only	Both scholarship and fellowship	All students
	per cent				
Canada					
No funds from family	70.5	75.1	89.0	88.7	81.3
With funds from family:					
Less than $200	3.8	6.1	2.9	4.8	4.0
$ 200-$ 399	2.9	5.2	3.4	2.2	3.4
400- 599	4.5	4.8	1.7	2.0	3.1
600- 799	3.4	2.7	0.8	0.4	1.8
800- 999	2.9	1.9	0.1	0.7	1.3
1,000- 1,499	5.1	3.1	1.4	0.6	2.6
1,500 or more	6.9	1.1	0.7	0.6	2.5
Total with funds	**29.5**	**24.9**	**11.0**	**11.3**	**18.7**
All students	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Median family funds $	*810*	*448*	*353*	*277*	*526*

Table 42 for married students reports the activities of the spouse and funds supplied. These items undoubtedly provided one of the most difficult problems for those reporting because of the variety of situations. Among the married students were families maintaining two households, or one household with the spouse in residence, or broken homes. It was probably difficult to categorize wives as working full-time or keeping house full-time or attending university full-time, etc., since part-time can mean either part of the day or part of the year. There was also room for variety in interpretation as indicated by the wives who worked full-time but did not have to support their husbands, and the wives who kept house but contributed from other sources. The table is included as representing what the correspondents reported, but reflects under-reporting in most cases. It was retained as it indicates to some extent the importance of the contributions of the spouse.

TABLE 42. Married Students — Funds Supplied by Spouse

Activities of spouse	Percentage distribution	Funds supplied by spouse									
		Nil	Less than $250	$250-499	$500-999	$1,000-1,499	$1,500-1,999	$2,000-2,999	$3,000 or more	Total	Average funds[1]
	per cent										$
Canada											
Working for pay full-time	42.9	15.9	3.2	4.0	11.5	14.2	14.3	22.5	14.4	100.0	1,946
Attending university full-time	6.4	64.8	4.6	5.7	15.9	5.7	1.1	1.1	1.1	100.0	865
Keeping house full-time	40.6	85.5	3.6	2.1	4.4	2.0	1.1	1.1	0.2	100.0	811
Working for pay and attending university	3.9	37.0	5.5	—	13.0	7.4	14.8	13.0	9.3	100.0	1,818
Other	6.2	32.9	2.4	5.9	23.5	16.5	12.9	5.9	—	100.0	1,123
All married students	**100.0**	**49.2**	**3.5**	**3.3**	**9.7**	**8.6**	**8.0**	**11.0**	**6.7**	**100.0**	**1,694**

[1] Calculated for those who contributed funds.

Section 2. Canadian and Non-Canadian Graduate Students

The tables in this section provide comparable information on the 3,561 Canadian (3,426 excluding members of orders), and 1,015 non-Canadian graduate students who participated in the survey. There is some repetition of information with that given for each separately, elsewhere. Table 43 gives a regional distribution of the students, their marital status and faculty in which they were enrolled.

TABLE 43. Canadian and Non-Canadian Graduate Students showing: (i) Regional Distribution, (ii) Marital Status, and (iii) Faculty

Region and marital status	Graduate students		Faculty	Graduate students	
	Canadian	Non-Canadian		Canadian	Non-Canadian
	number			per cent	
Region:			Faculty:		
East	137	43	Arts, Letters, etc.	21.0	17.9
Quebec	1,116	195	Science	30.2	39.7
Ontario	1,291	435	Commerce	7.8	2.2
West	882	342	Education	7.1	2.6
Totals	**3,426**	**1,015**	Engineering	9.6	12.4
			Law	2.0	1.1
			Medicine	2.1	3.2
Marital status:			Social work	2.3	1.7
Single, at home	726	672	Agriculture	2.3	5.6
Single, away from home	1,290		Philosophy	2.7	3.2
Married, with spouse	1,347	343	Psychology, etc.	7.0	4.6
All others	63		All others	5.9	5.8
			Totals	**100.0**	**100.0**

Age, sex and marital status are given in Table 44 for both the Canadian and non-Canadian students. About 46 p.c. of Canadian students were under age 25 as compared with 30 p.c. for non-Canadians. Again there was a somewhat larger percentage of Canadians 35 years or older, 9.5 p.c. compared with 8 p.c. The percentages by sex and marital status were not too different for the two groups although the percentage of female students was somewhat higher for the Canadians, as was the number married.

TABLE 44. Age, Sex, and Marital Status of Canadian and Non-Canadian Graduate Students

Age	Graduate students		Sex and marital status	Graduate students	
	Canadian	Non-Canadian		Canadian	Non-Canadian
	per cent			per cent	
Age:			Sex:		
Under 21	2.5	0.2	Male	82.3	86.8
21-24	43.6	29.5	Female	17.7	13.2
25-29	33.0	43.9	Marital status:		
30-34	11.4	18.5	Single	56.6	66.2
35 or older	9.5	7.9	Other[1]	43.4	33.8
Totals	**100.0**	**100.0**	**Totals**	**100.0**	**100.0**

[1] Includes religious students.

Table 45 compares the place of residence of non-Canadian students with that of the single Canadian graduates, and distance they were from the campus. The largest percentage of non-Canadian students, 38 p.c., lived in rented houses or apartments while going to college, compared with 29 p.c. for Canadians. Another 33 p.c. of non-Canadians and 24 p.c. of Canadians lived in private homes or boarding houses, and 26 p.c. of non-Canadian students and 10 p.c. of Canadian students lived in college residences. The remaining 4 p.c. of non-Canadian and 37 p.c. of Canadian students lived at home, in fraternities, or with relatives, etc. Married students were omitted in this table as nearly all of them reported living in owned or rented premises.

Because a large percentage of non-Canadians were mainly interested in securing suitable lodging near the campus, 96 p.c. of them lived within walking distance, less than five miles from the campus, and of these three-quarters lived within a mile. Of the Canadians, 80 p.c. lived within five miles of the campus and over half of them were within a mile. Some however, lived 20 miles away or farther.

TABLE 45. Place of Residence and Distance from Campus of Single Canadian and Non-Canadian Graduate Students

Place of residence	Single graduate students		Distance from campus	Single graduate students	
	Canadian	Non-Canadian		Canadian	Non-Canadian
	per cent			per cent	
Private home or boarding house	24.0	33.0	Less than 1 mile	43.0	72.7
College-operated residence	10.4	25.7	1- 4 miles	37.0	23.3
Rented house or apartment	28.6	37.7	5- 9 miles	11.4	3.3
			10-19 miles	7.2	0.6
All other	37.0	3.6	20 miles or farther	1.4	0.1
Totals	**100.0**	**100.0**	**Totals**	**100.0**	**100.0**

Whether or not a student receives financial help may be a determining factor in post-graduate education. It is interesting to note that 54 p.c. of both Canadian and non-Canadian students received fellowships and that the average value of these was not too different, $1,748 for non-Canadians compared with $1,665 for Canadians. There was, however, greater concentration at the $1,500 - $2,500 level for the non-Canadian students.

TABLE 46. Fellowships Awarded to Canadian and Non-Canadian Graduate Students[1]

Amount of fellowship	Graduate students	
	Canadian	Non-Canadian
	per cent	
No fellowship	46.0	46.0
Less than $500	6.6	4.8
$ 500 - $ 999	8.9	5.6
1,000 - 1,499	8.2	8.4
1,500 - 1,999	9.7	12.6
2,000 - 2,499	10.5	14.3
2,500 - 2,999	4.9	4.6
3,000 or more	5.2	3.7
Totals	**100.0**	**100.0**
Average value of fellowship ..... $	*1,665*	*1,748*

[1] Excluding religious students.

When expenditures by the Canadian and non-Canadian graduate students were compared it was found that among single students, Canadians spent less on the average, $1,862, than the non-Canadian students who spent $2,154. However, the married Canadians spent $3,846 compared with $2,977 for the married non-Canadian students. Looking at the distributions in Table 47 it appears that considerably more than twice as many single Canadian as non-Canadian students spent less than $1,400, probably because most of these students lived at home. Among the married students, twice as many Canadian as non-Canadian students spent $4,000 or more. Many of these were maintaining normal households and supporting at least average-sized families. Table 37 reported $5,570 as the average 12-month expenditure for urban families.

TABLE 47. Total Expenditures for Single and Married Canadian and Non-Canadian Graduate Students[1]

Total expenditures	Single graduate students		Total expenditures	Married graduate students[2]	
	Canadian	Non-Canadian		Canadian	Non-Canadian
	per cent			per cent	
Under $1,000	8.5	0.4	Under $1,000	0.8	0.9
$1,000-$1,399	19.1	12.2	$1,000-$1,399	1.3	3.2
1,400- 1,999	36.4	31.7	1,400- 1,999	6.0	18.4
2,000- 2,499	20.1	29.9	2,000- 2,499	10.4	21.3
2,500- 2,999	8.8	14.3	2,500- 2,999	14.5	14.9
3,000- 3,999	5.4	10.3	3,000- 3,999	28.7	21.8
4,000 or more	1.7	1.2	4,000 or more	38.3	19.5
Totals	**100.0**	**100.0**	**Totals**	**100.0**	**100.0**
Average expenditure $	*1,862*	*2,154*	*Average expenditure* $	*3,846*	*2,977*

[1] Excluding religious students.
[2] Including widowed and divorced.

Table 48 shows the funds received by Canadian and non-Canadian graduate students from their parents. About 83 p.c. of the non-Canadians compared with 74 p.c. of the Canadian students received no funds from home. For those who did, the non-Canadian students averaged $990 compared with $672 for Canadians.

TABLE 48. Funds Received from Family – Single Canadian and Non-Canadian Graduate Students[1]

Amount of funds from family	Single graduate students	
	Canadian	Non-Canadian
	per cent	
None	74.2	83.1
Less than $200	5.7	1.9
$ 200-$ 399	4.8	2.4
400- 599	4.5	2.7
600- 799	2.5	2.5
800- 999	1.9	0.6
1,000- 1,499	3.2	1.6
1,500 or more	3.2	5.2
Totals	**100.0**	**100.0**
Average amount of funds from family $	*672*	*990*

[1] Excluding religious students.

To indicate differences in the sources of funds a number of comparisons were made, covering the numbers listing gifts from relatives and friends, earnings from part-time jobs, and funds from wife. Table 49 shows the percentages for Canadian and non-Canadian students. Less than 10 p.c. of all graduate students received appreciable sums from relatives and friends, the amounts ranging from $133 for single Canadians to around $300 for all others.

More than twice as large a percentage of Canadian as non-Canadian students reported earnings from part-time jobs, about one-fifth compared with one-tenth, and the amounts reported were higher for the Canadian students and highest for those who were married.

Again, the percentage of Canadian husbands receiving financial help from their wives was more

than twice as high as for non-Canadian students; and for Canadian wives about one and a half times as great as for non-Canadian wives. The average amounts received by the two groups of husbands were about equal, but wives of Canadian husbands who received money from their husbands received on the average $1,890 compared with $1,074 for non-Canadians.

TABLE 49. Some Sources of Income of Canadian and Non-Canadian Graduate Students[1]

Item	Graduate students	
	Canadian	Non-Canadian
Percentage of students receiving gifts from relatives, friends, etc.:		
Single ..... %	9.9	7.4
Married, etc. ..... %	8.8	6.2
Average amount of gifts from relatives, friends, etc.:		
Single ..... $	133	301
Married, etc. ..... $	301	296
Percentage of students with earnings from part-time jobs:		
Single ..... %	18.4	8.8
Married, etc. ..... %	20.4	9.0
Average earnings from part-time jobs:		
Single ..... $	881	614
Married, etc. ..... $	2,313	482
Percentage of married male students receiving funds from wife ..... %	48.2	23.2
Average amount of funds from wife ..... $	1,661	1,685
Percentage of married female students receiving funds from husband ..... %	62.7	39.1
Average amount of funds from husband ..... $	1,890	1,074

[1] Excluding religious students.

UNDERGRADUATE STUDENTS (IN ADDITION TO PART II)

It is seldom that any study reports all of the possible combinations of responses obtained from a questionnaire form. Selection of items to be shown are determined somewhat subjectively, since they represent topics brought to the attention of the writer, or those already of interest to him because of his background. There are also questions of complexity, of difficulty of obtaining cross classifications, of significance of response because of numbers or numbers responding, and of validity of the response. Urgency in making the information available is often a limiting factor in determining the extent of analysis undertaken. This section reports data, additional to those shown in Part II, the report on undergraduate students, which were not available at the time. They should be considered in conjunction with Part II as they all refer to all or some of the same students.

Distance from Home to the Campus

The first group of tables presented in this section relates distance between the student's home and the college he attended to his home locality, faculty in which he was enrolled and total expenditure. Table 50 shows the relationship between type of home locality and distance from home to college for students in the four regions. For the four areas, from 3-10 p.c. who lived on farms were less than 10 miles from the campus. Another 31-41 p.c. of rural students in the West, East and Quebec, and 50 p.c. in Ontario, dwelt between 10 and 99 miles from the campus. The remainder was made up of from 38 p.c. in Ontario to 60 p.c. in the West who were from 100 to 499 miles away, and from 5 to 11 p.c. who lived more than 500 miles from the university they attended.

As might be expected, more than half the students had homes in cities of 100,000 and over within 10 miles of the campus—in Quebec the percentage was as high as 87 p.c., and for all Canada 71 p.c. For centres under 10,000 population the percentages were 8, 38, 42 and 12 for distances 1-9, 10-99, 100-499 and 500 miles and over. For towns and cities of from 10,000 to 99,999 similar percentages were, 30, 31, 29 and 10. As might be expected students in the larger cities have the advantage of short distances and are more numerous.

Table 51 was based on much of the same data, except that here locality and distance from campus are related to the eight faculties selected. It will be noted that in Arts-Science 77 p.c. of farm students came from 25 or more miles away; whereas about 86 p.c. from centres of 100,000 or over lived within 25 miles of the college. In Education 90 p.c. of farm students lived between 25 and 500 miles of their college, more than half of the total being between 100 and 499 miles. Only 12 p.c. of Education students from cities of 100,000 or over lived as far as 25 miles from the college. The pattern for Engineering is similar although the percentages differ. In Law, Medicine, Dentistry and Pharmacy the majority of students came from more than 25 miles away except in the cities of 100,000 and over where these faculties are generally found. There is a more even distribution for students in the Classical Colleges, but since all were located in Quebec, about 9 p.c. lived from 100 to 499 miles from the college and 1.5 p.c. more than 500 miles away.

Table 52 was computed to show any relationships to be found between the student's home by type of locality and distance from campus, to student's total expenditure. Expenditure is related to distance, except that those within three miles generally spend more than students from 3-10 miles. Since the number of students staying at home is also related to distance from campus, the greatest percentage being from 3 p.c. to 10 p.c., this is one of the factors causing the increase with distance along with transportation costs. Average expenditure for students on a farm, or in the various centres selected is about the same; the greater numbers, whose homes are near the campus in the larger cities, have lower expenses which compensate for the larger amounts spent by those coming from 500 miles or more to attend college.

TABLE 50. Distance from Students' Homes to College, in Four Regions

Home locality and region	Distance from students' homes to college						
	Less than 3 miles	3-9 miles	10-24 miles	25-99 miles	100-499 miles	500+ miles	Total
	per cent						
East							
On a farm	—	4.9	8.1	29.3	47.1	10.6	100.0
Urban centre with population:							
Under 10,000	5.5	4.2	5.5	25.4	46.3	13.1	100.0
10,000-99,999	31.2	8.5	4.4	8.2	31.4	16.3	100.0
100,000+	49.6	7.6	0.8	0.8	6.1	35.1	100.0
Quebec[1]							
On a farm	6.9	3.5	6.0	35.3	43.1	5.2	100.0
Urban centre with population:							
Under 10,000	4.7	7.6	16.9	36.6	25.1	9.1	100.0
10,000-99,999	8.7	22.5	15.3	25.5	23.0	5.0	100.0
100,000+	33.7	53.6	6.3	0.7	3.7	2.0	100.0
Ontario							
On a farm	1.6	1.6	8.8	40.8	38.4	8.8	100.0
Urban centre with population:							
Under 10,000	0.6	3.7	11.2	32.2	38.4	13.9	100.0
10,000-99,999	8.2	6.0	7.8	35.3	33.3	9.4	100.0
100,000+	22.2	42.1	13.0	5.4	14.5	2.8	100.0
West							
On a farm	3.5	0.7	3.3	27.8	59.8	4.9	100.0
Urban centre with population:							
Under 10,000	2.2	0.8	2.7	27.2	54.3	12.8	100.0
10,000-99,999	23.7	7.8	15.9	12.2	28.7	11.7	100.0
100,000+	23.5	42.5	18.8	1.8	7.1	6.3	100.0
Canada[1]							
On a farm	**3.2**	**1.9**	**5.3**	**31.2**	**52.0**	**6.4**	**100.0**
Urban centre with population:							
Under 10,000	**3.7**	**4.0**	**8.2**	**29.5**	**42.4**	**12.2**	**100.0**
10,000-99,999	**17.8**	**11.8**	**11.0**	**20.2**	**28.8**	**10.4**	**100.0**
100,000+	**27.5**	**43.3**	**12.5**	**2.5**	**8.4**	**5.8**	**100.0**

[1] Excluding Classical Colleges.

TABLE 51. Distance from Students'Homes to College, for Eight Faculties

Home locality and faculty	Distance from students'homes to college						
	Less than 3 miles	3-9 miles	10-24 miles	25-99 miles	100-499 miles	500+ miles	Total
	per cent						
Canada							
Arts-Science	22.7	24.4	12.8	15.3	18.0	6.8	100.0
On a farm	4.9	5.8	12.6	36.1	34.5	6.1	100.0
Urban centre with population:							
Under 10,000	8.7	6.7	12.1	33.6	30.6	8.3	100.0
10,000-99,999	26.5	11.7	12.5	17.0	22.8	9.5	100.0
100,000+	30.5	42.8	13.3	1.9	6.7	4.8	100.0
Education	12.2	20.5	11.9	21.5	28.0	5.9	100.0
On a farm	1.5	—	5.2	35.1	54.6	3.6	100.0
Urban centre with population:							
Under 10,000	3.9	5.3	7.5	31.6	42.1	9.6	100.0
10,000-99,999	21.8	12.9	17.1	19.0	24.2	5.0	100.0
100,000+	19.9	51.5	16.3	5.9	3.6	2.8	100.0
Engineering	16.6	20.8	10.0	15.0	27.9	9.7	100.0
On a farm	4.0	1.8	2.7	28.4	59.5	3.6	100.0
Urban centre with population:							
Under 10,000	1.8	3.5	8.8	28.1	45.5	12.3	100.0
10,000-99,999	19.7	11.8	6.5	19.7	28.3	14.0	100.0
100,000+	27.1	41.3	14.6	0.9	8.9	7.2	100.0
Law	26.1	25.8	6.5	14.7	18.5	8.4	100.0
On a farm	7.0	7.0	4.6	27.9	46.5	7.0	100.0
Urban centre with population:							
Under 10,000	2.1	4.1	3.4	29.7	40.0	20.7	100.0
10,000-99,999	18.2	7.6	9.1	29.2	28.7	7.2	100.0
100,000+	36.5	39.2	6.4	4.7	7.3	5.9	100.0
Medicine	23.9	25.6	4.9	10.1	27.4	8.1	100.0
On a farm	6.4	1.6	—	31.7	47.6	12.7	100.0
Urban centre with population:							
Under 10,000	5.5	2.4	7.3	22.6	47.0	15.2	100.0
10,000-99,999	16.2	12.4	6.6	14.3	42.4	8.1	100.0
100,000+	34.2	40.2	4.2	2.4	13.6	5.4	100.0
Dentistry	19.5	24.6	9.9	9.3	21.1	15.6	100.0
On a farm	—	—	10.4	17.2	48.3	24.1	100.0
Urban centre with population:							
Under 10,000	3.0	1.0	13.1	13.1	46.5	23.3	100.0
10,000-99,999	7.1	9.2	9.2	25.5	25.5	23.5	100.0
100,000+	32.2	41.6	9.0	1.1	7.1	9.0	100.0
Pharmacy	14.0	26.9	11.6	19.2	25.2	3.1	100.0
On a farm	2.2	—	4.5	40.0	51.1	2.2	100.0
Urban centre with population:							
Under 10,000	2.3	3.5	9.2	31.0	46.0	8.0	100.0
10,000-99,999	10.3	17.2	9.0	31.0	29.7	2.8	100.0
100,000+	24.2	49.3	15.9	1.5	7.7	1.4	100.0
Classical Colleges	36.3	23.6	11.2	18.6	8.8	1.5	100.0
On a farm	8.8	9.7	17.5	44.7	17.5	1.8	100.0
Urban centre with population:							
Under 10,000	14.8	12.5	18.1	35.1	16.6	2.9	100.0
10,000-99,999	48.8	12.4	10.0	16.8	10.4	1.6	100.0
100,000+	49.7	40.5	5.9	2.7	0.7	0.5	100.0

TABLE 52. Distance from Students' Homes to College and Total Expenditure

Home locality and distance to college	Students' total expenditure							
	Less than $800	$800-1,199	$1,200-1,599	$1,600-1,999	$2,000-2,999	$3,000 or more	Total	Average expenditure
	per cent							$
Canada								
On a farm	6.2	31.4	33.3	16.4	8.9	3.8	100.0	1,477
Less than 3 miles	25.7	28.6	25.7	2.8	8.6	8.6	100.0	1,381
3- 9 miles	26.9	38.5	11.5	11.5	7.7	3.9	100.0	1,297
10- 24 "	9.7	46.8	27.4	1.6	6.4	8.1	100.0	1,406
25- 99 "	6.7	34.9	33.9	16.4	4.7	3.4	100.0	1,400
100-499 "	2.3	27.8	36.1	20.4	11.1	2.3	100.0	1,531
500 miles or more	—	17.0	34.0	17.0	20.7	11.3	100.0	1,893
Urban centre with population under 10,000	5.6	28.4	30.9	18.9	10.8	5.4	100.0	1,561
Less than 3 miles	30.7	29.0	15.3	4.8	8.1	12.1	100.0	1,485
3- 9 miles	27.4	51.6	10.5	4.9	2.4	3.2	100.0	1,123
10- 24 "	12.4	32.1	28.2	14.5	8.5	4.3	100.0	1,460
25- 99 "	2.6	29.0	34.8	20.6	9.7	3.3	100.0	1,518
100-499 "	1.0	26.8	35.1	20.7	10.3	6.1	100.0	1,619
500 miles or more	0.7	15.5	26.8	24.6	23.2	9.2	100.0	1,865
Urban centre with population 10,000-99,999	13.3	18.6	28.8	20.5	12.5	6.3	100.0	1,596
Less than 3 miles	36.7	26.6	13.8	5.7	10.9	6.3	100.0	1,301
3- 9 miles	24.1	26.9	22.7	12.6	6.0	7.7	100.0	1,458
10- 24 "	14.9	38.2	23.7	11.8	6.1	5.3	100.0	1,422
25- 99 "	2.5	11.7	36.5	28.8	14.0	6.5	100.0	1,721
100-499 "	1.1	9.7	38.9	28.5	16.4	5.4	100.0	1,769
500 miles or more	0.9	5.7	32.6	33.9	19.1	7.8	100.0	1,877
Urban centre with population 100,000 or over	12.6	30.4	24.5	13.1	11.2	8.2	100.0	1,572
Less than 3 miles	17.6	31.7	20.7	9.3	10.4	10.3	100.0	1,560
3- 9 miles	13.5	35.2	23.4	10.8	9.0	8.1	100.0	1,518
10- 24 "	12.1	38.9	27.4	9.6	7.0	5.0	100.0	1,407
25- 99 "	1.7	15.8	35.0	23.4	15.8	8.3	100.0	1,767
100-499 "	0.8	7.5	33.7	30.1	22.1	5.8	100.0	1,824
500 miles or more	—	4.4	30.0	31.2	25.6	8.8	100.0	2,031

Expenditure of Single Students

The next four tables, Tables 53 to 56, are based on reports from single students only. Table 53 shows that from 26 p.c. to 41 p.c. of single students who lived at home paid something towards their room and board. The percentage was lowest in the East and highest in Quebec. Table 54 develops the data a little further by showing the amount paid by single students living at home, those in a private boarding house and those in a college residence for the four regions and for Canada as a whole and for the Classical Colleges. Students who contributed to the cost of their lodging while living at home, paid from less than $100 up to $800 or more for the academic year. About 27 p.c. contributed less than $100 and 15 p.c. contributed more than they would have had to pay on the average, if they had lived in residence. Of those in boarding houses almost half spent more than they would have had to spend if they had stayed in residence, that is if residences were available and charged the average amount paid throughout Canada.

TABLE 53. Percentage of Single Students Living at Home who Contributed towards Lodging

Region	Percentage who contributed
East	25.7
Quebec[1]	40.7
Ontario	26.3
West	27.9
Canada[1]	**29.8**
Classical Colleges	36.6

[1] Excluding Classical Colleges.

TABLE 54. Room and Board Paid by Single Students

Place of residence and region	Amount of room and board										Average amount
	Less than $100	$100-199	$200-299	$300-399	$400-499	$500-599	$600-699	$700-799	$800 or more	Total	
	per cent										$
East											
Parents' home	30.4	19.6	12.0	10.9	10.9	5.4	--	--	--	100.0	263
Boarding house[1]	--	--	1.6	7.8	35.6	31.7	16.8	3.9	2.0	100.0	509
College residence	—	--	1.0	9.2	10.6	46.1	29.2	3.0	--	100.0	540
Quebec[2]											
Parents' home	30.7	32.3	10.5	7.1	4.3	4.6	3.5	3.1	3.9	100.0	230
Boarding house[1]	--	--	2.6	1.8	10.0	19.5	23.8	18.2	23.1	100.0	663
College residence	--	--	--	--	5.4	21.9	31.7	20.5	17.1	100.0	660
Ontario											
Parents' home	28.2	19.9	9.1	9.6	11.2	5.4	7.1	5.8	3.7	100.0	305
Boarding house[1]	--	--	--	7.2	13.2	27.8	26.6	14.8	7.4	100.0	586
College residence	—	—	--	--	2.3	18.1	67.9	7.4	2.7	100.0	626
West											
Parents' home	18.5	10.3	14.4	14.7	19.6	10.0	4.9	5.2	2.4	100.0	334
Boarding house[1]	--	--	2.1	11.4	48.2	22.9	8.9	4.1	1.8	100.0	484
College residence	--	—	--	3.1	47.1	39.3	8.9	--	—	100.0	488
Canada[2]											
Parents' home	**26.8**	**23.0**	**11.5**	**9.9**	**10.3**	**6.3**	**4.4**	**4.3**	**3.5**	**100.0**	**275**
Boarding house[1]	**0.3**	**0.4**	**2.1**	**7.7**	**29.8**	**25.5**	**17.7**	**9.2**	**7.3**	**100.0**	**548**
College residence	--	--	**0.7**	**5.0**	**17.6**	**35.4**	**32.1**	**5.6**	**3.1**	**100.0**	**560**
Classical Colleges											
Parents' home	28.6	50.6	8.6	2.0	2.7	3.1	2.0	--	--	100.0	168
Boarding house[1]	—	—	—	22.2	33.4	--	18.5	—	--	100.0	535
College residence	—	--	3.9	41.3	32.8	7.4	8.7	3.7	2.0	100.0	411

[1] Includes students rooming or boarding in a private home.
[2] Excluding Classical Colleges.

Regional differences are noticeable. Average costs in college residences range from $411 for the Classical Colleges and $488 in the West to $540, $626 and $660 in the East, Ontario and Quebec, respectively. The amounts paid in boarding houses were generally lowest in the West, $484, and highest in Quebec, $663.

Table 55 relates expenditure of single students living at home to parental income for two faculty groups and Table 56 gives the same information for students away from home. In Arts-Science and Engineering for all levels of income, students on the average spent between $1,000 and $1,100. There was no relationship between expenditure and parental income. For Law, Medicine and Dentistry average expenditure ranged from $1,355 to $1,517 more or less distributed at random indicating little relationship, if any, between expenditure and parental income.

In Table 56 single students in the two faculty groups and living away from home are distributed according to expenditure and medians are given. Median expenditure for the Arts-Science and Engineering faculties show little relationship with parental income except that the medians are higher where parents' income is $10,000 and up. At that level only from 5 p.c. to 7 p.c. of students reported spending less than $1,200 compared with 23 p.c. for those whose parents' income was below $3,000. Also 22 p.c. of those whose parents' income was in the upper bracket spent $2,000 or more.

For Law, Medicine and Dentistry average expenditure was generally from $300 to $400 higher, the three lowest medians being found for students reporting parent income ranges from $3,000 to $7,000 although the total range for medians was only from $1,840 to $1,977.

TABLE 55. Expenditure of Single Students Living at Home in Relation to Parents' Income

Parents' income	Student expenditure							Median expenditure
	Under $800	$800 - 999	$1,000 - 1,199	$1,200 - 1,399	$1,400 - 1,599	$1,600 or more	Total	
	per cent							$
Canada								
Arts-Science and Engineering:								
Less than $3,000	25.4	19.5	20.5	13.5	14.1	7.0	100.0	1,050
$ 3,000 - $ 4,999	21.7	25.4	19.9	19.9	7.6	5.5	100.0	1,029
5,000 - 5,999	20.2	28.4	24.7	11.6	9.6	5.5	100.0	1,011
6,000 - 6,999	21.7	25.9	18.4	14.2	9.4	10.4	100.0	1,026
7,000 - 7,999	14.6	28.6	18.9	17.1	5.5	15.3	100.0	1,071
8,000 - 9,999	22.4	23.6	20.2	13.3	9.9	10.6	100.0	1,040
10,000 - 14,999	19.5	23.3	18.7	13.0	11.4	14.1	100.0	1,078
15,000 or more	15.4	26.5	24.7	11.6	6.0	15.8	100.0	1,066
Law, Medicine and Dentistry:								
Less than $3,000	4.2	16.6	16.7	12.5	25.0	25.0	100.0	1,400
$ 3,000 - $ 4,999	2.6	12.3	17.4	16.8	27.7	23.2	100.0	1,407
5,000 - 5,999	—	5.1	23.2	14.1	18.2	39.4	100.0	1,483
6,000 - 6,999	—	7.7	24.1	14.3	19.8	34.1	100.0	1,439
7,000 - 7,999	3.2	11.3	21.0	17.7	11.3	35.5	100.0	1,364
8,000 - 9,999	1.9	14.2	16.0	16.0	20.8	31.1	100.0	1,418
10,000 - 14,999	3.0	2.3	11.4	22.9	17.6	42.8	100.0	1,517
15,000 or more	7.2	9.8	16.3	21.6	7.8	37.3	100.0	1,355

TABLE 56. Expenditure of Single Students Living Away from Home in Relation to Parents' Income

Parents' income	Student expenditure							Median expenditure
	Under $1,200	$1,200 - 1,399	$1,400 - 1,599	$1,600 - 1,799	$1,800 - 1,999	$2,000 or more	Total	
	per cent							$
Canada								
Arts-Science and Engineering:								
Less than $3,000	23.2	22.9	26.0	13.7	10.3	3.9	100.0	1,430
$ 3,000 - $ 4,999	16.8	25.2	25.6	18.1	7.3	7.0	100.0	1,462
5,000 - 5,999	19.1	23.5	21.2	17.4	8.7	10.1	100.0	1,470
6,000 - 6,999	18.1	26.2	31.6	11.2	7.0	5.9	100.0	1,436
7,000 - 7,999	17.0	29.8	26.2	14.2	8.5	4.3	100.0	1,424
8,000 - 9,999	14.0	25.1	28.0	18.4	8.7	5.8	100.0	1,478
10,000 - 14,999	4.8	21.5	24.7	21.9	15.9	11.2	100.0	1,592
15,000 or more	6.6	20.5	16.3	19.9	15.0	21.7	100.0	1,667
Law, Medicine and Dentistry:								
Less than $3,000	2.5	9.4	11.9	15.1	16.4	44.7	100.0	1,935
$ 3,000 - $ 4,999	0.5	9.1	12.4	17.8	27.4	32.8	100.0	1,875
5,000 - 5,999	4.5	6.4	13.5	21.2	22.4	32.0	100.0	1,840
6,000 - 6,999	—	7.8	6.2	26.6	21.9	37.5	100.0	1,886
7,000 - 7,999	—	3.4	18.6	8.5	22.0	47.5	100.0	1,977
8,000 - 9,999	1.0	5.8	8.7	22.1	16.3	46.1	100.0	1,953
10,000 - 14,999	—	3.5	14.9	8.8	28.1	44.7	100.0	1,963
15,000 or more	1.0	1.9	7.7	19.2	24.0	46.2	100.0	1,968

Student Ownership and Use of an Automobile

Ownership of an automobile by students raises a number of problems. Apart from the cost and upkeep, which may loom rather large to the student or his parents, there is both a problem of providing parking facilities, and the distraction from studies which may result from ownership. Because of interest in such ownership, additional tables to those in Part II are given here, which, however, still leave many questions unresolved. The faculties were grouped for these tables, the one being Arts-Science and Engineering and the second, Law, Medicine and Dentistry. Tables 57 to 67 relate ownership of an automobile to home residence, transportation costs, parents' income, etc.

Table 57 relates the ownership or use of an automobile to place of residence while attending university. For students staying at home, 15 p.c. and 27 p.c. for the two faculty groups, respectively, owned cars, and 19 p.c. and 26 p.c. had the use of a car at least part of the time. Ownership was highest for the Arts-Science and Engineering students in rented quarters, 21 p.c., and boarding houses, 18 p.c. For Law, Medicine and Dentistry students the hignest percentage, 29 p.c., was found among those in college-operated dormitories. In both cases the highest percentages of students having the use of a car were for those living at home.

Table 58 shows the percentage of single male students who owned or had the use of an automobile, whose local residences were various distances from the campus. For both groups of faculties, both the percentages owning cars and having the use of an automobile increased somewhat as distance from the campus increased, although percentages for 1-2 miles and 3-9 miles were similar.

Table 59 reports the percentages of single male students who owned automobiles according to whether they lived on a farm or in a centre of population from under 1,000 to over 100,000. These data are given for two faculty groups. In the Arts-Science and Engineering faculty group 11-12 p.c. of students whose homes were on a farm reported car ownership, as did 8 p.c. from centres of 1,000 to 9,999 population and 17-18 p.c. from centres under 1,000 and over 100,000 population. About twice as great a percentage of the Law, Medicine and Dentistry group reported car ownership, of whom the smallest number and percentage lived on farms, and students from all centres except those from 1,000 to 9,999 reported from 27 to 31 per cent with car ownership.

Use of car was considerably higher for students living in centres of 100,000 and over, and, as might be expected, lowest on the farms where the likelihood of commuting was bad.

Table 60 gives the distance from the campus of single male students who owned automobiles for the two faculty groups. The numbers involved are the same as in Column I of the previous table. The highest percentage with car ownership who lived 10 or more miles from the campus were in centres of population of from 1,000 to 9,999, generally towns not too far from university installations. For the larger cities, the metropolitan area would often extend to more than 10 miles from the campus.

One-fifth of the Arts-Science and Engineering students in centres from 1,000 to 9,999 population lived more than 10 miles from the campus and about 45 p.c. of those in the larger centres lived from 3 to 10 miles, distances which could make the use of an automobile a practical solution to transportation difficulties.

Table 61 relates student expenditure to distance from residence to campus for those who own and have use of an automobile for the two faculty groups selected. It will be noted that those who have use of a car report the lowest expenditure, on the average, but not much less than those without the use of an automobile. Those who own cars generally spend more, and those who are within a mile of the campus spend the most among the Arts-Science and Engineering group. For Law, Medicine and Dentistry the situation is somewhat similar except that the differences are less.

Table 62 shows local transportation costs for the two faculty groups classified by distance from the campus. Costs increase with increased distance in all cases; and those with no use of car pay the least followed by those who have use of car, and those who own a car.

It is of interest to note that a good many who own an automobile, 47 p.c. and 52 p.c. for the groups, do not use it, or use it very little for local transportation, possibly because they live within easy walking distance of the campus. Some of the others meet expenses through carrying passengers, or keep expenses down by joining a pool. Nevertheless over one-quarter who own cars spend more than $100 on local transportation compared with 12 p.c. and 24 p.c. for those in the two faculty groups who have use of a car, and 4-7 p.c. for those without such transportation.

Table 63 reports expenditure on transportation other than local and relates it to use of an automobile and distance from campus. The medians shown, as usual, are computed for only those who reported such transportation costs. The amounts are positively related to distance, but only for those 10 miles or more from the campus is the amount significantly larger, indicating that this group includes a number travelling some distance to university and reporting costs as other than local.

Table 64 relates ownership of automobile to expenditure on durable items, and gives the median expenditure for those who reported durable items. Only 16-18 p.c. of those owning automobiles reported spending $400 or more during the year and since durable items included everything from dental

equipment to purchase of a house, not too many bought automobiles. Once again expenditures were higher in the Law, Medicine and Dentistry group.

Table 65 relates the ownership and use of an automobile to the income level of the parents. Ownership percentages increase as parents' income increases with at least twice as many at the parental income level of $15,000 as at the under $3,000 level. As large a percentage as 40 owned automobiles among those enrolled in Law, Medicine and Dentistry who reported parental incomes of $15,000 or more. Actually twice as many reported owning cars in this faculty group as among the Arts-Science and Engineering students.

Table 66 relates students with part-time jobs to ownership of an automobile for the two faculty groups. It appears that students with automobiles are more likely to have part-time work than those without cars but the differences are not large. Of the students with part-time jobs, those who own cars are somewhat more likely to work as much as 10 hours per week or more.

Expenditure of various amounts on recreation is related to ownership and use of an automobile for the two faculty groups in Table 67. Ownership of an automobile is positively related to spending more on recreation, but the difference was not greatly in excess of those who had the use of a car, and less than 40 p.c. above those who had no use of a car. Considering that ownership of a car was often related to parental income, age, marital status, etc. the difference is not too significant, especially when Arts-Science and Engineering students with cars spent less than those in the other faculty group who did not have cars.

It is also of interest that between 3 and 4 p.c. of students with cars reported negligible expenditure on recreation.

TABLE 57. Single Students Owning or Having the Use of Automobile by Place of Residence

Place of residence	Owns car	Has use of car	No use of car	Total
	per cent			
Canada				
Arts-Science and Engineering:				
In parents' home	14.6	19.1	66.3	100.0
In rented house or apartment	21.3	7.0	71.7	100.0
Rooming or boarding in:				
Private home or boarding house	17.6	5.2	77.2	100.0
College-operated residence	6.0	2.0	92.0	100.0
Totals	**13.6**	**11.2**	**75.2**	**100.0**
Law, Medicine and Dentistry:				
In parents' home	26.6	26.1	47.3	100.0
In rented house or apartment	26.7	9.1	64.2	100.0
Rooming or boarding in:				
Private home or boarding house	23.4	4.5	72.1	100.0
College-operated residence	28.9	4.7	66.4	100.0
Totals	**26.3**	**15.4**	**58.3**	**100.0**

TABLE 58. Single Male Students with Automobile, for Specified Distances from Local Residence to Campus

Distance to campus	Owns car	Has use of car	No use of car	Total
	per cent			
Canada				
Arts-Science[1] and Engineering:				
Less than 1 mile	7.1	4.8	88.1	100.0
1-2 miles	18.5	9.7	71.8	100.0
3-9 miles	18.3	19.4	62.3	100.0
10 miles or farther	22.8	24.0	53.2	100.0
Totals	**13.6**	**11.3**	**75.1**	**100.0**
Law, Medicine and Dentistry:				
Less than 1 mile	21.3	6.7	72.0	100.0
1-2 miles	29.1	19.7	51.2	100.0
3-9 miles	29.4	20.9	49.7	100.0
10 miles or farther	33.3	32.4	34.3	100.0
Totals	**26.1**	**15.3**	**58.6**	**100.0**

[1] Includes Classical Colleges.

TABLE 59. Single Male Students Owning or Having the Use of Automobile for Several Types of Home Locality

Home locality	Owns car	Has use of car	No use of car	Total
	per cent			
Canada				
Arts-Science[1] and Engineering:				
On a farm	11.5	4.0	84.5	100.0
In centre with population:				
Under 1,000	17.8	5.9	76.3	100.0
1,000- 9,999	7.9	4.7	87.4	100.0
10,000-99,999	12.2	10.1	77.7	100.0
100,000+	17.3	17.4	65.3	100.0
Totals	**13.6**	**11.3**	**75.1**	**100.0**
Law, Medicine and Dentistry:				
On a farm	19.0	4.8	76.2	100.0
In centre with population:				
Under 1,000	31.0	8.4	60.6	100.0
1,000- 9,999	23.9	8.1	68.0	100.0
10,000-99,999	26.8	8.7	64.5	100.0
100,000+	27.0	21.5	51.5	100.0
Totals	**26.1**	**15.3**	**58.6**	**100.0**

[1] Includes Classical Colleges.

TABLE 60. Distance from Local Residence to Campus of Single Male Students Who Owned Automobiles

Home locality	Distance to campus				
	Less than 1 mile	1 to under 3 miles	3 to under 10 miles	10 miles or farther	Total
	per cent				
Canada					
Arts-Science[1] and Engineering:					
On a farm	41.8	36.4	14.5	7.3	100.0
In centre with population:					
Under 1,000	31.1	48.9	11.1	8.9	100.0
1,000- 9,999	43.7	28.2	7.0	21.1	100.0
10,000-99,999	29.9	33.6	24.8	11.7	100.0
100,000+	13.2	19.9	45.3	21.6	100.0
Law, Medicine and Dentistry:					
On a farm	60.0	30.0	–	10.0	100.0
In centre with population:					
Under 1,000	59.1	27.3	13.6	–	100.0
1,000- 9,999	48.2	30.4	8.9	12.5	100.0
10,000-99,999	50.5	16.8	21.1	11.6	100.0
100,000+	22.3	25.0	46.1	6.6	100.0

[1] Includes Classical Colleges.

TABLE 61. Student Expenditure Related to Use of Automobile and Distance to Campus

Use of automobile and distance to campus	Student expenditure						Median expenditure
	Under $800	$800-1,199	$1,200-1,599	$1,600-1,999	$2,000 or more	Total	
	per cent						$
Canada							
Arts-Science and Engineering:							
Owns car	7.4	21.0	34.4	22.0	15.2	100.0	1,451
Less than 1 mile	1.3	11.6	39.4	30.3	17.4	100.0	1,577
1-2 miles	7.9	14.7	35.0	24.3	18.1	100.0	1,513
3-9 miles	10.1	26.4	32.7	17.8	13.0	100.0	1,365
10 miles or farther	10.6	32.8	30.1	15.9	10.6	100.0	1,288
Has use of car	18.2	39.4	30.4	9.0	3.0	100.0	1,122
Less than 1 mile	15.1	23.6	40.5	15.1	5.7	100.0	1,312
1-2 miles	21.5	43.0	23.7	7.5	4.3	100.0	1,065
3-9 miles	19.5	40.5	29.1	8.6	2.3	100.0	1,101
10 miles or farther	16.8	47.1	30.3	5.0	0.8	100.0	1,082
No use of car	15.2	33.0	32.6	15.4	3.8	100.0	1,222
Less than 1 mile	11.5	26.1	37.3	20.3	4.8	100.0	1,333
1-2 miles	21.9	32.3	30.9	11.4	3.5	100.0	1,148
3-9 miles	17.3	45.9	24.9	9.6	2.3	100.0	1,085
10 miles or farther	15.5	49.6	26.1	6.5	2.3	100.0	1,078
Law, Medicine and Dentistry:							
Owns car	1.3	9.1	18.1	32.4	39.1	100.0	1,865
Less than 1 mile	1.9	4.5	12.1	36.9	44.6	100.0	1,941
1-2 miles	—	10.1	21.1	28.4	40.4	100.0	1,865
3-9 miles	2.0	9.4	20.8	35.6	32.2	100.0	1,800
10 miles or farther	—	24.3	21.6	13.5	40.6	100.0	1,720
Has use of car	1.1	18.8	34.6	21.8	23.7	100.0	1,548
Less than 1 mile	—	18.4	36.7	20.4	24.5	100.0	1,544
1-2 miles	2.7	17.6	39.2	14.8	25.7	100.0	1,503
3-9 miles	—	17.9	36.8	21.7	23.6	100.0	1,549
10 miles or farther	2.8	25.0	16.7	38.9	16.6	100.0	1,657
No use of car	1.7	14.8	27.5	31.0	25.0	100.0	1,678
Less than 1 mile	1.1	4.4	22.3	37.2	35.0	100.0	1,839
1-2 miles	2.6	22.4	28.7	26.0	20.3	100.0	1,549
3-9 miles	1.2	27.0	37.7	22.6	11.5	100.0	1,432
10 miles or farther	—	39.5	31.6	26.3	2.6	100.0	1,333

TABLE 62. Local Transportation Costs in Relation to Use of Automobile and Distance from Local Residence to Campus

Use of automobile and distance to campus	Local transportation costs						Median cost of local transportation
	Nil	Less than $50	$50-79	$80-99	$100 or more	Total	
	per cent						$
Canada							
Arts-Science and Engineering:							
Owns car	28.6	18.4	19.8	7.7	25.5	100.0	76
Less than 1 mile	72.3	17.4	4.5	1.3	4.5	100.0	40
1-2 miles	10.7	28.8	33.3	6.8	20.4	100.0	64
3-9 miles	13.5	16.3	26.0	11.0	33.2	100.0	82
10 miles or farther	23.9	6.2	8.8	12.4	48.7	100.0	121
Has use of car	40.1	23.2	17.7	7.4	11.6	100.0	61
Less than 1 mile	78.3	14.2	4.7	—	2.8	100.0	38
1-2 miles	37.7	33.3	17.2	8.6	3.2	100.0	47
3-9 miles	25.5	29.5	22.7	5.5	16.8	100.0	60
10 miles or farther	37.0	12.6	21.0	13.4	16.0	100.0	77
No use of car	65.4	15.9	11.7	3.4	3.6	100.0	54
Less than 1 mile	91.4	5.8	1.7	0.1	1.0	100.0	37
1-2 miles	35.7	37.9	18.2	3.1	5.1	100.0	42
3-9 miles	30.3	25.1	28.9	9.5	6.2	100.0	60
10 miles or farther	46.6	8.0	20.8	11.7	12.9	100.0	77
Law, Medicine and Dentistry:							
Owns car	36.9	15.2	14.4	6.8	26.7	100.0	86
Less than 1 mile	63.7	15.3	7.0	1.9	12.1	100.0	62
1-2 miles	21.1	24.8	22.9	7.3	23.9	100.0	69
3-9 miles	20.1	11.4	18.8	12.8	36.9	100.0	95
10 miles or farther	37.8	2.7	2.7	—	56.8	100.0	more than 130
Has use of car	30.4	19.2	22.2	4.5	23.7	100.0	71
Less than 1 mile	59.2	22.4	14.3	4.1	—	100.0	45
1-2 miles	25.7	32.4	25.7	1.3	14.9	100.0	56
3-9 miles	20.8	13.2	26.4	6.5	31.1	100.0	80
10 miles or farther	30.5	5.6	13.9	—	50.0	100.0	128
No use of car	55.3	15.2	15.6	6.7	7.2	100.0	64
Less than 1 mile	81.7	11.5	3.6	1.3	1.9	100.0	40
1-2 miles	27.6	26.6	30.2	9.4	6.2	100.0	60
3-9 miles	23.4	17.1	30.5	15.9	13.1	100.0	71
10 miles or farther	42.1	—	5.3	7.9	44.7	100.0	114

TABLE 63. Transportation Costs (Other Than Local) in Relation to Use of Automobile and Distance from Local Residence to Campus

Use of automobile and distance to campus	Transportation costs (other than local)							Median cost of transportation other than local
	Nil	Less than $50	$50-79	$80-99	$100-149	$150 or more	Total	
	per cent							$
Canada								
Arts-Science and Engineering:								
Owns car	48.9	21.3	13.2	3.4	6.2	7.0	100.0	60
Less than 1 mile	18.1	40.0	19.4	3.2	10.3	9.0	100.0	52
1-2 miles	42.4	31.6	14.7	3.4	6.8	1.1	100.0	46
3-9 miles	64.9	8.7	12.5	2.4	4.3	7.2	100.0	71
10 miles or farther	71.7	3.5	4.4	5.3	3.6	11.5	100.0	108
Has use of car	68.1	13.3	6.6	3.9	4.8	3.3	100.0	62
Less than 1 mile	39.6	34.9	9.5	6.6	6.6	2.8	100.0	43
1-2 miles	72.0	9.7	7.5	6.5	3.2	1.1	100.0	67
3-9 miles	79.6	8.6	4.6	0.9	3.6	2.7	100.0	67
10 miles or farther	68.1	5.9	7.6	5.0	6.7	6.7	100.0	90
No use of car	41.8	27.2	13.7	5.9	6.7	4.7	100.0	54
Less than 1 mile	31.0	34.6	15.5	5.9	7.6	5.4	100.0	50
1-2 miles	50.0	27.1	10.4	5.2	4.5	2.8	100.0	46
3-9 miles	57.9	14.9	14.5	5.5	4.5	2.7	100.0	63
10 miles or farther	56.4	7.6	8.0	7.2	10.6	10.2	100.0	97
Law, Medicine and Dentistry:								
Owns car	43.7	20.8	11.3	4.2	7.9	12.1	100.0	70
Less than 1 mile	24.8	28.7	14.7	10.8	8.3	12.7	100.0	68
1-2 miles	37.6	29.4	12.8	0.9	11.0	8.3	100.0	54
3-9 miles	66.4	9.4	9.4	0.7	2.7	11.4	100.0	74
10 miles or farther	48.7	8.1	—	—	18.9	24.3	100.0	145
Has use of car	72.9	9.0	4.2	3.4	4.5	6.0	100.0	82
Less than 1 mile	57.1	18.4	8.2	8.2	6.1	2.0	100.0	61
1-2 miles	73.0	10.8	5.4	4.1	2.7	4.0	100.0	65
3-9 miles	76.4	6.6	2.8	1.9	5.7	6.6	100.0	104
10 miles or farther	86.1	—	—	—	2.8	11.1	100.0	--
No use of car	38.0	18.5	17.6	7.7	10.3	7.9	100.0	71
Less than 1 mile	21.0	25.9	20.8	7.6	13.8	10.9	100.0	70
1-2 miles	47.4	13.0	16.1	10.4	6.8	6.3	100.0	75
3-9 miles	62.3	9.9	13.5	6.3	6.0	2.0	100.0	70
10 miles or farther	57.9	2.6	7.9	5.3	10.5	15.8	100.0	115

TABLE 64. Expenditures on Durable Items in Relation to Use of Automobile

Use of automobile	Expenditures on durable items									Median expenditure on durable items
	Nil	Less than $50	$50-99	$100-149	$150-199	$200-299	$300-399	$400 or more	Total	
	per cent									$
Canada										
Arts-Science and Engineering:										
Owns car	41.6	11.5	8.0	7.3	4.6	5.2	5.5	16.3	100.0	175
Has use of car	55.0	16.6	11.6	6.1	3.3	3.7	1.5	2.2	100.0	75
No use of car	56.8	20.3	11.9	5.2	2.1	2.1	0.8	0.8	100.0	55
Totals	**54.6**	**18.7**	**11.3**	**5.6**	**2.5**	**2.7**	**1.6**	**3.0**	**100.0**	68
Law, Medicine and Dentistry:										
Owns car	32.5	6.0	11.0	11.9	3.5	10.4	6.4	18.3	100.0	213
Has use of car	37.6	10.5	14.3	9.4	5.7	9.0	6.0	7.5	100.0	134
No use of car	41.9	13.6	9.9	9.2	4.8	11.7	3.1	5.8	100.0	130
Totals	**38.8**	**11.2**	**10.9**	**9.9**	**4.6**	**10.9**	**4.4**	**9.3**	**100.0**	**143**

TABLE 65. Students Owning or Having the Use of Automobile by Parents' Income Level

Parents' income level	Owns car	Has use of car	No use of car	Total
	per cent			
Canada				
Arts-Science and Engineering:				
Less than $3,000	8.9	5.4	85.7	100.0
$ 3,000-$ 5,999	11.4	8.8	79.8	100.0
6,000- 9,999	15.0	13.4	71.6	100.0
10,000- 14,999	15.6	18.2	66.2	100.0
15,000 or more	22.8	18.3	58.9	100.0
Totals	**13.6**	**11.3**	**75.1**	**100.0**
Law, Medicine and Dentistry:				
Less than $3,000	17.0	8.7	74.3	100.0
$ 3,000-$ 5,999	18.5	11.5	70.0	100.0
6,000- 9,999	28.2	20.0	51.8	100.0
10,000- 14,999	35.4	18.2	46.4	100.0
15,000 or more	40.2	21.2	38.6	100.0
Totals	**26.1**	**15.3**	**58.6**	**100.0**

TABLE 66. Single Male Students Showing Relation Between Use of Automobile and Hours Spent at Part-time Work

Use of automobile	With no part-time job[1]	With part-time job				
		Less than 5 hours per week	5-9 hours per week	10-29 hours per week	30 hours or more per week	Total
	per cent					
Canada						
Arts-Science[2] and Engineering:						
Owns car	72.7	10.5	9.4	6.8	0.6	100.0
Has use of car	77.5	11.6	7.0	3.5	0.4	100.0
No use of car	83.2	7.8	4.9	3.4	0.7	100.0
Total single male students	**81.1**	**8.6**	**5.7**	**3.9**	**0.7**	**100.0**
Law, Medicine and Dentistry:						
Owns car	69.5	10.8	6.2	10.2	3.3	100.0
Has use of car	77.1	5.6	4.5	11.3	1.5	100.0
No use of car	79.0	9.0	3.9	6.0	2.1	100.0
Total single male students	**76.2**	**9.0**	**4.6**	**7.9**	**2.3**	**100.0**

[1] Includes a few students with part-time jobs but with the number of hours not specified.
[2] Includes Classical Colleges.

TABLE 67. Expenditures on Recreation in Relation to Use of Automobile

Use of automobile	Expenditures on recreation								Median expenditure on recreation
	Nil	Less than $100	$100-149	$150-199	$200-249	$250-299	$300-399	$400 or more	Total	
	per cent									$
Canada										
Arts-Science and Engineering:										
Owns car	4.0	21.6	17.6	12.3	18.5	7.0	12.3	6.7	100.0	186
Has use of car	2.9	25.0	22.5	17.9	14.0	3.5	9.4	4.8	100.0	153
No use of car	2.9	34.4	19.4	14.3	11.9	5.6	7.2	4.3	100.0	136
Totals	**3.1**	**31.6**	**19.5**	**14.4**	**13.1**	**5.5**	**8.1**	**4.7**	**100.0**	**143**
Law, Medicine, and Dentistry:										
Owns car	3.3	13.0	14.6	11.0	19.0	10.2	15.7	13.2	100.0	226
Has use of car	1.5	9.8	19.2	14.3	12.4	7.1	20.3	15.4	100.0	224
No use of car	4.9	15.4	18.1	13.6	15.8	7.8	14.8	9.6	100.0	201
Totals	**4.0**	**13.9**	**17.3**	**13.1**	**16.1**	**8.3**	**15.9**	**11.4**	**100.0**	**212**

Students with a Break in their Education

The next four tables, Tables 68-71, provide information on students who reported that their education had been interrupted because of financial difficulties. The numbers here refer only to those who had overcome their difficulties and were at college; they are not to be considered as including those who were sidetracked because of a shortage of money and never returned to college.

Table 68 relates the distance from home to college for single and married students who reported a break in their education. There is some relationship favouring those living closer to a college. About one-seventh of all unmarried students, one hundred miles or more from their university, reported a break in their education because of financial problems. For married students the percentages were higher, ranging from 33 p.c. for those living close to the campus to 55 p.c. for students 500 or more miles away. For married students, the uprooting of a family is a much greater problem than any faced by the single student. It is interesting that there is little difference for distances up to the 100-499 mile group.

Table 69 gives the education level reached by the fathers and mothers of students who reported a break in their education. Interpreting such data is difficult because of conflicting variables. For example, it might be argued that the students who returned had considerable drive, or that a larger percentage whose parents had little education felt more need of a higher level of educational accomplishment than those whose parents had more, and that married students were more likely to recognize the advantage of more education than single students. Nor should the data be interpreted without considering the percentages in the population whose parents had reached the various levels of education selected. With such limitations in mind, let us turn to the tables.

The column for single students shows that about 5 p.c. whose education was interrupted reported fathers with a college degree, and less than 3 p.c. reported mothers with a degree, whereas 21 p.c. of fathers of Arts-Science students had degrees and 11 p.c. of their mothers (See Part II, Table 14). The percentages of students with a break in their education increased for those whose parents had less schooling but in no case was the percentage as high as 15 p.c. For married students the situation had apparently been more difficult in that from 16 p.c. of those whose fathers had degrees, to 51 p.c. whose fathers or whose mothers had elementary school plus trade training, had been forced to interrupt their education.

Table 70 relates single and married students who reported a break in their education to the occupation of their fathers. The first column shows the percentage in each of the occupation categories for the male labour force as found by the 1961 census. As with the other tables, the percentages for married students are considerably above those for single students. For single students they are not related to percentage of males in the selected occupation categories of the labour force, but do seem to be related somewhat to father's income. Percentages for married students in relation to fathers' occupations are in about the same order as for single students, except that clerical occupations rank sixth for single but first for married students.

Table 71 reports the number of students who had brothers and sisters and whose education was interrupted. Since this is only one of a number of variables which is related to whether or not certain students may go to college, it should be interpreted with caution. For single students, the number of brothers and sisters whether below, at, or beyond university age does seem to be a factor, although the differences are not great. Nor were they consistently greater than where there were no other siblings. For married students, the percentages were greater and increased somewhat where there were brothers and sisters to be considered. Percentages who reported older brothers and sisters who never attended university were somewhat higher than those where there were younger brothers and sisters, or younger brothers and sisters who were then at college or had attended previously.

TABLE 68. Distance from Home to College for Students with a Break in their Education

Distance from home	Single			Married, etc.		
	With break in schooling	No break in schooling	Total	With break in schooling	No break in schooling	Total
Canada	per cent					
Less than 3 miles	8.4	91.6	100.0	32.9	67.1	100.0
3- 9 miles	8.0	92.0	100.0	35.3	64.7	100.0
10- 24 miles	9.5	90.5	100.0	45.3	54.7	100.0
25- 99 miles	11.3	88.7	100.0	35.3	64.7	100.0
100-499 miles	14.1	85.9	100.0	34.8	65.2	100.0
500 miles or more	14.7	85.3	100.0	55.2	44.8	100.0
All students	**10.6**	**89.4**	**100.0**	**37.0**	**63.0**	**100.0**

TABLE 69. Education of Parents of Single and Married Students with a Break in their Education

Education level of fathers and mothers	Single			Married, etc.		
	With break in schooling	No break in schooling	Total	With break in schooling	No break in schooling	Total
	per cent					
Canada						
Father's education:						
University degree	4.9	95.1	100.0	15.6	84.4	100.0
Some university	9.7	90.3	100.0	25.0	75.0	100.0
High school graduation	8.2	91.8	100.0	39.3	60.7	100.0
Some high school	10.4	89.6	100.0	39.5	60.5	100.0
Elementary school plus trade training	13.1	86.9	100.0	50.5	49.5	100.0
Nothing beyond elementary school	16.3	83.7	100.0	46.1	53.9	100.0
Mother's education:						
University degree	2.7	97.3	100.0	24.7	75.3	100.0
Some university	10.0	90.0	100.0	22.2	77.8	100.0
High school graduation	8.3	91.7	100.0	27.4	72.6	100.0
Some high school	11.3	88.7	100.0	40.8	59.2	100.0
Elementary school plus trade training	12.6	87.4	100.0	51.2	48.8	100.0
Nothing beyond elementary school	14.8	85.2	100.0	49.4	50.6	100.0

TABLE 70. Occupation of Father, for Single and Married Students

Father's occupation group	Male labour force	Single			Married, etc.		
		With break in schooling	No break in schooling	Total	With break in schooling	No break in schooling	Total
	per cent						
Canada							
Proprietary and managerial occupations	9.9	6.9	93.1	100.0	25.2	74.8	100.0
Professional occupations	15.2	5.6	94.4	100.0	20.0	80.0	100.0
Commercial and financial occupations	5.6	7.2	92.8	100.0	32.1	67.9	100.0
Clerical occupations	6.9	12.5	87.5	100.0	53.3	46.7	100.0
Manufacturing and mechanical occupations	22.0	13.9	86.1	100.0	41.7	58.3	100.0
Transportation and communication occupations	8.0	15.3	84.7	100.0	44.9	55.1	100.0
Construction occupations	6.3	13.5	86.5	100.0	44.2	55.8	100.0
Service and recreation occupations	8.5	14.2	85.8	100.0	49.4	50.6	100.0
Farmers	8.2	16.3	83.7	100.0	52.6	47.4	100.0
All other occupations	9.4	17.8	82.2	100.0	59.7	40.3	100.0

TABLE 71. Brothers and Sisters and Break in Schooling for Single and Married Students

Number of brothers and sisters	Single			Married, etc.		
	With break in schooling	No break in schooling	Total	With break in schooling	No break in schooling	Total
	per cent					
Canada						
Below university age:						
1	8.9	91.1	100.0	33.8	66.2	100.0
2	8.9	91.1	100.0	22.6	77.4	100.0
3 or more	10.3	89.7	100.0	41.3	58.7	100.0
Now at university:						
1	9.1	90.9	100.0	35.6	64.4	100.0
2 or more	10.1	89.9	100.0	51.6	48.4	100.0
Previously attended university:						
1	11.1	88.9	100.0	35.6	64.4	100.0
2 or more	16.8	83.2	100.0	36.8	63.2	100.0
Never attended university:						
1	13.5	86.5	100.0	37.5	62.5	100.0
2	19.2	80.8	100.0	59.0	41.0	100.0
3 or more	18.6	81.4	100.0	55.6	44.4	100.0
All students	**10.6**	**89.4**	**100.0**	**37.0**	**63.0**	**100.0**

Year in Course

The last set of three tables in this report was designed to relate year in course to year degree was expected, since difficulties normally arise when an attempt is made to have students report just how far along they are in their university course. This confusion results from there being differences at level of entrance, differences in prerequisites, e.g., pre-medical years required, differences in length of course offered from one university to the next in some faculties, and difficulties of relating honours to general courses in such a study as this. Variation shows up in Table 72 where it is observable that year in course and year graduation expected are closer in some faculties than others. In both the Classical Colleges and Dentistry there is little difference, either indicator would be adequate for most purposes.

Table 73 gives the median age of students by year in course for the 8 faculties studied. This may be related to Tables 4 and 5 in Part II, which give an age distribution of male and female students by faculty and median ages of single and married students by faculty.

Table 74 relates year in course and faculty to plans following graduation. Despite weaknesses in this table in items where sufficient information was not obtained to generalize, the last years shown are the best indication of plans after graduation. For Arts-Science, Education, Classical Colleges and Engineering, the questions were generally applicable, but for Law, Medicine, Dentistry and Pharmacy the term "other occupation" is difficult to evaluate and may mean that a medical student, who is to be employed as a Medical Doctor, marked "Other occupation" or "Other". It does, however, give some indication of the number interested in entering specialist training and entering university teaching.

TABLE 72. Year in Course and Year Degree Expected for Eight Faculties

Faculty and year in course	Year degree expected					
	1962	1963	1964	1965	1966 or later	Total
	per cent					
Canada						
Arts-Science:						
1st year	—	1.8	18.6	69.8	9.8	100.0
2nd year	3.4	16.5	70.4	9.4	--	100.0
3rd year	15.3	77.1	7.4	--	—	100.0
4th year	92.4	6.4	--	--	—	100.0
Education:						
1st year	—	—	--	95.9	3.9	100.0
2nd year	—	—	91.9	8.1	—	100.0
3rd year	—	90.7	6.7	2.6	—	100.0
4th year	97.7	2.3	—	—	—	100.0
Engineering:						
1st year	—	—	1.2	54.2	44.6	100.0
2nd year	—	--	50.0	46.4	3.2	100.0
3rd year	--	51.9	45.6	1.8	—	100.0
4th year	54.0	45.3	--	—	—	100.0
5th or later year	98.1	--	—	—	—	100.0

TABLE 72. Year in Course and Year Degree Expected for Eight Faculties – Concluded

Faculty and year in course	Year degree expected					
	1962	1963	1964	1965	1966 or later	Total
	per cent					
Law:						
1st year	–	–	64.2	35.8	–	100.0
2nd year	–	62.5	37.5	–	–	100.0
3rd year	71.1	28.5	--	–	–	100.0
4th year	100.0	–	–	–	–	100.0
Medicine:						
1st year	–	–	–	64.0	36.0	100.0
2nd year	–	–	61.7	33.2	5.1	100.0
3rd year	–	57.9	35.2	6.9	–	100.0
4th year	64.8	26.1	8.7	--	–	100.0
5th or later year	81.4	15.7	–	--	–	100.0
Dentistry:						
1st year	–	–	--	99.3	–	100.0
2nd year	–	–	97.5	--	–	100.0
3rd year	--	96.8	--	–	–	100.0
4th year	96.4	--	–	--	–	100.0
Pharmacy:						
1st year	–	–	9.2	90.8	–	100.0
2nd year	–	10.9	86.5	--	–	100.0
3rd year	14.5	82.1	--	–	–	100.0
4th year	95.7	--	--	–	–	100.0
Classical Colleges:						
1st year	–	--	--	99.3	–	100.0
2nd year	–	--	98.7	--	–	100.0
3rd year	--	98.2	--	–	–	100.0
4th year	96.7	--	2.3	--	–	100.0

TABLE 73. Median Age of Students by Year in Course and Faculty

Faculty	Year in course				
	1st	2nd	3rd	4th	5th or later
Canada	years and months				
Arts-Science	18-10	19-10	20-10	21-10	–
Education	18-10	20-6	21-5	23-3	–
Engineering	19-2	20-4	21-4	22-7	23-6
Law	22-7	23-9	24-6	24-7	–
Medicine	21-4	22-5	23-11	24-6	25-2
Dentistry	21-7	22-8	23-11	24-10	–
Pharmacy	19-8	21-5	22-0	23-2	–
Classical Colleges	Under 18	18-6	19-3	20-4	–

TABLE 74. Faculty and Year in Course, and Plans Following Graduation

Faculty and year in course	Graduate work		University teaching	Other teaching	Other occupations		Other	Total
	Full-time	Part-time			Have offer	No offer		
	per cent							
Canada								
Arts-Science:								
1st year	42.3	6.2	1.7	14.3	3.2	30.6	1.7	100.0
2nd year	44.3	7.0	1.6	18.0	2.5	24.3	2.3	100.0
3rd year	41.6	6.7	0.9	15.8	6.6	25.6	2.8	100.0
4th year	39.5	8.8	--	11.2	18.6	18.6	2.8	100.0
Education:								
1st year	12.2	4.7	2.2	77.6	--	1.9	0.8	100.0
2nd year	11.7	3.8	--	79.9	1.3	--	2.0	100.0
3rd year	10.9	5.2	—	81.9	--	--	--	100.0
4th year	7.1	11.2	--	79.7	--	0.9	--	100.0
Engineering:								
1st year	28.4	6.6	--	2.2	5.3	54.6	2.2	100.0
2nd year	31.1	7.0	1.5	1.5	4.7	52.3	1.9	100.0
3rd year	30.1	5.5	1.4	--	7.9	51.8	2.8	100.0
4th year	26.5	5.5	--	--	32.8	32.5	2.3	100.0
5th or later year	17.9	--	—	--	59.9	17.9	—	100.0
Law:								
1st year	—	—	--	--	4.2	--	93.4	100.0
2nd year	--	—	—	--	3.8	--	94.2	100.0
3rd year	—	—	--	--	26.7	--	70.8	100.0
4th year	—	—	—	—	25.5	—	74.5	100.0
Medicine:								
1st year	34.0	3.5	—	—	--	--	61.7	100.0
2nd year	36.0	2.8	--	—	4.2	—	56.5	100.0
3rd year	39.9	--	--	—	3.9	—	54.1	100.0
4th year	34.3	--	--	—	8.3	—	54.8	100.0
5th or later year	42.9	—	—	—	15.7	—	41.4	100.0
Dentistry:								
1st year	39.9	--	--	—	5.6	--	48.9	100.0
2nd year	28.7	--	5.7	—	15.6	--	43.4	100.0
3rd year	38.9	--	--	--	7.9	4.0	43.6	100.0
4th year	14.7	--	--	—	23.9	4.6	53.2	100.0
Pharmacy:								
1st year	32.0	4.6	—	—	15.0	48.4	—	100.0
2nd year	31.4	3.9	—	--	10.9	50.0	3.2	100.0
3rd year	26.5	6.8	--	—	19.7	44.4	--	100.0
4th year	22.9	--	—	—	42.9	27.1	--	100.0
Classical Colleges:								
1st year	60.9	3.5	4.2	4.0	1.5	24.7	1.2	100.0
2nd year	66.4	1.6	5.5	5.8	--	18.7	--	100.0
3rd year	65.8	3.3	4.0	3.3	--	22.2	--	100.0
4th year	73.9	3.3	4.7	2.4	--	12.3	2.9	100.0

APPENDIX

(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. ☐ Graduate 2. ☐ Undergraduate

4. Year degree expected ——→ 196

5. Age last birthday:

Under 18 ——→ 0. ☐ 20 ——→ 3. ☐ 25-29 ——→ 7. ☐

18 ——→ 1. ☐ 21 ——→ 4. ☐ 30-34 ——→ 8. ☐

19 ——→ 2. ☐ 22 ——→ 5. ☐ 35 or more ——→ 9. ☐

6. Sex: Male ——→ 1. ☐ Female ——→ 2. ☐

7. Marital status: Single ——→ 1. ☐

Married ——→ 2. ☐

Widowed, divorced, legally separated ——→ 3. ☐

8. Home residence: On a farm ——→ 1. ☐

In a centre with population:

Less than 500 ——→ 2. ☐

500 - 999 ——→ 3. ☐

1,000 - 4,999 ——→ 4. ☐

5,000 - 9,999 ——→ 5. ☐

10,000 - 29,999 ——→ 6. ☐

30,000 - 99,999 ——→ 7. ☐

100,000 and over ——→ 8. ☐

9. Place of residence during this college year:

SINGLE STUDENTS ONLY

In parent's home ——→ 1. ☐

In rented house or apt. (living alone) ——→ 2. ☐

In rented house or apt. (shared) ——→ 3. ☐

Rooming or boarding:

(i) in private home, boarding house ——→ 4. ☐

(ii) in college-operated residence ——→ 5. ☐

MARRIED (Living with spouse, children)

House, apt. or flat (rented) ——→ 6. ☐

House, owned by you or your spouse ——→ 7. ☐

With parents or in-laws ——→ 8. ☐

Rooming or boarding with non-relatives ——→ 9. ☐

SINGLE OR MARRIED

Other (specify): .....

10.*Parents' combined income (total):

Less than $3,000 ——→ 1. ☐ $8,000 - 8,999 ——→ 6. ☐

$3,000-$4,999 ——→ 2. ☐ $9,000 - 9,999 ——→ 7. ☐

$5,000-$5,999 ——→ 3. ☐ $10,000-14,999 ——→ 8. ☐

$6,000-$6,999 ——→ 4. ☐ $15,000 or more ——→ 9. ☐

$7,000-$7,999 ——→ 5. ☐

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 dependents 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: .....

(Physicist, 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.	☐

*See instructions page 4.

18(a) Do you regularly have on automobile at your disposal during the school week? Yes 1. ☐ No 2. ☐

18(b) If "yes" in Q. 18(a), is it your own? 1. ☐ 2. ☐

19. Distance (one way) from home to university:

Less than 3 miles → 1. ☐
3- 9 miles → 2. ☐
10-24 miles → 3. ☐
25-99 miles → 4. ☐
100-499 miles → 5. ☐
500-999 miles → 6. ☐
1,000 miles or more → 7. ☐

20. Distance (one way) from present residence to campus:

Less than ½ mile → 1. ☐
½ to under 1 mile → 2. ☐
1 to under 3 miles → 3. ☐
3 to under 5 miles → 4. ☐
5 to under 10 miles → 5. ☐
10 to under 20 miles → 6. ☐
20 miles or further → 7. ☐

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 → .....

22. Because of a shortage of money did you: Yes No

(a) postpone entrance to university? → 1. ☐ 2. ☐
(b) at any time withdraw from univ.? → 1. ☐ 2. ☐
(c) attend university part time? → 1. ☐ 2. ☐
(d) enrol in extra-mural courses? → 1. ☐ 2. ☐

23. If undergraduate, in what year of course are you?

1st → 1. ☐
2nd → 2. ☐
3rd → 3. ☐
4th → 4. ☐
5th or higher → 5. ☐

24.* Your plans for the year following graduation:

Graduate work (full-time) → 1. ☐
Graduate work (part-time) → 2. ☐
Teaching at university level → 3. ☐
Teaching (other) → 4. ☐
Other occupation:
(a) have offer now → 5. ☐
(b) no offer yet → 6. ☐
Other (specify): .....

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
25.* Fees (tuition, etc.) →		
26. Fraternity, sorority and society dues →		
27. Text books →		
28.* Supplies and equipment →		
29.* Transportation to and from:		
(a) home town and college dwelling		
(b) living quarters and college →		
30. Recreation, refreshments, cigarettes, etc. →		
31. Haircuts, permanents, cosmetics, etc. →		
32. Laundry and dry cleaning →		
33. Clothing (including footwear) →		
34. Doctors', dentists' fees, health insurance →		
35.* Capital costs (payments for durable items) →		
[Q. 36 FOR SINGLE STUDENTS]		
36.* Room and board combined →		
or		
Rent for apartment or room →		
Plus cost of meals →		
[Q. 37-38 FOR MARRIED STUDENTS]		
37.* Rent, or taxes and upkeep of owned home →		
38.* Household operating costs (including food) →		
39. Church and charitable donations →		
40.* Other costs (specify): ..... →		
41. Total costs (total of items above) →		
*Unspent income** →		
Total →		

Income	$	for office use
42. Fellowships and assistantships →		
43.* Scholarships and prizes →		
44.* Bursaries →		
45.* D.V.A., National Defence, R.O.T.P. →		
46. Other grants in aid →		
47.* Leave of absence with pay (or part pay) →		
48.* Loans (incurred during school year and unpaid at end of year):		
(a) from parental family →		
(b) from college →		
(c) from bank or insurance company →		
(d) from provincial government →		
(e) from other sources, including friends, etc. →		
49. Funds from parental family →		
50. Funds from spouse →		
51. Gifts from relatives and friends →		
52.* Savings from last summer's employment →		
53.* Earnings from part-time jobs during the school year →		
54.* Amount used from personal savings (not included above) →		
55. Amount used from investments, endowments, insurance, etc. →		
56. Other sources (specify): ..... →		
57. Income accounted for (total of items above) →		
*Additional income needed to meet costs** →		
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.

CURRENT PUBLICATIONS OF THE EDUCATION DIVISION

Winter 1964

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

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

1 — GENERAL

	Price
The Organization and Administration of Public Schools in Canada (2nd edition — 1960). A report of the legal and administrative framework of the provincial education systems, and federal activities in education. English edition. (Cat. No. 81-510)	$2.00
Survey of Education Finance, 1959 and 1960. Financial statistics on all levels of academic, vocational, and adult education. Bilingual. (Cat. No. 81-208)	.75
Student Progress through the Schools by Grade, 1960. Retention and withdrawal through school and university for Canada and the provinces. Bilingual. (Cat. No. 81-513)	.50
A Graphic Presentation of Canadian Education. Highlights 20 full-page charts and accompanying text. English and French editions. (Cat. No. 81-515)	.75
Canadian Education through Correspondence, 1959-60. Bilingual. (Cat. No. 81-516)	.50
Preliminary Statistics of Education, 1962-63. Enrolments, teaching staffs, salaries, education finance, etc. Bilingual. (Cat. No. 81-201)	.75
Statistical Review of Canadian Education, Census 1951. English edition. (Cat. No. 81-503)	Out-of-print
A Bibliographical Guide to Canadian Education. A select bibliography and a discussion of educational documentation in Canada. Bilingual. (Cat. No. 81-523)	.75

2 — ELEMENTARY AND SECONDARY EDUCATION

Survey of Elementary and Secondary Education, 1960-61. Data on schools, teachers and pupils, in public and private schools. Includes a bibliography. Bilingual. (Cat. No. 81-210)	1.50
Salaries and Qualifications of Teachers in Public Elementary and Secondary Schools, 1962-63. Classifies teachers by salary, certificate, and experience, for city, town, and rural schools. Bilingual. (Cat. No. 81-202)	1.00
Organization of Education at the Secondary Level. Numbers of secondary-level pupils and teachers, types and sizes of schools, etc. Bilingual. (Cat. No. 81-514)	.50
Statistics of Special Education for Exceptional Children, 1953-54. Bilingual. (Cat. No. 81-507)	1.00

3 — HIGHER EDUCATION

Survey of Higher Education, 1954-1961. Enrolment, graduates, staff and finances. Bilingual. (Cat. No. 81-518)	.75
Salaries and Qualifications of Teachers in Universities and Colleges, 1962-63. Salaries by rank, field, region, size and control of institutions, subject, age, years since award of first degree, and highest degree for about 60 institutions. Bilingual. (Cat. No. 81-203)	.75
University Teachers' Salaries, 1937-1960. Historical data, by rank and region, for 17 institutions. Bilingual. (Cat. No. 81-203)	.75

3 — HIGHER EDUCATION — Concluded

Awards for Graduate Study and Research, 1961. Lists awards from Canadian and other organizations, values and conditions. English edition. (Cat. No. 81-406)	$2.00
University Student Expenditure and Income in Canada, 1961-62, Part I — Non-Canadian Students, English and French editions. (Cat. No. 81-519)	.75
University Student Expenditure and Income in Canada, 1961-62, Part II — Canadian Undergraduate Students, English and French editions. (Cat. No. 81-520)	.75
University Student Expenditure and Income in Canada, 1961-62, Part III — Canadian Graduate Students, English and French editions. (Cat. No. 81-521)	.75
Canadian Institutions of Higher Education, 1960-61. Names, addresses, courses offered, and general information on admission and fees. Bilingual. (Cat. No. 81-517)	1.00
Survey of Higher Education, 1962-63, Part I — Fall Enrolment in Universities and Colleges. Full-time, part-time, and correspondence course enrolment by faculty, institution, province, and sex. Bilingual. (Cat. No. 81-204)	.75

4 — ADULT EDUCATION AND OTHER CULTURAL ACTIVITIES

Survey of Adult Education, 1960-61. Activities of government departments, universities and colleges, public libraries, and business colleges. Bilingual. (Cat. No. 81-207)	.75
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Participants in Further Education in Canada. A report of a sample survey of persons 14 years of age and over who took part-time courses in 1959-60. Bilingual. (Cat. No. 81-522)	.75

5 — VOCATIONAL EDUCATION

Survey of Vocational Education and Training, 1960-61. Data on publicly and privately sponsored trade and technical courses, vocational high school courses, together with statistics on registration of indentured apprentices. Bilingual. (Cat. No. 81-209)	1.00
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