

MEMORANDUM

FROM

THE STUDENTS' SOCIETY

OF

McGILL UNIVERSITY

1875

1875

1875

A REPORT ON

A SURVEY OF STUDENTS AT

McGILL UNIVERSITY

SIR GEORGE WILLIAMS UNIVERSITY

BISHOP'S UNIVERSITY

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A REPORT ON
A SURVEY OF STUDENTS AT
McGILL UNIVERSITY
ST. GEORGE WILLIAMS UNIVERSITY
BISHOP'S UNIVERSITY

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with the assistance of
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IV.

EXPENSES

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The following report presents evidence derived from a questionnaire which was answered by a sample of students at the three English-speaking universities in the Province of Quebec, during the academic years 1961-62. The reader should be warned that the samples of students from these universities are not equally representative of the total student population of the universities. The original sample of students from each university was selected from registration data by a stratified random sampling procedure, and it is estimated that twenty per cent of each student body, stratified by faculty, would be questioned. The actual number of students who answered the questionnaire varied radically as the following table shows:

	Number in sample	Number answering questionnaire	Percentage answering to total sample
Bishop's	95	54	57
Sir George Williams	162	112	70
McGill	1720	768	45

Thus the reader can have some idea of the bias which is presented for Bishop's University represents fairly the student body at that University. It should be somewhat more so for Sir George Williams University, and very sceptical of the evidence for McGill University. There is no way of knowing if it represents with a high degree of precision the experience of these student populations. Nevertheless, it does show the experience of some Sir George and some McGill students, and so, may be useful to those readers who wish a general impression rather than a definitive statement on characteristics of students at different universities.

THE SAMPLE

The samples of students on which this report is based are registered for degrees in the following faculties:

A REPORT ON
A SURVEY OF STUDENTS AT
MCILL UNIVERSITY
SIR GEORGE WILLIAMS UNIVERSITY
RESHOP'S UNIVERSITY

Howard Ransborough
Department of Sociology and Anthropology
McGill University

with the assistance of

Kurt Janssohn
Department of Sociology
Sir George Williams University

The following report presents evidence derived from a questionnaire which was answered by a sample of students at the three English-speaking universities in the Province of Quebec, during the academic year 1961-62. The reader should be warned that the samples of students drawn from each university are not equally representative of the total student population at the universities. The original sample of students from each university was selected from registration data by a modified random sampling procedure, and was designed to ensure that twenty per cent of each student body, stratified by faculty, would be questioned. The actual number of students who answered the questionnaire varied radically as the following table shows:

	Number in sample	Number answering questionnaire	Percentage answering to total sample
Bishop's	95	84	88
Sir George Williams	462	323	70
McGill	1720	793	46

Thus the reader can have confidence that the evidence presented for Bishop's University represents fairly the experience of students at that University. He should be somewhat more sceptical of the evidence for Sir George Williams University, and very sceptical of the evidence for McGill University. There is no way of knowing if it represents with a high degree of precision the experience of these student populations. Nevertheless, it does show the experience of some Sir George and some McGill students, and so, may be useful to those readers who wish a general impression rather than a definitive statement on some characteristics of students at different universities.

THE SAMPLE

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University	Number in sample	Number answering questionnaire	Percentage answering to total sample
Bishop's	95	34	35
Sir George Williams	142	33	23
McGill	1720	193	11

Thus the reader can have confidence that the evidence presented for Bishop's University represents fairly the experience of students at that University. It should be somewhat more sceptical of the evidence for Sir George Williams University and very sceptical of the evidence for McGill University. There is no way of knowing if it represents with a high degree of precision the experience of these student populations. Nevertheless, it does show the experience of some Sir George and some McGill students, and may be useful to those readers who wish a general impression rather than a definitive statement on some characteristics of students at different universities.

THE SAMPLE

The samples of students on which this report is based are registered for degrees in the following faculties:

PERCENTAGE OF STUDENTS BY FACULTY OR SCHOOL

	McGill (793 students)		Sir George (323 students)		Bishop's (84 students)	
	Male	Female	Male	Female	Male	Female
Arts & Science	36		64		88	
Commerce, Business Administration	5	38	23	35	6	35
Medicine, Dentistry	8	39	-	90	-	-
Law	4	1	-	8	-	-
Engineering Architecture	12	2	13		-	
Graduate Nursing Social Work Occupational & Physical Therapy	7		-	2	-	
Music, Divinity Graduate School Library School	6		-		2	
Education	16		-		4	
Agriculture Home Economics	5		-		-	
Not answered	*		-		-	
	<hr/> 100		<hr/> 100		<hr/> 100	

* less than 1%

** The number of students at Bishop's registered in Commerce, Education and Divinity was so small that Bishop's will be assumed for our purposes to have only one faculty.

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PERCENTAGE OF STUDENTS BY FACULTY OR SCHOOL

Stratton's (84 students)	St. George's (123 students)	McGill (775 students)	
88	64	36	Arts & Sciences
6	29	5	Commerce, Business Administration
-	-	8	Medicine, Dentistry
-	-	4	Law
-	13	12	Engineering Architecture
-	-	7	Graduate Working Social Work Occupational & Physical Therapy
2	-	6	Nursing, Divinity Graduate School Library School
1	-	16	Education
-	-	5	Agriculture Home Economics
-	-	*	Not answered
100	100	100	

* Less than 1%

The samples are composed of the following male and female students:

PERCENTAGE OF STUDENTS BY FACULTY AND BY SEX

	<u>McGill</u>		<u>Sir George</u>		<u>Bishop's</u>	
	Male	Female	Male	Female	Male	Female
TOTAL PERCENTAGE:	61	38	79	19	64	35
Arts & Science	34	39	57	90	**	
Commerce Business Admin.	7	1	28	8		
Medicine Dentistry	12	2				
Law	7	*				
Engineering Architecture	20	-	15	2		
Graduate Nursing Social Work Occupational & Physical Therapy	*	18				
Music, Divinity Graduate School Library School	8	4				
Education	7	29				
Agriculture Home Economics	5	6				
	100	100	100	100		

* less than 1%

** The number of students at Bishop's registered in Commerce, Education and Divinity was so small that Bishop's will be assumed for our purposes to have only one faculty.

The samples are composed of the following male and female students:

PERCENTAGE OF STUDENTS BY FACULTY AND BY SEX

FACULTY	McGill		St. George		Bishop's	
	Male	Female	Male	Female	Male	Female
TOTAL PERCENTAGE:	41	38	79	19	64	32
Arts & Science	34	39	57	90	44	44
Commerce Business Admin.	7	1	28	8	---	---
Medicine Dentistry	13	2	---	---	---	---
Law	7	7	---	---	---	---
Engineering Architecture	20	---	15	2	---	---
Graduate Studies Social Work Occupational & Physical Therapy	18	---	---	---	---	---
Music, Divinity Graduate School Library School	8	4	---	---	---	---
Education	7	29	---	---	---	---
Agriculture Home Economics	2	6	---	---	---	---
	100	100	100	100	100	100

* Less than 1%

** The number of students at Bishop's registered in Commerce, Education and Divinity was so small that Bishop's will be assumed for our purposes to have only one faculty.

The three universities are predominantly male institutions: at McGill for example, female students compose only 35% of the total student body. Our sample population shows the same kind of sex distribution.

Sample students at the three universities are primarily full-time students.

They are distributed through the years as follows:

PERCENTAGE OF STUDENTS BY YEAR AT UNIVERSITY AND BY SEX

McGill	MALE (481)	FEMALE (302)	TOTAL
FIRST YEAR	31	41	35
SECOND YEAR	27	31	28
THIRD YEAR	21	13	18
FOURTH YEAR	13	11	12
FIFTH OR HIGHER YEAR	4	1	3
NOT APPLY OR NOT ANSWERED	4	4	4
	<u>101</u>	<u>101</u>	<u>100</u>

Sir George	MALE (254)	FEMALE (61)	TOTAL
FIRST YEAR	31	36	33
SECOND YEAR	37	25	34
THIRD YEAR	14	26	16
FOURTH YEAR	18	13	17
FIFTH OR HIGHER YEAR	5	2	4
NOT APPLY OR NOT ANSWERED	* 2	2	* 2
	<u>100</u>	<u>100</u>	<u>100</u>

Bishop's	MALE (54)	FEMALE (29)	TOTAL
FIRST YEAR	30	41	35
SECOND YEAR	26	28	26
THIRD YEAR	26	14	21
FOURTH YEAR	17	14	15
FIFTH OR HIGHER YEAR	—	3	1
NOT APPLY OR NOT ANSWERED	2	—	1
	<u>101</u>	<u>100</u>	<u>99</u>

* less than 1%

The three universities are predominantly male institutions at McGill for example, female students compose only 35% of the total student body. Our sample population shows the same kind of sex distribution. Sample students at the three universities are primarily full-time students. They are distributed through the years as follows:

PERCENTAGE OF STUDENTS BY YEAR AT UNIVERSITY AND BY SEX

Year	Male (%)	Female (%)	Total
FIRST YEAR	31	41	32
SECOND YEAR	27	31	28
THIRD YEAR	27	19	18
FOURTH YEAR	13	11	12
FIFTH OR HIGHER YEAR	4	1	3
NOT APPLY OR NOT ANSWERED	4	4	4
	100	101	100

Year	Male (%)	Female (%)	Total
FIRST YEAR	31	36	33
SECOND YEAR	27	25	26
THIRD YEAR	14	28	18
FOURTH YEAR	18	13	17
FIFTH OR HIGHER YEAR			
NOT APPLY OR NOT ANSWERED	4	4	4
	100	100	100

Year	Male (%)	Female (%)	Total
FIRST YEAR	30	41	32
SECOND YEAR	28	28	28
THIRD YEAR	28	14	21
FOURTH YEAR	17	14	15
FIFTH OR HIGHER YEAR		3	1
NOT APPLY OR NOT ANSWERED	4	4	4
	101	100	100

* Less than 1%

They are studying for the following degrees:

PERCENTAGE OF STUDENTS BY DEGREE SOUGHT AND BY SEX

McGill George and 7% at Sir George already in the majority of the sample seeking undergraduate degrees. The majority of students have been at university for four years or less; McGill 79%, Sir George 96%, Bishop's 94%; only 25% at McGill, 5% at

	MALE	FEMALE	TOTAL
Bachelor of Arts	12	27	18
Bachelor of Science	26	19	23
Other Bachelor's Degree	38	19	30
Master of Arts	4	4	4
Doctor's Degree	15	2	10
Diploma or Certificate	5	28	14
Other or Not Answered	1	1	1
	<u>101</u>	<u>100</u>	<u>100</u>

McGill

	MALE	FEMALE	TOTAL
Bachelor of Arts	32	61	38
Bachelor of Science	23	26	23
Other Bachelor's Degree	38	10	32
Master of Arts	1	1	2
	<u>99</u>	<u>100</u>	<u>102</u>
Doctor's Degree			
Diploma or Certificate	5	2	4
Other or Not Answered	2%	2	3%
	<u>100</u>	<u>101</u>	<u>100</u>

Bishop's

	MALE	FEMALE	TOTAL
Bachelor of Arts	55	79	64
Bachelor of Science	39	14	30
Other Bachelor's Degree	2		1
Diploma or Certificate	4	7	5
Other or Not Answered			
	<u>100</u>	<u>100</u>	<u>100</u>

They are studying for the following degrees:

PERCENTAGE OF STUDENTS BY DEGREE SOUGHT AND BY SEX

McCALL		SIR GEORGE		HARRISON'S	
MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
12	27	32	61	22	79
26	19	23	26	39	14
38	19	38	10	2	7
4	4			4	
12	2				
2	28				
1	1				
101	100	101	101	101	100
TOTAL		TOTAL		TOTAL	
18	38	38	38	64	30
23	23	23	23	30	1
30	30	32	32	1	2
4	4				
10	10				
14	14				
1	1				
101	100	101	101	101	100

As might be expected with such a high proportion of the sample seeking undergraduate degrees, the majority of students have been at university for four years or less; McGill 79%, Sir George 96%, Bishop's 94%; only 25% at McGill, 5% at Sir George and 7% at Bishop's already have a university degree. The majority are single - McGill 90%, Sir George 90% and Bishop's 99%; and most, as the following table shows, are in the age groups below 24:

PERCENTAGE OF STUDENTS BY AGE AT LAST BIRTHDAY AND BY SEX

McGill

	MALE	FEMALE	TOTAL
Under 18	12	19	15
18 or 19	26	44	33
20 or 21	22	17	20
22 or 23	18	6	14
24 - 27	15	6	11
28 OR OLDER	6	7	7
Not Answered	<u>1</u>	<u>1</u>	<u>2</u>
	99	100	102

Sir George

	MALE	FEMALE	TOTAL
UNDER 18	2	20	6
18 or 19	34	28	32
20 or 21	31	33	31
22 or 23	16	8	14
24 - 27	13	7	11
28 OR OLDER	4	5	4
Not answered	<u> </u>	<u> </u>	<u>2</u>
	100	101	100

As might be expected with such a high proportion of the sample seeking undergraduate degrees, the majority of students have been at university for four years or less; McGill 79%, Sir George 95%, Bishop's 92%, only 25% at McGill, 2% at Sir George and 7% at Bishop's already have a university degree. The majority are single - McGill 90%, Sir George 90% and Bishop's 95% and most, as the following table shows, are in the age groups below 25.

PERCENTAGE OF STUDENTS BY AGE AT LAST BIRTHDAY AND BY SEX

			McGill
TOTAL	FEMALE	MALE	
15	18	12	Under 18
33	44	22	18 or 19
20	17	23	20 or 21
14	6	18	22 or 23
11	6	15	24 - 27
7	7	6	28 OR OLDER
2	1	1	Not Answered
<u>102</u>	<u>100</u>	<u>99</u>	
			Sir George
6	20	2	Under 18
32	28	34	18 or 19
31	33	31	20 or 21
14	8	16	22 or 23
11	7	13	24 - 27
4	2	4	28 OR OLDER
2	—	—	Not answered
<u>100</u>	<u>101</u>	<u>100</u>	

<u>Bishop's</u>	MALE	FEMALE	TOTAL
UNDER 18	13	34	20
18 OR 19	43	45	43
20 OR 21	31	14	25
22 OR 23	9	3	7
24 - 27	2		1
28 OR OLDER	2	3	2
NOT ANSWERED			<u>1</u>
	<u>100</u>	<u>99</u>	<u>99</u>

HOME ADDRESS

The sample students at all three universities come primarily from Canada, and from the province of Quebec as the following table shows:

PERCENTAGE OF STUDENTS BY HOME ADDRESS

	<u>McGill</u>	<u>Sir George</u>	<u>Bishop's</u>
<u>Canada</u>	82	91	99
Quebec - Lawrence	70	85	83
Quebec - Saguenay			
Ontario - John	7	5	13
Abitibi			
Maritimes	2	*	-
West	4	*	3
<u>Outside Canada</u>	<u>18</u>	<u>9</u>	<u>1</u>
	<u>100</u>	<u>100</u>	<u>100</u>

Canadian Citizenship	78	84	96
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* less than 1%

Since students from Quebec were so important a part of these samples, they will be considered in more detail. Of the Quebec sample students, the majority at the three universities have home addresses within the Montreal Metropolitan area. At the same time there are some differences between the universities. As the following tables show, the Sir George Quebec sample is a Montreal city sample: only 10% of the Quebec sample come from elsewhere in the province. On the other hand, 56% of the Quebec sample at Bishop's have home addresses outside the Montreal area. Again, no Quebec

Blshop's	MALE	FEMALE	TOTAL
UNDER 18	13	24	37
18 OR 19	42	42	84
20 OR 21	31	24	55
22 OR 23	2	2	4
24 - 27	2		2
28 OR OVER	2	2	4
NOT ANSWERED			1
HOME ADDRESS	100	99	99 1/2

The sample students at all three universities come primarily from Quebec, and from the province of Quebec as the following table shows:

PERCENTAGE OF STUDENTS BY HOME ADDRESS

Blshop's	St. Joseph's	McGill	Quebec
99	91	82	82
23	23	70	23
13	2	7	13
*	*	2	*
2	*	4	2
1/100	9/100	18/100	1/100
98	84	78	98

* less than 1%

Since students from Quebec were so important a part of these samples, they will be considered in more detail. Of the Quebec sample students, the majority at the three universities have home addresses within the Montreal Metropolitan area. At the same time there are some differences between the universities. As the following tables show, the St. Joseph's sample is a Montreal city sample, only 10% of the Quebec sample come from elsewhere in the province. On the other hand, 60% of the Quebec sample at Blshop's have home addresses outside the Montreal area. Again, no Quebec

student in the Sir George sample comes from the rural areas of the province; relatively few Quebec students at the other two universities come from rural areas either - 4% at McGill, 10% at Bishop's. The Eastern Townships, the area around Montreal and Metropolitan Montreal itself provide 94% of the McGill Quebec sample and 88% of the Bishop's Quebec sample.

PERCENTAGE OF QUEBEC STUDENTS BY REGION OF HOME ADDRESS

	McGill	Sir George	Bishop's
% Quebec students	70	85	83
Metropolitan Montreal	86	90	44
Montreal Environs	5	3	12
Eastern Townships	3	*	31
Quebec Three Rivers	2	1	4
Hull	1	-	3
Lower St. Lawrence Saguenay Lake St. John Abitibi	2	-	4
Not Answered	$\frac{2}{100}$	$\frac{6}{100}$	$\frac{1}{100}$

* less than 1%

PERCENTAGE OF QUEBEC STUDENTS BY RURAL-URBAN HOME ADDRESS

	McGill	Sir George	Bishop's
% Quebec Students	70	85	83
Metropolitan areas - Montreal, Hull, Quebec	87	91	50
Cities, 10,000 and over	4	2	31
Cities, 5,000 to 9,999	3	1	7
Rural areas, prosperous	2	*	4
Rural areas, medium income	1	-	3
Rural areas, poor	*	-	3
Not Answered	$\frac{2}{100}$	$\frac{5}{100}$	$\frac{1}{100}$

* less than 1%

student in the St. George sample comes from the rural areas of the province; relatively few Quebec students at the other two universities come from rural areas - 12 at McGill, 10% at Bishop's. The Eastern Townships, the area around Montreal and Metropolitan Montreal itself provide 92% of the McGill Quebec sample and 82% of the Bishop's Quebec sample.

PERCENTAGE OF QUEBEC STUDENTS BY REGION OF HOME ADDRESS

	McGill	St. George	Bishop's
* Quebec students	70	85	83
Metropolitan Montreal	86	90	44
Montreal Environs	5	3	12
Eastern Townships	3	*	31
Quebec Three Rivers	2	1	4
Hull	1	-	3
Lower St. Lawrence	-	-	-
Gatineau	2	-	4
Lake St. John	-	-	-
Abitibi	-	-	-
Not Answered	$\frac{2}{100}$	$\frac{6}{100}$	$\frac{1}{100}$

* less than 1%

PERCENTAGE OF QUEBEC STUDENTS BY RURAL-URBAN HOME ADDRESS

	McGill	St. George	Bishop's
* Quebec students	70	85	83
Metropolitan areas - Montreal, Hull, Quebec	87	91	50
Cities, 10,000 and over	4	2	31
Cities, 5,000 to 9,999	3	1	7
Rural areas, prosperous	2	*	4
Rural areas, medium income	1	-	3
Rural areas, poor	4	-	3
Not Answered	$\frac{2}{100}$	$\frac{6}{100}$	$\frac{1}{100}$

* less than 1%

student in the Sir George sample comes from the rural areas of the province; relatively few Quebec students at the other two universities come from rural areas either - 4% at McGill, 10% at Bishop's. The Eastern Townships, the area around Montreal and Metropolitan Montreal itself provide 94% of the McGill Quebec sample and 88% of the Bishop's Quebec sample.

PERCENTAGE OF QUEBEC STUDENTS BY REGION OF HOME ADDRESS

	McGill	Sir George	Bishop's
% Quebec students	70	85	83
Metropolitan Montreal	86	90	44
Montreal Environs	5	3	12
Eastern Townships	3	*	31
Quebec Three Rivers	2	1	4
Hull	1	-	3
Lower St. Lawrence			
Saguenay	2	-	4
Lake St. John			
Abitibi			
Not Answered	$\frac{2}{100}$	$\frac{6}{100}$	$\frac{1}{100}$

* less than 1%

PERCENTAGE OF QUEBEC STUDENTS BY RURAL-URBAN HOME ADDRESS

	McGill	Sir George	Bishop's
% Quebec Students	70	85	83
Metropolitan areas - Montreal, Hull, Quebec	87	91	50
Cities, 10,000 and over	4	2	31
Cities, 5,000 to 9,999	3	1	7
Rural areas, prosperous	2	*	4
Rural areas, medium income	1	-	3
Rural areas, poor	*	-	3
Not Answered	$\frac{2}{100}$	$\frac{5}{100}$	$\frac{1}{100}$

* less than 1%

student in the St George sample come from the rural areas of the province; relatively few Quebec students at the other two universities come from rural areas. At McGill, 10% of the students, the Eastern Townships, the area around Montreal and Metropolitan Montreal itself provide 92% of the McGill Quebec sample and 88% of the Bishop's Quebec sample.

PERCENTAGE OF QUEBEC STUDENTS BY REGION OF HOME ADDRESS

Region	McGill	St. George	Bishop's
Quebec students	70	85	83
Metropolitan Montreal	85	90	44
Montreal suburbs	5	3	12
Eastern Townships	3	*	31
Quebec three Rivers	2	1	4
Hull	1	-	3
Lower St. Lawrence	-	-	-
Saguenay	2	-	4
Lower St. John	-	-	-
Other	-	-	-
Not answered	2/100	6/100	1/100

* Less than 1%

PERCENTAGE OF QUEBEC STUDENTS BY RURAL-URBAN HOME ADDRESS

Address Type	McGill	St. George	Bishop's
Quebec Student	70	85	83
Metropolitan area - Montreal, Hull, Quebec	87	91	70
Cities, 10,000 and over	4	2	31
Cities, 2,000 to 9,999	3	1	7
Rural areas, prosperous	2	*	4
Rural areas, medium income	1	-	3
Rural areas, poor	*	-	3
Not Answered	2/100	6/100	1/100

* Less than 1%

With such a high proportion of Quebec students at McGill and Sir George having home addresses in Montreal, it is not surprising that a high proportion of the total sample live at home with their parents. This of course, is not true of Bishop's, which is the one residential university of the three:

PERCENTAGE OF ALL STUDENTS BY PLACE OF UNIVERSITY RESIDENCE AND BY SEX

	<u>McGill</u>			<u>Sir George</u>			<u>Bishop's</u>		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Living with parents	50	45	48	74	77	75	30	14	24
University residence	14	35	22	-	-	-	61	66	63
Living with spouse	10	5	8	6	11	7	-	3	1
Living elsewhere	25	15	22	20	11	18	9	17	12
Not answered	*		*						
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

* less than 1%

ETHNICITY

Canadian students were asked to say to what ethnic group they considered that they belonged. As the following table shows, the Canadian students did think that they belonged to a particular ethnic group even though they were allowed to state that they did not; only 17% said that they belonged to no particular ethnic group:

	Male	Female	Total
English Canadian	40	36	38
Jewish Canadian	-	-	-
French Canadian	2	7	4
Other	6	6	4
No ethnic group	9	3	7
Not answered	4	3	2
	<u>101</u>	<u>99</u>	<u>101</u>

With such a high proportion of Quebec students at McGill and St. George having home addresses in Montreal, it is not surprising that a high proportion of the people live at home with their parents. This of course, is not true of Bishop's, which is the one residential university of the area.

PERCENTAGE OF ALL STUDENTS BY PLACE OF UNIVERSITY RESIDENCE AND BY SEX

Place of Residence	McGill		St. George		Bishop's		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
Living with parents	50	45	44	37	25	24	47	35
University residence	14	22	-	-	61	68	14	10
Living with spouse	10	2	2	11	7	3	10	16
Living elsewhere	22	23	34	42	18	15	29	39
Not answered	2	2	2	2	2	2	2	2
	100	100	100	100	100	100	100	100

* less than 1%

DISCUSSION

Canadian students were asked to say to what ethnic group they considered they belonged. As the following table shows, the Canadian students did think they belonged to a particular ethnic group even though they were allowed to state that they did not; only 1% said they belonged to no particular ethnic group.

PERCENTAGE OF CANADIAN STUDENTS BY ETHNIC IDENTIFICATION AND BY SEX

<u>McGill</u>	MALE	FEMALE	TOTAL
Canadian citizenship	45	33	78
English Canadian	34	50	40
Jewish Canadian	24	23	24
French Canadian	5	3	5
Other	12	10	12
No ethnic group	4	5	4
Not Answered	$\frac{20}{99}$	$\frac{9}{100}$	$\frac{16}{101}$

<u>Sir George</u>	MALE	FEMALE	TOTAL
Canadian Citizenship	68	16	64
English Canadian	48	41	47
Jewish Canadian	18	29	20
French Canadian	9	7	8
Other	14	11	13
No ethnic group	6	5	5
Not answered	$\frac{6}{101}$	$\frac{7}{100}$	$\frac{7}{100}$

<u>Bishop's</u>	MALE	FEMALE	TOTAL
Canadian citizenship	61	35	96
English Canadian	80	86	82
Jewish Canadian	-	-	-
French Canadian	2	7	4
Other	6	6	4
No ethnic group	9	3	7
Not answered	$\frac{4}{101}$	$\frac{3}{99}$	$\frac{4}{101}$

PERCENTAGE OF CANADIAN STUDENTS BY ETHNIC ORIGIN AND BY SEX

SEX	ETHNIC ORIGIN	PERCENTAGE	
MALE	Canadian citizenship	51	
	English Canadian	38	
	French Canadian	1	
	Other	2	
	No ethnic group	3	
	Not answered	1	
	TOTAL	100	
	FEMALE	Canadian citizenship	41
		English Canadian	36
		French Canadian	1
Other		2	
No ethnic group		3	
Not answered		1	
TOTAL		100	
TOTAL		Canadian citizenship	46
		English Canadian	37
		French Canadian	1
	Other	2	
	No ethnic group	3	
	Not answered	1	
	TOTAL	100	

While English Canadian students make up the largest single proportion of the samples at all three universities, only at Bishop's do the students overwhelmingly claim to be English Canadian. Both the McGill and Sir George samples show more diversified ethnic populations, the male to a much larger extent than the female students.

Canadian students were also asked how long their families had lived in Canada. As the following table shows, the majority of students are at least two generations removed from their immigrant ancestor, although at Sir George a much higher proportion, 39% of sample students are either immigrants or only one generation removed than is true at the other two universities; McGill 26%, Bishop's 18%. Bishop's is clearly the university of "old" families, according to this sample of students.

PERCENTAGE OF CANADIAN STUDENTS BY LENGTH OF TIME IN CANADA AND BY SEX

<u>McGill</u>	MALE	FEMALE	TOTAL
Canadian Citizenship	45	33	78
Student immigrated	9	8	8
2nd. generation	16	20	18
3rd. generation	25	27	26
4th. generation or higher	28	35	30
Not answered	$\frac{22}{100}$	$\frac{11}{101}$	$\frac{18}{100}$
<u>Sir George</u>	MALE	FEMALE	TOTAL
Canadian Citizenship	68	16	84
Student immigrated	14	16	14
2nd. generation	24	29	25
3rd. generation	22	31	24
4th. generation or higher	30	15	27
Not answered	$\frac{10}{100}$	$\frac{8}{99}$	$\frac{10}{100}$

While English Canadian students make up the largest single proportion of the sample at all three universities, only at Bishop's do the students overwhelmingly claim to be English Canadian. Both the McGill and St. George's samples show more diversified ethnic populations, the male to a much larger extent than the female students.

Canadian students were also asked how long their families had lived in Canada. In the following table shows the majority of students are at least two generations removed from their immigrant ancestor, although at St. George's a much higher proportion of sample students are either immigrants or only one generation removed than is true at the other two universities. McGill's 1964 sample is clearly the university of "old" families, according to this sample of students.

PERCENTAGE OF CANADIAN STUDENTS BY LENGTH OF TIME IN CANADA AND BY SEX

	MALE	FEMALE	TOTAL
Canadian Citizenship	41	37	39
Student Immigrant	7	8	7
2nd generation	14	20	18
3rd generation	28	27	28
4th generation or higher	28	33	30
Not answered	2	11	10
	100	100	100
St. George's			
Canadian Citizenship	68	18	43
Student Immigrant	11	16	14
2nd generation	14	29	22
3rd generation	23	21	22
4th generation or higher	20	15	18
Not answered	2	2	2
	100	100	100

<u>Bishop's</u>	MALE	FEMALE	TOTAL
Canadian Citizenship	61	35	96
Student immigrated	4	3	4
2nd. generation	15	14	14
3rd. generation	20	34	25
4th. generation or higher	54	48	52
Not answered	7	-	5
	<u>100</u>	<u>99</u>	<u>100</u>

FAMILY BACKGROUND

Other studies of students in Canada have noted that the 7 - 10% of Canadian youth in the college age groups who actually go to College come from families with characteristics which place them mostly in the upper and middle classes of Canadian society. The students in our samples are similarly privileged. On three indices of social class, - father's occupation, parents' income, and father's education - our sample students show disproportionately high relative to the characteristics of the Canadian population as a whole.

Our sample students come mainly from families in which both the mother and the father are living and the father is employed:

	McGill	Sir George	Bishop's
Mother living	95%	95%	94%
Father living	87%	91%	95%
Father employed	80%	83%	90%

The occupations of their fathers tend to be in the upper ranks of the occupational world, overwhelmingly so for the McGill and Bishop's samples, to a slightly less extent for the Sir George Williams sample:

Male	Female	Total	Percentage
61	35	96	75.2
4	3	7	5.4
18	14	32	24.8
20	34	54	41.6
24	19	43	33.2
7	7	14	10.8
100	99	199	100.0

FAMILY BACKGROUND

Other studies of students in Canada have noted that the 7 - 10% of Canadian youth in the college age groups who actually go to College come from families with characteristics which place them mostly in the upper and middle classes of Canadian society. The students in our sample are similarly privileged. On these indices - father's occupation, parents' income, and father's education - our sample students show disproportionately high relative to the characteristics of the Canadian population as a whole.

Our sample students were mainly from families in which both the mother and the father are living and the father is employed:

McMahon's	Sir George's	McMill	Percentage
92%	93%	92%	92.3
93%	91%	92%	92.3
90%	92%	90%	90.7

The occupations of their fathers tend to be in the upper ranks of the occupational scale, overwhelmingly so for the McMill and McMahon's samples, to a slightly less extent for the Sir George Williams sample.

PERCENTAGE OF STUDENTS BY OCCUPATION OF FATHER

	McGill	Sir George	Bishop's	% in Canadian labour force
Professional	20	8	18	7.1)
Semi-professional	3	5	4	
Executive	23	20	21	8.3)
Top managerial				
Large proprietors				
Lower managerial	35	33	34)
Small proprietors				
Office workers & sales	5	9	1	16.5
Skilled workers	5	18	11	30.6)
Semi-skilled workers	2	3	5	
Unskilled workers	1	2	1	20.5
Farmers	4	1	2	15.7
Not answered	<u>3</u> 101	<u>2</u> 101	<u>2</u> 99	1.3

Although members of what might be called the working class in (skilled, semi-skilled, unskilled) Canada make up about 50% of the total labour force, children of fathers in the working class compose only (8%) of the McGill sample, and (17%) of the Bishop's sample. In this regard, Sir George, according to our sample, offers more opportunity to children from working class families than the other two universities, although even at Sir George, the opportunity is not taken by a proportional percentage of such children. (23%)

When we look at income of parents, a similar pattern presents itself:

PERCENTAGE OF STUDENTS BY INCOME OF PARENTS

	McGill	Sir George	Bishop's	% of all Canadian Families in income groups
Less than \$4,000	15	18	13	53.9
\$4,000 - \$5,999	15	21	19	42.8)
\$6,000 - \$9,999	23	23	18	
\$10,000 - \$13,999	16	15	18	3.3)
\$14,000 and over	21	13	24	
Not answered	<u>10</u> 100	<u>10</u> 100	<u>8</u> 100	

PERCENTAGE OF STUDENTS BY OCCUPATION OF FATHER

Occupation	1911	1921	1931
Professional	10	18	25
Administrative	5	4	5
Executive	15	21	28
Shop and service	25	25	25
Large business	20	20	20
Government	10	10	10
Other	15	15	15
Total	100	100	100

Although numbers of sons might be small the working class in 1931 included 30.8% of the total labor force, whereas in 1911 the working class comprised only 18% of the total labor force. This indicates that the working class has become a more important factor in the economy. In this regard, Sir George, according to our sample, offers more opportunity to children from working class families than the other two universities, although even at the University of Toronto the opportunity is not taken by a percentage of such children.

PERCENTAGE OF STUDENTS BY INCOME OF FATHER

Income Group	1911	1921	1931
Over \$10,000	10	15	20
\$5,000 - \$10,000	15	20	25
\$2,500 - \$5,000	25	30	35
\$1,000 - \$2,500	35	40	45
\$500 and over	15	15	15
Not reported	5	5	5
Total	100	100	100

Despite the fact that only 3.3% of all Canadian families have incomes over \$10,000 a year, 37% of McGill sample students and 42% of students in the Bishop's sample say they have parents with annual incomes of this amount or more. The sample students at Sir George are compared with incomes for Canada as a whole, also a-typical, although there is a somewhat higher percentage of them in the middle income ranges than is true at the other two universities. All three university samples approximate more closely the Canadian experience in the middle income range - \$4,000 - \$10,000 than at the extremes.

Presumably a family income of at least \$6,000 a year is essential for a family to send a child to college, if our samples are assumed to be typical of student experience. Yet, as the following table shows, the children of some working class families do go to university, even though the parents have incomes below that amount.

*

PERCENTAGE OF STUDENTS BY OCCUPATIONAL RANKING OF FATHER AND BY PARENTAL INCOME

<u>McGill</u>	<u>Upper</u>	<u>Middle</u>	<u>Working</u>	<u>Farmer</u>
Less than \$6,000	15	27	31	46
\$6,000 - \$9,999	16	31	17	21
\$10,000 - \$13,999	20	16	3	4
\$14,000 and over	38	9	3	4
Not answered	$\frac{12}{100}$	$\frac{7}{100}$	$\frac{5}{100}$	$\frac{11}{100}$
<u>Sir George</u>	<u>Upper</u>	<u>Middle</u>	<u>Working</u>	<u>Farmer</u>
Less than \$6,000	8	42	65	50
\$6,000 - \$9,999	15	29	23	-
\$10,000 - \$13,999	29	12	4	-
\$14,000 and over	39	5	-	-
Not answered	$\frac{8}{100}$	$\frac{12}{100}$	$\frac{8}{100}$	$\frac{50}{100}$

Because the fact that only 3.3% of all Canadian families have incomes over \$10,000 a year, 52% of McGill parents students and 42% of students in the Bishop's sample say they have parents with annual incomes at this amount or more. The sample students at St. George are compared with incomes for Canada as a whole, also a typical, although there is a somewhat higher percentage of them in the middle income ranges than in some of the other two universities. All three university samples approximate more closely the Canadian experience in the middle income range - \$5,000 - \$10,000 than at the extremes. Presumably, family incomes of at least \$5,000 a year is essential for a family to send a child to college, if our samples are assumed to be typical of students everywhere. Yet, as the following table shows, the children of some working class families do go to university, even though the parents have incomes below that amount.

PERCENTAGE OF STUDENTS BY OCCUPATIONAL RANKING OF FATHER AND BY PARENTAL INCOME

Parental Income	Lower	Middle	Higher	St. George	Bishop's	McGill
Less than \$5,000	15	25	31	15	15	15
\$5,000 - \$9,999	18	22	17	18	21	21
\$10,000 - \$14,999	20	16	3	20	4	4
\$15,000 and over	38	9	3	38	1	1
Not answered	18	7	3	18	11	11
	100	100	100	100	100	100
St. George	Lower	Middle	Higher	Parental Income		
Less than \$5,000	1	4	8	1	1	1
\$5,000 - \$9,999	12	20	25	12	2	2
\$10,000 - \$14,999	29	12	4	29	1	1
\$15,000 and over	39	2	-	39	1	1
Not answered	18	12	3	18	10	10
	100	100	100	100	100	100

<u>Bishop's</u>	Upper	Middle	Working	Farmer
Less than \$6,000	9	36	71	50
\$6,000 - \$9,999	12	24	21	-
\$10,000 - \$13,999	24	18	-	-
\$14,000 and over	42	12	7	50
Not answered	12	9	-	-

* Upper - Professional, executive, higher managerial, large proprietors

Middle - Semi-professional, lower managerial, small proprietor, office and sales worker

Working - Skilled, semi-skilled, unskilled

Finally, the following tables show the number of years of schooling the sample students say that their father's have, and whether the father has a university degree:

PERCENTAGE OF STUDENTS BY YEARS OF SCHOOLING COMPLETED BY FATHERS

	<u>McGill</u>	<u>Sir George</u>	<u>Bishop's</u>
Not go to school	2	1	1
1 - 7 years	16	22	12
8 - 11 years	30	37	31
12 - 15 years	20	20	24
16 years or more	26	15	26
Don't know or not answered	$\frac{7}{101}$	$\frac{5}{100}$	$\frac{6}{100}$

PERCENTAGE OF STUDENTS BY FATHERS WITH UNIVERSITY DEGREES

	<u>McGill</u>	<u>Sir George</u>	<u>Bishop's</u>
Bachelor's degree	16	9	26
Master's degree	5	3	1
Doctor's degree	7	3	5
Diploma or certificate	4	6	4
No degree	65	77	64
Don't know or not answered	$\frac{3}{100}$	$\frac{2}{100}$	$\frac{-}{100}$

Percent	Working	Middle	Upper	Mean's
30	11	20	9	Less than \$5,000
-	21	24	13	\$5,000 - \$9,999
-	-	16	24	\$10,000 - \$19,999
20	7	13	13	\$20,000 and over
-	-	9	13	Not answered

Upper - Executive, managerial, higher managerial, large proprietors
 Middle - Small-business, lower managerial, small proprietor, office
 and other groups

Working - Self-employed, unskilled

Presently the following table shows the number of years of schooling the sample students say that their fathers had and whether the father has a university degree.

PERCENTAGE OF STUDENTS BY YEARS OF FATHER'S SCHOOLING BY PATERNAL DEGREE

Paternal Degree	Years of Schooling	Percent
Bachelor's degree	12-16 years	100
	17-21 years	100
	22-26 years	100
	27-31 years	100
	32-36 years	100
	37-41 years	100
Master's degree	12-16 years	100
	17-21 years	100
	22-26 years	100
	27-31 years	100
	32-36 years	100
	37-41 years	100
Doctor's degree	12-16 years	100
	17-21 years	100
	22-26 years	100
	27-31 years	100
	32-36 years	100
	37-41 years	100
High school or equivalent	12-16 years	100
	17-21 years	100
	22-26 years	100
	27-31 years	100
	32-36 years	100
	37-41 years	100
No degree	12-16 years	100
	17-21 years	100
	22-26 years	100
	27-31 years	100
	32-36 years	100
	37-41 years	100

PERCENTAGE OF STUDENTS BY YEARS OF FATHER'S SCHOOLING BY PATERNAL DEGREE

Paternal Degree	Years of Schooling	Percent
Bachelor's degree	12-16 years	100
	17-21 years	100
	22-26 years	100
	27-31 years	100
	32-36 years	100
	37-41 years	100
Master's degree	12-16 years	100
	17-21 years	100
	22-26 years	100
	27-31 years	100
	32-36 years	100
	37-41 years	100
Doctor's degree	12-16 years	100
	17-21 years	100
	22-26 years	100
	27-31 years	100
	32-36 years	100
	37-41 years	100
High school or equivalent	12-16 years	100
	17-21 years	100
	22-26 years	100
	27-31 years	100
	32-36 years	100
	37-41 years	100
No degree	12-16 years	100
	17-21 years	100
	22-26 years	100
	27-31 years	100
	32-36 years	100
	37-41 years	100

Again, sample students at McGill and Bishop's show similar experience; about a third of fathers have university degrees of one kind or another; four-fifths of the fathers have more than a primary school education; in fact, about 50% have schooling beyond the secondary school. In this regard Sir George sample students differ slightly; almost a quarter of them have fathers with primary school education or less; only about a third have gone beyond secondary school and less than a quarter have some kind of university degree.

What is the general picture of the sample students that results from these three indices of social class? Bishop's and McGill are the least diversified of the three universities. Their sample students are drawn primarily from the upper and middle classes of Canadian society with little leaven provided from the lower classes in the society, either in terms of father's occupation or parental income or education. On the other hand, Sir George sample students come from more diversified backgrounds, reaching lower into the social class scale, although, as in the other two universities, students with middle class backgrounds compose the larger share of the sample.

One further piece of information about the backgrounds of the sample students, is the number and characteristics of brothers and sisters.

As the following table shows, the majority of the sample students come from families in which there are three children or fewer:

PERCENTAGE OF STUDENTS BY NUMBER OF CHILDREN IN FAMILY

	<u>McGill</u>	<u>Sir George</u>	<u>Bishop's</u>
Only child	13	15	8
Two children	36	39	44
Three children	28	22	25
Four children	11	10	13
Five children	5	6	7
Six or more children	<u>8</u>	<u>8</u>	<u>2</u>
	101	100	99

The majority do have at least one brother or sister, although as the following table shows, the sample students are more apt to be an eldest child:

Against these results of Miller and Kilpatrick's show similar experiments, about a third of fathers have university degrees of one kind or another; four-fifths of the fathers now more than a primary school education; in fact, about 90% have education beyond the secondary school. In this regard the average sample students differ slightly since a quarter of them have fathers with primary school education or less; only about a third have more than secondary school and less than a quarter have some kind of university degree.

What is the general picture of the sample students that results from these three indicators of social class? Miller and Kilpatrick on the basis of their study of the three universities. Their sample students are drawn primarily from the upper and middle classes of London schools with little lower middle class. In the lower classes in the social status in terms of father's occupation or personal income or education. On the other hand, the sample students are drawn from very diversified backgrounds, ranging from the lowest social class through the middle class to the upper social classes. Students with fathers that have degrees compose the larger share of the sample. The father's level of education about the background of the sample students, in the number and occupational status of brothers and sisters. In the following table, the majority of the sample students are from families in which there are three children or fewer.

THE NUMBER OF BROTHERS OR SISTERS OF CHILDREN IN FAMILY

Number of Children	Sample	All Schools	Ratio
One child	12	12	1.00
Two children	24	24	1.00
Three children	28	28	1.00
Four children	13	13	1.00
Five children	7	7	1.00
Six or more children	2	2	1.00
Total	106	106	1.00

The parents do have at least one brother or sister, although on the following table shows the sample students are more apt to be an oldest child.

PERCENTAGE OF STUDENTS BY THEIR BIRTH ORDER IN THE FAMILY

	<u>McGill</u>	<u>Sir George</u>	<u>Bishop's</u>
Only child	13	15	8
Eldest child	41	41	54
Middle child	23	19	15
Youngest child	$\frac{23}{100}$	$\frac{26}{101}$	$\frac{23}{100}$

We may look at the characteristics of their brothers or sisters in terms of their father's occupation. The following table shows the percentage of brothers and sisters at school or not at school:

EDUCATION OF BROTHERS AND SISTERS BY FATHER'S OCCUPATION IN PERCENTAGE

<u>McGill</u>	Upper	Middle	Working	Farmer	Total
Only children (% in sample)	6	5	1	*	13
Brothers and Sisters:					
Below school age	4	4	7	3	4
At primary or secondary school	46	44	34	34	44
At college or univ.	19	17	12	3	17
Completed schooling	$\frac{31}{100}$	$\frac{35}{100}$	$\frac{47}{100}$	$\frac{60}{100}$	$\frac{35}{100}$

<u>Sir George</u>	Upper	Middle	Working	Farmer	Total
Only children (% in sample)	4	5	5		15
Brothers and Sisters:					
Below school age	6	5	4	-	6
At primary or secondary school	45	44	46	-	43
At college or univ.	16	15	9	-	14
Completed schooling	$\frac{33}{100}$	$\frac{36}{100}$	$\frac{40}{99}$	$\frac{100}{100}$	$\frac{37}{100}$

* less than 1%

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PERCENTAGE OF YOUNG BY THEIR BIRTH ORDER IN THE FAMILY

Birth Order	Percentage	Number	Percentage
1st child	13	13	100
2nd child	41	41	100
3rd child	19	19	100
4th child	27	27	100
Total	100	100	100

We may look at the characteristics of their brothers or sisters in terms of their father's occupation. The following table shows the percentage of brothers and sisters at school or out of school.

EDUCATION OF BROTHERS AND SISTERS BY FATHER'S OCCUPATION IN PERCENTAGE

Education	Percentage				Total
	Farmer	Working	Other	Total	
At school or out of school	1	1	1	1	4
Completed education	21	21	21	21	84
At college or university	3	3	3	3	17
At primary or secondary school	74	74	74	74	271
Total	100	100	100	100	306

Education	Percentage				Total
	Farmer	Working	Other	Total	
At school or out of school	0	0	0	0	0
Completed education	100	100	100	100	100
At college or university	0	0	0	0	0
At primary or secondary school	0	0	0	0	0
Total	100	100	100	100	100

Bishop's	Upper	Middle	Working	Farmer	Total
Only children (% in sample)	6	2			8
Brothers and Sisters:					
Below school age	9	-	3	-	4
At primary or secondary school	55	61	38	-	53
At college or univ.	24	17	7	-	18
Completed schooling	$\frac{11}{99}$	$\frac{22}{100}$	$\frac{52}{100}$	$\frac{100}{100}$	$\frac{24}{99}$

We cannot conclude from these data that students from privileged families are more apt to go to university simply because their parents can afford to send them. No doubt this is true to some extent. But privilege would seem to beget privilege, and not only are these families well-off financially, they are also families in which higher education is not unusual. As we have seen before, 45% of fathers in the McGill sample have schooling beyond the secondary school, 35% have such education at Sir George, and 50% at Bishop's. Forty-two percent of mothers in the McGill sample have schooling beyond secondary school, 24% have such schooling at Sir George, and 49% at Bishop's. About a third of the fathers at McGill (32%) and at Bishop's (36%), and about a quarter of those at Sir George (22%) hold some kind of a university degree. For mothers, the corresponding percentages are 18%, 31% and 14% respectively.

As one might expect, there is a close relationship between the number of years of schooling that the fathers of sample students have and their occupations:

PERCENTAGE OF FATHERS WITH TWELVE YEARS OF SCHOOLING OR MORE BY FATHER'S OCCUPATIONAL RANK

	McGill	Sir George	Bishop's
Upper	85	57	79
Middle	30	35	42
Working	9	12	-
Farmer	18	-	50

Hispanic	Upper	Middle	Working	Farmer	Total
only children (n=...)	2	2			4
Brothers and Sisters					
How school age	9		3		12
At primary or secondary school	25	61	38		124
At college or university	24	17	7		48
Completed schooling	11/99	22/100	22/100	100/100	24/99

The above consists from these data that students from privileged families are more apt to go to university simply because their parents can afford to send them. To doubt this is true to some extent. But privilege would seem to best privilege, and not only are these families well-off financially, they are also families in which higher education is not unusual. As we have seen before, 45% of fathers in the McMill sample have schooling beyond the secondary school, 33% have such education as St. George's, and 50% at Bishop's. Forty-two percent of mothers in the McMill sample have schooling beyond secondary school, 24% have such schooling at St. George's, and 14% at Bishop's. About a third of the fathers at McMill (33%) and at Bishop's (36%), and about a quarter of those at St. George's (25%) hold some kind of a university degree. For mothers, the corresponding percentages are 18%, 31% and 14% respectively. As one might expect, there is a close relationship between the number of years of schooling that the fathers of sample students have and their occupations:

PERCENTAGE OF FATHERS WITH TWELVE YEARS OF SCHOOLING OR MORE BY FATHER'S OCCUPATIONAL RANK

Occupational Rank	McMill	St. George's	Bishop's
Upper	82	37	79
Middle	30	32	42
Working	9	12	-
Farmer	18	-	30

There is also a close relationship between the father's occupation and the presence in the families of those brothers and sisters who have finished their education having done so with some kind of university degree; although this group of students makes up less than 20% of the sample students.

PERCENTAGE OF BROTHERS AND SISTERS WHO HAVE GRADUATED FROM UNIVERSITY BY FATHER'S OCCUPATION

	<u>McGill</u>	<u>Sir George</u>	<u>Bishop's</u>
Upper	56	47	29
Middle	37	25	38
Working	29	23	7
Farmer	9	25	-
% of students with brothers and sisters who have completed their schooling	38	39	27
% of students with brothers & sisters who have graduated from university	19	15	10

These various data, on parental education, and on the education of brothers and sisters, suggest, taken in conjunction with occupations of fathers, that about half of the sample students have some tradition of advanced education in their families. These students are privileged in more than the availability of a father with a high income.

Finally, that the sample students are expected from an early age to go to university, can be seen from their responses to the following questions:

That it was more of a barrier for the Sir George students than for McGill or Bishop's students can be seen in the following table: Students were asked whether financial reasons had ever led them to postpone or to interrupt their university education in any way:

There is also a close relationship between the father's occupation and the presence in the families of those brothers and sisters who have finished their education having done so with some kind of university degree although this group of students makes up less than 20% of the sample students.

PERCENTAGE OF BROTHERS AND SISTERS WHO HAVE GRADUATED FROM UNIVERSITY BY FATHER'S OCCUPATION

Father's Occupation	Brothers	Sisters
Upper	47	36
Middle	25	37
Working	23	29
Farmer	25	9
2 of students with brothers and sisters who have completed their secondary	39	38
2 of students with brothers & sisters who have graduated from university	15	19

These various data, on parental education, and on the education of brothers and sisters, suggest, taken in conjunction with occupations of fathers, that about half of the sample students have some tradition of advanced education in their families. These students are privileged in more than the availability of a father with a high income.

Finally, that the sample students are expected from an early age to go to university, can be seen from their responses to the following questions:

PERCENTAGE OF STUDENTS SAYING YES TO QUESTION:

	<u>McGill</u>	<u>Sir George</u>	<u>Bishop's</u>
When you were around ten years old did your parents intend that you would one day go to university?	67	62	63
When you began your studies at secondary school did you intend to go to university?	84	78	88
When you completed your studies at secondary school did you go directly into university (after the summer holiday?)	82	61	88

About two-thirds of the sample students had parents who intended that their child would go to university as early as the age of ten. For well over three quarters of the students, the intention to go to university was present by the time the student entered secondary school. Well over 80% of the McGill and Bishop's students went directly into university after completing secondary school. The experience of the sample students at Sir George was slightly different: somewhat fewer of them intended to go to university when they began secondary school, and only about two-thirds made it directly from secondary school into university. Thus, for an overwhelming majority of the McGill and Bishop's sample students not only was the intention to go to university present from an early age, but there were few financial barriers in the way preventing them from putting their intention into practice. Presumably, there were barriers for more of the sample students at Sir George, although the financial barrier was possibly only one among others.

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PERCENTAGE OF STUDENTS SAYING YES TO QUESTION:

When you were around ten years old did your parents intend that you would one day go to university?	McGill	Sir George	Bishop's
When you began your studies at secondary school did you intend to go to university?	67	62	63
When you completed your studies at secondary school did you go directly into university (after the summer holidays)?	84	78	88
	82	61	88

About two-thirds of the sample students had parents who intended that their child would go to university as early as the age of ten. For well over three quarters of the students, the intention to go to university was present by the time the student entered secondary school. Well over 80% of the McGill and Bishop's students went directly into university after completing secondary school. The experience of the sample students at Sir George was slightly different: somewhat fewer of them intended to go to university when they began secondary school, and only about two-thirds made it directly from secondary school into university. Thus, for an overwhelming majority of the McGill and Bishop's sample students not only was the intention to go to university present from an early age, but there were few financial barriers in the way preventing them from putting their intention into practice. Presumably, there were barriers for none of the sample students at Sir George, although the financial barrier was possibly only one among others.

That it was more of a barrier for the Sir George students than for McGill or Bishop's students can be seen in the following table. Students were asked whether financial reasons had ever led them to postpone or to interrupt their university education in any way?

PERCENTAGE OF STUDENTS HAVING TO POSTPONE OR INTERRUPT THEIR TRAINING FOR FINANCIAL REASONS

	<u>McGill</u>	<u>Sir George</u>	<u>Bishop's</u>
Had to postpone entrance to university	8	17	4
Had to withdraw from university	1	4	1
Had to attend university part-time	2	7	-

Close to a fifth of the Sir George students say that they had to postpone university training for financial reasons, whereas less than a tenth of students at the other two universities admit this. And more of the Sir George students have either had to withdraw or study part-time because of financial reasons than is true for the other two universities.

There are, of course, differences in these class criteria among sample students in different faculties. The faculties and schools at McGill show large differences in the kind of class background the sample students have. As the following table shows, they can be grouped into three types of faculties and schools on the basis of occupation of student's father:

PERCENTAGE OF STUDENTS WITH FATHERS IN SPECIFIED OCCUPATIONAL RANKINGS BY FACULTY

<u>McGILL</u>	Upper	Middle	Worker	Farmer	N.A.	Total
<u>TYPE I (53% of students)</u>						
Arts & Science	50	41	6	1	2	100%
Commerce	55	40	5	-	-	100%
Medicine, Dentistry	57	32	8	2	2	100%
Law	60	29	6	-	6	100%

PERCENTAGE OF STUDENTS HAVING TO POSTPONE OR INTERRUPT THEIR TRAINING FOR FINANCIAL REASONS

Faculty	McGill	St. George	Analysis
Had to postpone entrance to university	8	17	A
Had to withdraw from university	1	A	I
Had to attend university part-time	2	7	-

Close to a fifth of the St. George students say that they had to postpone university training for financial reasons, whereas less than a tenth of students at the other two universities admit this. And more of the St. George students have either had to withdraw or study part-time because of financial reasons than is true for the other two universities.

There are, of course, differences in these class criteria among sample students in different faculties. The faculties and schools at McGill show large differences in the kind of class background the sample students have. As the following table shows, they can be grouped into three types of families and schools on the basis of occupation of student's father:

PERCENTAGE OF STUDENTS WITH FATHERS IN SPECIFIED OCCUPATIONAL RANKINGS BY FACULTY

Faculty	McGill				Total
	Upper	Middle	Worker	Farmer	
Arts & Science	30	41	6	1	100
Commerce	55	40	5	-	100
Medicine, Dentistry	37	32	8	2	100
Law	60	29	6	-	100

	Upper	Middle	Worker	Farmer	N.A.	Total
<u>TYPE II (25% of students)</u>						
Engineering Architecture	35	52	9	2	2	100%
Graduate Nursing Social Work Occupational & Physical Therapy	44	42	11	2	2	100%
Music Divinity Graduate School Library School	46	34	12	6	2	100%
<u>TYPE III (21% of students)</u>						
Education	24	51	11	8	6	100%
Agriculture Home Economics	27	39	12	17	5	100%

More than half of the sample students in TYPE I faculties have fathers with occupations in the professional and top administrative categories. Practically all other students in these faculties have fathers with occupations that we have categorised as middle occupations - semi-professional, lower administrative and office and sales occupations. No more than 10% of the sample students have fathers with working class or farming occupations. The distribution of students by their fathers' occupations is slightly different among the TYPE II faculties. There is a smaller percentage of students with fathers having occupations in the upper rank, but 80% or more have fathers with occupations in the upper and middle ranks. Only agriculture and home economics in our TYPE III faculties have more than a quarter of the sample students with fathers in the working and farming occupational categories. Education students tend to be drawn primarily from the middle ranks.

The same kinds of differences are evident in our information on parents' income, as the following table shows:

<u>TYPE II (20% of students)</u>					
Upper	Middle	Lower	Farmers	N.A.	Total
32	32	9	2	2	100
44	42	11	2	2	100
46	34	12	6	2	100
<u>TYPE III (15% of students)</u>					
24	21	11	6	6	100
27	39	12	17	2	100

More than half of the sample students in TYPE I facilities have fathers with occupations in the professional and top administrative categories. Practically all other students in these facilities have fathers with occupations that we have categorized as middle occupations - non-professional, lower administrative and office and sales occupations. No more than 10% of the sample students have fathers with working class or farming occupations. The distribution of students by their fathers' occupations is slightly different among the TYPE II facilities. There is a smaller percentage of students with father having occupations in the upper rank, but 8% or more have fathers with occupations in the upper and middle ranks. Only agriculturists and home economists in the TYPE III facilities have more than a quarter of the sample students with fathers in the working and farming occupational categories. Education students tend to be drawn primarily from the middle ranks.

The same kind of differences are evident in our information on parents' incomes as the following table shows:

Finally, with respect to fathers' education, a similar pattern is evident, as

the following table shows:

PERCENTAGE OF STUDENTS WITH PARENTS HAVING SPECIFIED INCOMES BY FACULTY

McGILL	CATEGORIES BY FACULTY - McGill					14,000 and over	N.A.
	Less than \$4,000	\$4,000-5,999	6,000-9,999	10,000-13,999	14,000 and over		
<u>TYPE I (53%)</u>							
Arts & Science	7	15	22	18	29	10	
Commerce	11	8	24	24	21	13	
Medicine	17	14	23	15	25	6	
Dentistry	11	14	11	9	40	14	
<u>TYPE II (25%)</u>							
Engineering	28	10	20	20	13	8	
Architecture	26	16	15	15	15	15	
Graduate Nursing	28	10	28	8	10	15	
Social Work	22	22	34	7	5	10	
Occ. & Phys. Therapy	16	22	26	14	15	8	
Music	22	22	34	7	5	10	
Divinity	22	22	34	7	5	10	
Grad. School	22	22	34	7	5	10	
Lib. School	22	22	34	7	5	10	
<u>TYPE III (21%)</u>							
Education	16	22	26	14	15	8	
Agriculture	22	22	34	7	5	10	
Home Economics	22	22	34	7	5	10	

Only in our TYPE II faculties do more than a quarter of the students come from families in which the parent's income is less than \$4,000 annually. More than 40% of students in TYPE I faculties show parental incomes of \$10,000 and over, and more than 40% of students in all faculties have parents with incomes over \$6,000 annually. And somewhat less than 40% among TYPE III students have fathers with more than an eleventh grade education. Except for students in education, about the same percentage of students in all faculties have fathers with some kind of university degree, with students in the Medical and Paramedical professional schools,

PERCENTAGE OF STUDENTS WITH PARENTS HAVING SPECIFIED INCOMES BY FACULTY

Faculty	Parental Income			
	Less than \$4,000	\$4,000-\$9,999	\$10,000-\$19,999	\$20,000 and over
<u>TYPE I (23%)</u>				
Arts & Sciences	7	15	22	18
Commerce	11	8	24	21
Medicine	15	14	23	23
Dentistry	11	14	11	9
Law	11	14	11	14
<u>TYPE II (28%)</u>				
Engineering	28	10	20	20
Architecture	28	16	15	15
Graduate Nursing	28	16	15	15
Social Work	28	16	15	15
Occ. & Phys. Therapy	28	16	15	15
Music	28	16	28	10
Drama	28	16	28	10
Grad. School	28	16	28	10
Lib. School	28	16	28	10
<u>TYPE III (21%)</u>				
Education	16	22	26	14
Agriculture	22	22	34	7
Home Economics	22	22	34	7

Only in our TYPE II faculties do more than a quarter of the students come from families in which the parent's income is less than \$4,000 annually. More than 40% of students in TYPE I faculties show parental incomes of \$10,000 and over, and more than 40% of students in all faculties have parents with incomes over \$6,000 annually.

Finally, with respect to fathers' education, a similar pattern is evident, as the following table shows:

PERCENTAGE OF STUDENTS WITH FATHERS IN SPECIFIED EDUCATIONAL CATEGORIES BY FACULTY - MCGILL

	Not go to school	1-7 yrs.	8-11 yrs.	12-15 yrs.	16 yrs. or more	Don't know		Fathers with University Degree
<u>TYPE I (53%)</u>								
Arts & Science	2	13	30	19	31	5	100%	33
Commerce	8	8	21	37	16	11	100	34
Medicine Dentistry	2	17	17	14	43	8	100	48
Law	--	11	31	20	31	6	100	40
<u>TYPE II (25%)</u>								
Engineering Architecture	5	21	22	20	20	11	100	30
Graduate Nursing Social Work Occupational and Physical Therapy	2	7	42	18	26	6	100	40
Music Divinity Graduate School Library School	--	16	24	30	28	2	100	36
<u>TYPE III (21%)</u>								
Agriculture Home Economics	--	29	24	17	22	7	100	32
Education	1	18	46	17	11	7	100	26

More than half of TYPE I sample students have fathers with education beyond the eleventh grade of secondary school. Students in the graduate schools among the TYPE II also show this pattern, but the other two categories in TYPE II show about 10% fewer with fathers having education beyond the eleventh grade. And somewhat less than 40% among TYPE III students have fathers with more than an eleventh grade education. Except for students in education, about the same percentage of students in all faculties have fathers with some kind of university degree, with students in the Medical and Paramedical professional schools,

Finally, with respect to fathers' education, a similar pattern is evident, as

the following table shows:

PERCENTAGE OF STUDENTS WITH FATHERS IN SPECIFIED EDUCATIONAL CATEGORIES BY FACULTY - McGILL

Fathers with University Degrees	Don't know	15 yrs. or more	12-15 yrs.	8-11 yrs.	1-7 yrs.	Not go to school	TYPE I (23%)	
							Arts & Sciences	Commerce
33	100	31	19	30	13	2	Arts & Sciences	2
34	100	16	37	21	8	8	Commerce	8
48	100	43	14	17	17	2	Medicine Dentistry	2
40	100	31	20	31	11	-	Law	-
							TYPE II (28%)	
30	100	11	30	22	21	2	Engineering Architecture	2
40	100	6	26	18	42	2	Graduate Nursing Social Work Occupational and Physical Therapy	2
							TYPE III (25%)	
36	100	2	28	30	24	16	Nursing Dentistry Graduate School Library School	-
							TYPE III (25%)	
32	100	7	22	17	24	29	Agriculture Home Economics	-
26	100	7	11	17	46	18	Education	1

More than half of THE I sample students have fathers with education beyond the eleventh grade of secondary school. Students in the graduate schools among the TYPE II also show this pattern, but the other two categories in THE II show about 10% fewer with fathers having education beyond the eleventh grade. And somewhat less than 10% among TYPE III students have fathers with more than an eleventh grade education. Except for students in education, about the same percentage of students in all faculties have fathers with some kind of university degree, with students in the Medical and Pharmaceutical

and in Law having a slight edge.

Finally, with respect to fathers' occupations, the responses are shown in the following table. The differences between students at Sir George and at the two other universities become more apparent when the class level of students in the three faculties is studied. As the following table shows, students with working class fathers make up almost a quarter of the sample students in Arts and Science, and about a third of the students in Engineering:

PERCENTAGE OF STUDENTS WITH FATHERS' OCCUPATIONS IN SPECIFIED CATEGORIES BY FACULTY - SIR GEORGE

	Upper	Middle	Worker	Farmer	N.A.	%
Arts & Science	27	46	24	1	1	100
Business Admin. and Commerce	36	47	15	-	3	100
Engineering	15	46	34	-	5	100

Students in Business Administration approximate the McGill experience more closely than do students in the other two faculties. Nevertheless, almost half of students in all three faculties have fathers whom we classify as middle class.

A similar pattern is evident with respect to parental income as the following table shows:

PERCENTAGE OF STUDENTS WITH PARENTS HAVING SPECIFIED INCOMES BY FACULTY - SIR GEORGE

	Less than \$4,000	\$4,000 - \$5,999	\$6,000 - \$9,999	\$10,000 - \$13,999	\$14,000 & over	N.A.	%
Arts & Science	19	20	22	15	10	14	100
Business Admin.	11	15	25	19	27	4	100
Engineering	25	27	22	10	5	2	100

Again, a higher percentage of students have parents with annual incomes below \$6,000 than in the McGill faculties. Engineers in particular come from low income homes.

and in law having a slight edge. The difference between students at Sir George and at the two other universities became more apparent when the class level of students in the three faculties is studied. As the following table shows, students with working class fathers make up almost a quarter of the sample, students in Arts and Science, and about a third of the students in Engineering.

PERCENTAGE OF STUDENTS WITH FATHERS' OCCUPATIONS IN SPECIFIED CATEGORIES BY FACULTY - SIR GEORGE

Faculty	Upper	Middle	Worker	Farmer	N.A.	%
Arts & Science	27	44	24	1	1	100
Business Admin. and Commerce	36	47	12	-	3	100
Engineering	18	46	34	-	2	100

Students in Business Administration approximate the McGill experience more closely than do students in the other two faculties. Nevertheless, almost half of students in all three faculties have fathers who are classed as middle class.

A similar pattern is evident with respect to parental income as the following table shows:

PERCENTAGE OF STUDENTS WITH PARENTS HAVING SPECIFIED INCOMES BY FACULTY SIR GEORGE

Faculty	Less than \$1,000	\$1,000 - \$2,999	\$3,000 - \$4,999	\$5,000 - \$9,999	\$10,000 - \$19,999	\$20,000 or over	N.A.	%
Arts & Science	15	30	30	15	10	10	14	100
Business Admin.	11	18	28	25	19	1	1	100
Engineering	12	27	32	18	10	2	2	100

Again, a higher percentage of students have parents with annual incomes below \$5,000 than in the McGill faculties. Engineers in particular come from low income homes.

Finally, with respect to fathers' education, the responses are shown in the following table:

The median total income and expenses among the sample students at the three universities were:
PERCENTAGE OF STUDENTS WITH FATHERS IN SPECIFIED EDUCATIONAL CATEGORIES BY FACULTY

	SIR GEORGE			Sir George		Bishop's		Fathers with University Degrees
	Not go to Sch.	1-7 yrs.	8-11 yrs.	12-15 yrs.	16 yrs. or more	Don't know	%	
Median Income			\$1510		\$1225		\$1380 *	
Median Expenses			\$1400		\$1225			
Arts & Science	1	21	35	19	16	7	100	19
Business Admin.	-	16	41	27	13	3	100	26
Engineering	-	34	34	15	15	2	100	17

From what sources do the sample students receive their income? Students were asked to list no more than three sources from which they received the major part of their incomes. As the following table shows, over two-thirds of the sample students listed more than one source of income; over a quarter listed three sources. Fewer fathers have university degrees in all three faculties than at McGill. Fewer have gone beyond secondary school in their education. Engineering in particular has students with fathers who have no more than an eleventh grade education. Again, students in Business Administration approximate the McGill experience more closely than do students in the other two faculties.

PERCENTAGE LISTING SOURCES OF INCOME

	McGill	Sir George	Bishop's
Three sources	36	28	42
Two sources	40	36	29
One source	24	37	29
	100%	101%	100%

The following table shows the number of times that a particular source was listed (as a source of income) by the sample students:

Finally, with respect to fathers' education, the responses are shown in the

following table:

PERCENTAGE OF STUDENTS WITH FATHERS IN SPECIFIED EDUCATIONAL CATEGORIES BY FACULTY
BY SCHOOL

Faculty	Not known to father	5-7 yrs.	8-11 yrs.	12-15 yrs.	16 yrs. or more	Don't know	Fathers with University Degrees
Arts & Sciences	1	21	35	19	16	7	19
Business Admin.	-	16	17	27	19	3	26
Engineering	-	24	24	15	15	2	17

Fewer fathers have university degrees in all three faculties than at McGill. Fewer have gone beyond secondary school in their education. Engineering in particular has students with fathers who have no more than an eleventh grade education. Again, students in Business Administration approximate the McGill experience more closely than do students in the other two faculties.

NUMBER OF TIMES SOURCE OF INCOME WAS MENTIONED

INCOME

The median total income and expenses among the sample students at the three universities were:

	<u>McGill</u>	<u>Sir George</u>	<u>Bishop's</u>
Median Income	\$1510	\$1225	\$1380 *
Median Expenses	1460	1195	1520

*Bishop's is the only university where the sample students claim that they receive substantially less money than they spend. We can only suppose that some students were not providing complete information about income. On the basis of other results we would expect a median total income of about \$1600.

From what sources do the sample students receive their income? Students were asked to list no more than three sources from which they received the major part of their incomes. As the following table shows, over two-thirds of the sample students listed more than one source of income; over a quarter listed three sources:

PERCENTAGE MENTIONING SOURCES OF INCOME

	<u>McGill</u>	<u>Sir George</u>	<u>Bishop's</u>
Three sources	36	28	42
Two sources	40	36	29
One source	<u>24</u>	<u>37</u>	<u>29</u>
	100%	101%	100%

The following table shows the number of times that a particular source was listed (as a source of income) by the sample students:

INCOME

The median total income and expenses among the sample students at the three

universities were:

University	Median Income	Median Expenses
Harvard	\$1325	\$1195
Stanford	\$1380*	\$1220

*Harvard is the only university where the sample students claim that they receive substantially less money than they spend. We can only suppose that some students were not providing complete information about income. On the basis of other results we would expect a median total income of about \$1600.

From what courses do the sample students receive their income? Students were asked to list no more than three courses from which they received the major part of their income. In the following table above, over two-thirds of the sample students listed more than one source of income; over a quarter listed three sources:

PERCENTAGE RECEIVING COURSES OF INCOME

University	One course	Two courses	Three courses
Harvard	24	40	36
Stanford	37	36	28
Harvard	29	29	42
Total	100	100	100

The following table shows the number of times that a particular course was listed (as a source of income) by the sample students:

PERCENTAGE OF STUDENTS RECEIVING INCOME FROM PARTICULAR SOURCES
 NUMBER OF TIMES SOURCE OF INCOME WAS MENTIONED

	<u>McGill</u>		<u>Sir George</u>		<u>Bishop's</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Parents, parents-in-law	555	70	194	60	70	83
Savings	442	56	133	41	36	43
Student's job during academic year	285	36	159	49	19	23
Awards (scholarships, Student's job, bursaries)	214	27	47	15	27	32
Scholarship Fellowship	70	9	39	12	8	10
Bursary	70	9	15	5	6	7
Other relatives	43	5	20	6	12	14
Loans						
Other sources						

Note: Percentages do not add up to 100% because respondents were allowed more than one answer.

Loans were not an important source of income for sample students at any of the universities. The major sources of income were parents, the money students receive from their jobs or manage to save, and scholarships, fellowships or bursaries. Other relatives, (parents-in-law, spouses and relatives further removed) were important as a source of income only at Sir George. Parents and savings were the most frequently mentioned sources of income.

And the largest proportion of sample students received income from parents and savings, as the following table shows:

	<u>McGill</u>	<u>Sir George</u>	<u>Bishop's</u>
Had a job during summer, 1961	79%	85%	74%
Savings came mainly from summer job	79%	81%	76%

NUMBER OF TIMES SOURCE OF INCOME WAS MENTIONED

	Hesall		Sir George		Bishop's	
	#	%	#	%	#	%
Parents	155	70	194	60	70	83
Student's savings	442	86	133	41	36	43
Student's job	285	36	139	49	19	23
Scholarship	214	27	17	5	27	32
Fellowship						
Bursary						
Other relatives	70	9	39	12	8	10
Loans	70	9	12	4	6	7
Other sources	43	5	20	6	12	14

Note: Percentages do not add up to 100% because respondents were allowed more than one answer.

Loans were not an important source of income for sample students at any of the universities. The major sources of income were parents, the money students receive from their jobs or manage to save, and scholarships, fellowships or bursaries. Other relatives, (parents-in-law, spouses and relatives further removed) were important as a source of income only at Sir George. Parents and savings were the most frequently mentioned sources of income.

And the largest proportion of sample students received income from parents and savings, as the following table shows:

PERCENTAGE OF STUDENTS RECEIVING INCOME FROM PARTICULAR SOURCES

The following table shows the percentage of students receiving income from particular sources at McGill, Sir George, and Bishop's.

	<u>McGill</u>	<u>Sir George</u>	<u>Bishop's</u>
Parents, parents-in-law	68	63	69
Savings	82	81	80
Part-time job during academic year	26	39	20
Awards (scholarships, fellowships, bursaries)	31	23	38
Loans	14	16	17
Other persons	9	8	10
Other sources	17	22	24

In fact, at least 80% of all the sample students receive income from their own savings, and more than two-thirds receive income from their parents or parents-in-law. At McGill no other source of income was used by more than a third of the sample students; at Sir George, awards, of the bursary type primarily (19%), were a source of income for about a quarter of the sample students; at Bishop's, awards - bursaries (19%), scholarships (19%) - were a source of income for more than a third of the students. In all three cases loans were used by less than a fifth of the sample students.

1. Saving and Summer Jobs

What can we say about the savings that so many sample students rely on? Of those students who had savings at the beginning of the 1961 academic year, the following table shows that the savings came mainly from a job they held during the summer of 1961. The greatest proportion of those having a job during the summer did presumably count on the job to provide them with income for their university expenses:

	<u>McGill</u>	<u>Sir George</u>	<u>Bishop's</u>
Had a job during summer, 1961	79%	85%	74%
Savings came mainly from summer job	79%	81%	76%

PERCENTAGE OF STUDENTS RECEIVING INCOME FROM PARTICULAR SOURCES

Blshop's	Sir George	McGill	
69	63	68	Parents, parents-in-law
80	81	82	Savings
20	39	26	Part-time job during academic year
38	23	31	Awards (scholarships, fellowships, bursaries)
17	16	14	Loans
10	8	9	Other persons
24	22	17	Other sources

In fact, at least 80% of all the sample students receive income from their own savings, and more than two-thirds receive income from their parents or parents-in-law. At McGill no other source of income was used by more than a third of the sample students; at Sir George, awards, of the bursary type primarily (19%), were a source of income for about a quarter of the sample students; at Blshop's, awards - bursaries (19%), scholarships (19%) - were a source of income for more than a third of the students. In all three cases loans were used by less than a fifth of the sample students.

1. Savings and Summer Jobs

What can we say about the savings that so many sample students rely on? Of those students who had savings at the beginning of the 1961 academic year, the following table shows that the savings came mainly from a job they held during the summer of 1961. The greatest proportion of those having a job during the summer did presumably count on the job to provide them with income for their university expenses:

Blshop's	Sir George	McGill	
74%	85%	77%	Had a job during summer, 1961
74%	81%	77%	Savings came mainly from summer job

The following table shows the total earnings that sample students received from their summer jobs:

PERCENTAGE OF STUDENTS BY TOTAL EARNINGS FROM SUMMER JOBS

	McGill	Sir George	Bishop's
Less than \$100	7	3	11
100 - 499	44	31	52
500 - 999	35	42	23
1,000 - 1,499	10	18	11
1,500 - 1,999	3	3	3
2,000 or more	1	4	-
	<u>100%</u>	<u>101%</u>	<u>100%</u>
Median Total Earnings:	\$488	\$700	\$399
Median Total Summer Savings:	\$350	\$400	\$300

The majority of students received less than \$1000 from their summer jobs. For McGill and Bishop's sample students, the median total earnings were slightly less than \$500; for Sir George students, the median total earnings were more than \$500; in fact, Sir George students made over \$200 more in the summer than the sample students from the other two universities.

What did these students work at? And how did they get their jobs? For the majority of them, their jobs were ones that required a minimum amount of training and special skill, as the following table shows:

The following table shows the total earnings that sample students received from their summer jobs:

PERCENTAGE OF STUDENTS BY TOTAL EARNINGS FROM SUMMER JOBS

Median Total Earnings	Median Total Number of Students	Median Total Earnings	Median Total Number of Students
Less than \$100	7	11	11
100 - 499	42	52	52
500 - 999	35	29	29
1,000 - 2,499	10	11	11
2,500 - 4,999	3	3	3
5,000 or more	3	7	7
	100	100	100
Median Total Earnings	\$289	Median Total Earnings	\$300
Median Total Number of Students	100	Median Total Number of Students	100

The majority of students received less than \$1000 from their summer jobs. For Hill and Hishop's sample students, the median total earnings were slightly less than \$500; for Sir George students, the median total earnings were more than \$500. In fact, Sir George students made over \$500 more in the summer than the sample students from the other two universities.

What did these students do for the summer? And how did they get their jobs? For the majority of them, their jobs were ones that required a minimum amount of training and special skills, as the following table shows:

PERCENTAGE OF STUDENTS BY TYPE OF SUMMER JOB HELD

	McGill	Sir George	Bishop's
Professional	2	-	2
Executive			
Top managerial	*	*	-
Large proprietors			
Semi-professional	24	2	3
Lower managerial			
Small proprietors	5	2	2
Office & sales workers	29	36	32
Skilled workers	13	22	24
Semi-skilled workers	5	12	16
Unskilled workers	21	24	16
Farmers	*	-	-
Not answered	*	1	5
	<hr/> 99	<hr/> 99	<hr/> 100

* less than 1%

The largest single percentage of students had office or sales occupations. These, together with such semi-professional occupations as teaching, camp counselling, nursing and laboratory technician work, and such unskilled work as waiting, deliveries, digging ditches, and so on, were the kinds of job that more than half of the students held during the summer.

PERCENTAGE OF STUDENTS BY TYPE OF SUMMER JOB HELD

Blahop's	Mr. George	McCall	
2	-	2	Professional
-	*	*	Executive Top managers Large proprietors
3	2	24	Semi-professional
2	2	5	Lower managerial Small proprietors
32	36	29	Office & sales workers
24	22	13	Skilled workers
16	12	5	Semi-skilled workers
16	24	21	Unskilled workers
-	-	*	Farmers
3	1	*	Not answered
<u>100</u>	<u>99</u>	<u>99</u>	

* Less than 1%

The largest single percentage of students had office or sales occupations. These, together with such semi-professional occupations as teaching, camp counseling, nursing and laboratory technician work, and such unskilled work as waiting, delivering, digging ditches, and so on, were the kinds of job that more than half of the students held during the summer.

For the most part students obtained their jobs through relatives and friends, or they returned to work for someone who had employed them previously, as the following table shows:

PERCENTAGE OF STUDENTS OBTAINING A SUMMER JOB THROUGH PARTICULAR SOURCES

	McGill	Sir George	Bishop's
Returned to a previous employer	21	23	35
Through relatives	23	22	24
Through friends	18	15	18
Through an advertisement	8	14	3
Through University Placement Service	4	3	2
Through a professor	5	*	--
City or Provincial Employment Bureau	2	3	--
Personal Application (on own)	13	13	3
Other	6	6	8
Not answered	*	1	6
	<hr/> 100	<hr/> 100	<hr/> 99

* less than 1%

Clearly the universities were of little aid to these sample students as a source of help in obtaining summer jobs, nor were provincial employment bureaus a prominent source of help. The majority were dependent upon contacts from their past lives, and especially personal contacts, as sources of summer work. That these contacts must be effective is suggested by the fact that, of the students who did not have jobs during the summer of 1961 only 21% at McGill, 33% at Sir George and 18% at Bishop's said that they did not have summer work because they could not find a job. Presumably 16% at McGill, 10% at Sir George and 21% at Bishop's not only did not work but did not look for work during the summer of 1961.

For the most part students obtained their jobs through relatives and friends, or they returned to work for someone who had employed them previously, as the following table shows:

PERCENTAGE OF STUDENTS OBTAINING A SUMMER JOB THROUGH PARTICULAR SOURCES

	McGILL	Sir George	Bishop's
Returned to a previous employer	21	23	35
Through relatives	23	28	24
Through friends	18	15	18
Through an advertisement	8	14	3
Through University Placement Service	4	2	2
Through a professor	2	*	-
City or Provincial Employment Bureau	2	2	-
Personal application (on own)	13	13	3
Other	6	6	8
Not answered	*	1	6
	100	100	99

* less than 1%

Clearly the universities were of little aid to these sample students as a source of help in obtaining summer jobs, nor were provincial employment bureaus a prominent source of help. The majority were dependent upon contacts from their past lives, and especially personal contacts, as sources of summer work. That these contacts must be effective is suggested by the fact that of the students who did not have jobs during the summer of 1961 only 21% at McGill, 23% at Sir George and 18% at Bishop's said that they did not have summer work because they could not find a job. Presumably 16% at McGill, 10% at Sir George and 21% at Bishop's not only did not work but did not look for work during the summer of 1961.

2. Part-time Jobs during the Academic Year

A fifth of the sample students at Bishop's (20%), about a quarter of the sample students at McGill (26%), and two-fifths of the sample students at Sir George (39%), said that they worked at least some of the time during the academic year, 1961-62. How much income can they expect to obtain from such work?

Students who were at university during the academic year 1960-61, and who had part-time jobs during that year, were asked to state their earnings from the part-time jobs. The results are shown in the following table:

PERCENTAGE OF STUDENTS BY EARNINGS FROM PART-TIME JOBS, ACADEMIC YEAR 1960-61

	McGill	Sir George	Bishop's
Less than \$100	20	13	40
\$100 - 299	26	16	40
300 - 499	14	15	-
500 - 999	19	26	10
1,000 - 1,499	8	6	10
1,500 or more	10	22	-
Don't remember	2	1	9
	100%	100%	100%

Median Total Earnings \$353 \$511 \$150

Again, as with summer work, sample students at Sir George who work part-time made considerably more than students at the other two universities. Students working part-time at McGill and Bishop's could expect to make enough money to pay for much of their incidental expenses. Students at Sir George could expect to be able to pay at least their fees from part-time work.

For most students, the kind of part-time work they had fell into the same categories as was true for summer jobs, as the following table shows:

2. Part-time Jobs during the Academic Year

A fifth of the sample students at Bishop's (20%), about a quarter of the sample students at McGill (28%), and two-fifths of the sample students at St. George (40%), said that they worked at least some of the time during the academic year, 1961-62. How much income can they expect to obtain from such work? Students who were at university during the academic year 1960-61, and who had part-time jobs during that year, were asked to state their earnings from the part-time jobs. The results are shown in the following table:

PERCENTAGE OF STUDENTS BY EARNINGS FROM PART-TIME JOBS, ACADEMIC YEAR 1960-61

Median Total Earnings	McGill	St. George	Bishop's
Less than \$100	20	13	40
\$100 - 299	28	16	40
300 - 499	14	15	-
500 - 999	19	26	10
1,000 - 1,499	8	6	10
1,500 or more	10	22	-
Don't remember	2	1	9
	100	100	100
	\$321	\$211	\$150

Again, as with summer work, sample students at St. George who work part-time made considerably more than students at the other two universities. Students working part-time at McGill and Bishop's could expect to make enough money to pay for much of their incidental expenses. Students at St. George could expect to be able to pay at least their lease from part-time work. For most students, the kind of part-time work they had fell into the same categories as was true for summer jobs, as the following table shows:

PERCENTAGE OF STUDENTS BY TYPE OF PART-TIME JOB HELD, ACADEMIC YEAR 1961-62

	McGill	Sir George	Bishop's
Professional	4	1	--
Executive			
Top managerial	--	1	--
Large proprietors			
Semi-professional	40	13	23
Lower managerial			
Small proprietors	1	1	--
Office and sales workers	23	37	18
Skilled workers	4	22	12
Semi-skilled workers	4	6	23
Unskilled workers	15	17	18
Farmers	*	1	--
Not Answered	<u>9</u>	<u>3</u>	<u>6</u>
	100%	100%	100%

* less than 1%

Office and sales work, such as clerking at stores, semi-professional work such as tutoring, assisting in research or teaching, and unskilled work were the categories in which the largest percentage of students with part-time jobs fell. Occupations that require training, professional, and administrative work, and skilled work, were closed to the majority of the students, except for almost a quarter of the students with part-time jobs at Sir George. These students held skilled jobs of various kinds such as machine operators, mechanics, painters, technicians, and so on. Perhaps the higher median earnings of Sir George sample students is partly due to the presence of more of these higher skilled, higher paid jobs. But it may also be partly due to the fact that Sir George students worked about 4 hours a week longer than McGill students and 8 hours longer than Bishop's students. The median hours of work per week for students with part-time jobs amounted to 7 hours a week

PERCENTAGE OF STUDENTS BY TYPE OF PART-TIME JOB HELD, ACADEMIC YEAR 1961-62

Blahop's	Mr. George	McNeil	
1	1	1	Professional
1	1	1	Executive
1	1	1	Top managerial
1	1	1	Large proprietors
23	18	40	Semi-professional
1	1	1	Lower managerial
1	1	1	Small proprietors
18	37	23	Office and sales workers
12	22	4	Skilled workers
23	6	4	Semi-skilled workers
18	17	15	Unskilled workers
1	1	1	Homework
6	3	9	Not answered
100	100	100	

* Base total 18

Office and sales work, such as clerical or stenographic work, and unskilled work were the categories containing the largest percentage of students with part-time jobs. Occupations in which the largest percentage of students with part-time jobs fell. Occupations that require training, professional, and administrative work, and skilled work were almost to the majority of the students, except for almost a quarter of the students with part-time jobs at Mr. George. These students held skilled jobs of various kinds such as machine operators, mechanics, painters, technicians, and so on. Perhaps the higher median earnings of Mr. George sample students is partly due to the presence of more of these higher skilled, higher paid jobs. But it may also be partly due to the fact that Mr. George students worked about 4 hours a week longer than McNeil students and 8 hours longer than Blahop's students. The median hours of work per week for students with part-time jobs amounted to 7 hours a week

for McGill students, 11 hours a week for Sir George and 3 hours a week for Bishop's students.

The universities played a somewhat more important part as a source for part-time jobs than was true for summer work, as the following table shows:

PERCENTAGE OF STUDENTS OBTAINING PART-TIME WORK THROUGH PARTICULAR SOURCES

	McGill	Sir George	Bishop's
Previous employer	15	13	6
Fellowships			
Relatives	10	12	12
Bursaries			
Friends	19	22	6
Advertisement	6	9	18
University Placement Service	8	6	
Professor	13	6	23
City or Provincial Employment Bureau	1	2	6
Personal Application	14	11	
Other	13	14	18
Not answered		6	12
	100%	100%	100%

Nevertheless, friends, relatives and previous employers remain the major sources of help in part-time jobs for the largest percentage of students, as was true for summer jobs.

3. Awards

Awards - scholarships, fellowships and bursaries - are sources of income for 31% of the sample students at McGill, 23% at Sir George, and 38% at Bishop's.

This is shown in the following table:

PERCENTAGE OF STUDENTS RECEIVING SCHOLARSHIPS AND BURSARIES

	McGill	Sir George	Bishop's
Students receiving awards	31	23	38
Scholarships	14	4	19
Fellowships			
Bursaries	17	19	19

for McGill students, 11 hours a week for Sir George and 5 hours a week for Bishop's students.

The universities played a somewhat more important part as a source for part-time jobs than was true for summer work, as the following table shows:

PERCENTAGE OF STUDENTS OBTAINING PART-TIME WORK THROUGH PARTICULAR SOURCES

	McGill	Sir George	Bishop's
Previous employer	15	13	6
Relatives	10	12	12
Friends	19	22	6
Advertisement	6	9	18
University Placement Service	8	6	-
Professor	13	6	23
City or Provincial Employment Bureau	1	2	6
Personal Application	14	11	-
Other	13	14	18
Not answered	100	100	100

Nevertheless, friends, relatives and previous employers remain the major sources of help in part-time jobs for the largest percentage of students, as was true for

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This is shown in the following table:

PERCENTAGE OF STUDENTS RECEIVING SCHOLARSHIPS AND BURSARIES

	McGill	Sir George	Bishop's
Students receiving awards	31	23	38
Scholarships	14	4	19
Fellowships			
Bursaries	17	19	19

Thus, at least half of the awards at all three universities were bursaries:

56% at McGill, 82% at Sir George and 50% at Bishop's.

The median amount of money received from awards by the sample students for the academic year 1961 - 62 were:

MEDIAN AMOUNT OF MONEY RECEIVED FROM AWARDS			
	McGill	Sir George	Bishop's
Scholarships Fellowships	\$500	\$300	\$425
Bursaries	\$300	\$300	\$250
Percentage receiving \$425 or more from awards	15%	3%	20%

These two tables, when taken in conjunction with each other suggest that, although about a third of the sample students at McGill and Bishop's and a quarter of those at Sir George received money from awards, a very small percentage of the students at Sir George, 3%, and only about a fifth or less of the students at McGill and Bishop's actually receive more than a fraction of the money needed to cover university expenses. The majority of awards therefore tend to be psychic rewards rather than a practical way of covering the costs of a university education. As the following table shows, an extremely small percentage of these students received sufficient moneys from awards to pay for all, or a large part of their university expenses:

PERCENTAGE OF STUDENTS AT THREE UNIVERSITIES RECEIVING \$1000 OR MORE FROM AWARDS	
	%
\$1000 or more	5
\$1500 or more	2
\$2000 or more	1

At the same time, how many sample students actually deserve to receive awards, insofar as awards are a means of recognizing excellent scholarship or potential excellence? If we assume that, at an extreme, no student deserves to have his

Thus, at least half of the awards at all three universities were for research.
 \$400 at McGill, \$300 at Sir George and \$200 at Bishop's.
 The median amount of money received from awards by the sample students for the
 academic year 1981-82 was:

MEDIAN AMOUNT OF MONEY RECEIVED FROM AWARDS			
University	McGILL	Sir George	Bishop's
Research	\$300	\$300	\$200
Percentage receiving \$25 or more from awards	15%	3%	20%

These two tables, when taken in conjunction with each other suggest that, although about a third of the sample students at McGill and Bishop's and a quarter of those at Sir George received money from awards, a very small percentage of the students at Sir George, 3%, and only about a fifth or less of the students at McGill and Bishop's actually receive more than a fraction of the money needed to cover university expenses. The majority of awards therefore tend to be psychic rewards rather than a practical way of covering the costs of a university education. As the following table shows, an extremely small percentage of these students need sufficient money from awards to pay for all, or a large part of their university expenses:

PERCENTAGE OF STUDENTS AT THREE UNIVERSITIES RECEIVING \$1000 OR MORE FROM AWARDS	
University	Percentage
McGILL	1
Sir George	2
Bishop's	5

At the same time, how many sample students actually deserve to receive awards, insofar as awards are a means of recognizing excellent scholarship or potential excellence? If we assume that, at an optimum, no student deserves to have his

scholarship recognized by an award unless he has achieved at least high second class standing, then the following results can be shown:

PERCENTAGE OF STUDENTS ACHIEVING SECOND CLASS STANDING OR HIGHER
IN THEIR COURSEWORK

	McGill	Sir George	Bishop's
First Class Standing 80% or higher, or A			
Freshmen	6	2	11
Others	7	8	10
High Second Class Standing 75% - 79%, or B+			
Freshmen	6	5	4
Others	10	8	6
Second Class Standing 65% - 79% or B			
Freshmen	17	25	21
Others	35	46	26

On the basis of this criterion, 29% of the sample students at McGill deserve awards, 30% of students at Bishop's, and 23% at Sir George. These figures compare reasonably well with the percentages of students who actually received awards at McGill and Sir George, while at Bishop's the awards exceed this figure. Certainly the greater number of sample students who said they applied for an award received one: 90% at McGill, 90% at Sir George, and all at Bishop's.

Of course, if one argues that all students who achieve second class standing or higher ought to have their expenses or part of their expenses at university paid for out of award funds, then the present system of awards leaves very much to be desired. In that case, about two-thirds of the sample students at McGill and Bishop's and four-fifths* of those at Sir George ought to be receiving award money.

* This result should be interpreted with caution. The wording of the questionnaire may have been misleading since Sir George does not use "standings" in its grading system.

scholarship recognized by an award unless he has achieved at least high second class standing, then the following results can be shown:

PERCENTAGE OF STUDENTS ACHIEVING SECOND CLASS STANDING OR HIGHER IN THEIR COURSEWORK

McGill	Sir George	Bishop's	
			First Class Standing 80% or higher, or A
6	2	11	Freshmen
7	8	10	Others
			High Second Class Standing 75% - 79%, or B+
6	2	4	Freshmen
10	8	6	Others
			Second Class Standing 65% - 74% or B
17	22	21	Freshmen
32	46	38	Others

On the basis of this evidence, 25% of the sample students at McGill deserve awards, 30% of students at Bishop's, and 28% at Sir George. These figures compare reasonably

well with the percentage of students who actually received awards at McGill and Sir George, while at Bishop's the awards exceed this figure. Certainly the greater number of sample students who said they applied for an award received one; 90% at McGill, 90% at Sir George, and 80% at Bishop's.

Of course, it is argued that all students who achieve second class standing or higher ought to have their expenses or part of their expenses at university paid for out of award funds, then the present system of awards leaves very much to be desired. In that case, about two-thirds of the sample students at McGill and Bishop's and four-fifths of those at Sir George ought to be receiving award money.

* This result should be interpreted with caution. The wording of the questionnaire may have been misleading since Sir George does not use "standings" in its grading system.

From what sources does award money come? The 32 students at Bishop's who received awards reported that they received 43 awards, some having received awards from more than one source. At McGill the 249 students who received awards reported a total of 282 awards; at Sir George 73 awarded students reported a total of 74 awards.

The sources of awards are shown in the following table:

SOURCES OF AWARDS AND PERCENTAGE OF AWARDS FROM SPECIFIED SOURCES

	McGill		Sir George		Bishop's	
	#	%	#	%	#	%
University	95	34	12	16	19	44
Provincial Government	112	40	48	65	12	28
Commercial, financial or industrial company	12	4	2	3	5	12
Federal Government	13	5	2	3	1	2
Municipal or County Government	4	1	-	-	-	-
Church, religious group	4	1	1	1	2	5
Foundation	14	5	1	1	-	-
Alumni	5	2	1	1	-	-
Labour Union	-	-	1	1	-	-
Other sources	23	8	6	8	4	9
Total awards received	282	100%	74	100%	43	100%

About three quarters of all awards are made by the Provincial government and the universities themselves, with the Provincial government providing the larger share (except at Bishop's). No other granting body provides more than a twentieth of the awards, again with the exception of Bishop's where business organizations provide 12% of the awards.

4. Loans

Loans were a source of income for 14% of the McGill sample students, 16% of the sample students at Sir George, and 17% of those at Bishop's; in other words, less than a fifth of the students at the three universities. The median amount of money borrowed by these students was \$350 at McGill, \$235 at Sir George and \$300 at Bishop's.

From what source does award money come? The 32 students at Bishop's who received awards reported that they received 43 awards, some having received awards from more than one source. At McGill the 249 students who received awards reported a total of 282 awards; at Sir George 73 awarded students reported a total of 74 awards.

The sources of awards are shown in the following tables:

SOURCES OF AWARDS AND PERCENTAGE OF AWARDS FROM SPECIFIED SOURCES

	Bishop's		Sir George		McGill	
	#	%	#	%	#	%
University	19	44	16	15	34	92
Provincial Government	12	28	62	48	40	112
Commercial, financial or industrial company	5	12	3	2	4	12
Federal Government	1	2	3	2	2	13
Municipal or County Government	-	-	-	-	1	4
Church, religious group	2	5	1	1	1	4
Foundation	-	-	1	1	2	14
Alumni	-	-	1	1	2	5
Labour Union	-	-	1	1	-	-
Other sources	4	9	8	6	8	23
Total awards received	43	100%	74	100%	100%	282

About three quarters of all awards are made by the Provincial Government and the universities themselves, with the Provincial Government providing the larger share (except at Bishop's). No other granting body provides more than a twentieth of the awards, again with the exception of Bishop's where business organizations provide 12% of the awards.

4. Loans
Loans were a source of income for 14% of the McGill sample students, 16% of the sample students at Sir George, and 17% of those at Bishop's; in other words, less than a fifth of the students at the three universities. The median amount of money borrowed by these students was \$235 at McGill, \$235 at Sir George and \$100 at Bishop's.

The sample students were also asked how much debt they had incurred before the 1961 - 62 academic year. At McGill, 12%, at Sir George 8%, and at Bishop's 2% said that they had incurred debts. The median amounts of debt incurred were \$407 at McGill, \$336 at Sir George, and less than \$300 at Bishop's.

From what sources do these students borrow money? The following table provides this information; since some students borrow from more than one source, the table shows the total number of borrowings rather than the number of students who have borrowed money:

SOURCES OF LOANS AND PERCENTAGE OF LOANS FROM SPECIFIED SOURCES

	McGill		Sir George		Bishop's	
	#	%	#	%	#	%
Parents or Parents-in-law	23	19	20	38	6	38
Friends, benefactors	16	13	2	4	3	19
Bank	11	8	9	17	3	19
Provincial Government	21	17	8	15	1	6
Municipal or County Government	1	1	-	-	-	-
University	19	16	2	4	1	6
Life Insurance Company	5	4	-	-	-	-
Loan Company	2	2	1	2	-	-
Other Relatives	6	5	6	11	-	-
Other	<u>17</u>	<u>14</u>	<u>5</u>	<u>9</u>	<u>2</u>	<u>12</u>
Total number of borrowings	121	100%	53	100%	16	100%
Number of students borrowing	111	14%	52	16%	14	17%

Parents and parents-in-law provide the largest percentage of loans to these sample students - about a fifth of all loans at McGill but more than a third of the loans at Sir George and Bishop's. At Bishop's, parents, friends and banks provide about three-quarters of all loans. The pattern is somewhat different at the other two universities: at McGill, parents and friends provide a third of the loans; the Provincial government and the university provide another third, and no other source provides as much as a tenth of the remainder. At Sir George, parents, other relatives, banks and the Provincial government provide, between them, four-fifths of all loans.

The sample students were also asked how much debt they had incurred before the 1961-62 academic year. At McGill, 12% at Sir George 8%, and at Bishop's 2% said that they had incurred debts. The median amount of debt incurred were \$100 at McGill, \$330 at Sir George, and less than \$200 at Bishop's.

From what sources do these students borrow money? The following table provides this information; since some students borrow from more than one source, the table shows the total number of borrowings rather than the number of students who have borrowed money.

SOURCES OF LOANS AND PERCENTAGE OF LOANS FROM SPECIFIED SOURCES

	McGILL		Sir George		Bishop's	
	#	%	#	%	#	%
Parents or Parents-in-law	23	19	20	38	6	38
Friends, benefactors	16	13	5	9	3	19
Bank	11	8	9	17	3	19
Provincial Government	21	17	8	15	1	6
Municipal or County Government	1	1	-	-	-	-
University	19	16	2	4	1	6
Life Insurance Company	2	1	-	-	-	-
Loan Company	2	1	1	2	-	-
Other Relatives	6	5	6	11	-	-
Other	17	14	9	17	2	13
Total number of borrowings	121	100%	53	100%	16	100%
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As with awards, the Provincial government plays an important part in financing students; the universities play a somewhat smaller part.

5. Other Sources of Income

Other sources of income were mentioned by 17% of the McGill sample students, 22% of Sir George sample students and 24% of the Bishop's sample.

The following table shows four of these sources:

PERCENTAGE OF STUDENTS RECEIVING INCOME FROM OTHER SOURCES

	McGill	Sir George	Bishop's
Income from investments	7	10	12
Employer (leave of absence, part-time job part pay)	2	3	2
National Defence, ROTP	2	3	6
Department of Veterans' Affairs	*	1	2
Other	5	5	1

* less than 1%

None of these sources are important for more than 10% of sample students except income received from investments among Sir George and Bishop's students. The amount received from investments was, for the majority of students, negligible, amounting to a median income of only \$60 at Bishop's, \$150 at McGill and \$100 at Sir George. A few students, 1.2%, at all three universities received enough (\$1000 or more) from investment income to pay for most or all of their university expenses.

6. Summary

Sources of income may now be summarized in the following table. The reader will note some discrepancies between the proportions of students listing a source of income here and those given previously in the text. The previous percentages were calculated from questions which asked respondents whether or not they received income from particular sources. Here the proportions are calculated from those respondents who gave actual amounts of income as received from particular sources.

* Long-term loans - to be repaid after studies have been completed.
 ** Short-term loans - to be repaid during period of studies.
 ## Too few respondents to calculate the median.
 + Less than 1%

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National Defence, ROTP	2	3	6
Department of Veterans' Affairs	*	1	2
Other	2	2	1

* less than 1%

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PERCENTAGE OF STUDENTS RECEIVING MONEY, AND MEDIAN AMOUNTS OF MONEY RECEIVED
FROM SPECIFIED SOURCES

	McGill		Sir George		Bishop's	
	% of students	Median	% of students	Median	% of students	Median
60% or more students receive money from:						
Savings, at June, 1961	72	\$300	69	\$300	61	\$200
Savings, June - Sept. 1961	66	\$350	67	\$400	70	\$300
Parents	68	\$620	64	\$390	69	\$770
20% - 40% of students receive money from:						
Part-time job during academic year, 1961-62	24	\$450	39	\$400	18	\$120
Bursaries	20	\$300	18	\$300	24	\$250
10% to 19% of students receive money from:						
Scholarships Fellowships	14	\$500	4	\$300	18	\$450
Loans - long term*	10	\$400	8	\$270	13	\$300
Investment income	7	\$150	10	\$100	12	\$ 60
5% - 9% of students receive money from:						
Other persons	5	\$310	7	\$145	8	\$ 90
Less than 5% of students receive money from:						
Loans - short term**	4	\$250	7	\$200	2	##
DVA, ROTP, EMPLOYER to respondent	4	\$605	3	\$400	8	\$340
to university	2	\$500	2	\$425	10	\$400
Spouse	3	\$1460	2	\$1740	+	##
Other sources	3	\$150	2	\$145	1	##

* Long-term loans - to be repaid after studies have been completed.
 ** Short-term loans -- to be repaid during period of studies.
 ## Too few respondents to calculate the median.
 + Less than 1%

PERCENTAGE OF STUDENTS RECEIVING MONEY, AND MEDIAN AMOUNTS OF MONEY RECEIVED FROM SPECIFIED SOURCES

Source	% of students	Median	% of students	Median	% of students	Median
Other sources	1	\$125	2	\$150	3	\$150
Spouse	+	\$1750	2	\$1850	3	\$1850
to university	10	\$225	2	\$200	2	\$200
to respondent	8	\$400	3	\$500	4	\$500
DVA, ROTP, EMPLOYER						
Loans - short term**	2	\$200	7	\$250	4	\$250
Less than 2% of students receive money from						
Other persons	8	\$125	7	\$210	2	\$210
2% - 9% of students receive money from						
Investment income	12	\$100	10	\$150	7	\$150
Loans - long term*	13	\$270	8	\$400	10	\$400
Fellowships	18	\$300	4	\$500	14	\$500
Scholarships	18	\$300	4	\$500	14	\$500
10% to 19% of students receive money from						
Bursaries	24	\$300	18	\$300	20	\$300
Part-time job during academic year, 1961-62	18	\$100	22	\$150	24	\$150
20% - 40% of students receive money from						
Parents	69	\$390	64	\$520	68	\$520
Savings, June - Sept. 1961	70	\$100	67	\$350	66	\$350
Savings, at June, 1961	61	\$300	69	\$300	72	\$300
60% or more students receive money from						

Bishop's

Sir George

McGill

* Long-term loans - to be repaid after studies have been completed.
 ** Short-term loans - to be repaid during period of studies.
 ## Too few respondents to calculate the median.
 + Less than 1%

EXPENSES

On what goods and services do the sample students spend their incomes?

Because there is some variation among the universities, they will be treated separately.

(1) McGill

McGill sample students list expenditures which amount to a median total expenditure of \$1460 for the academic year. Students were asked to give an estimate of their total expenditure for the academic year, and the median estimate of the 65% of students who answered the question amounted to \$1300, which fits closely with our calculation. Presumably many students have a fairly accurate idea of how much a year at university is costing them.

Three different calculations were made on the expenses that students listed. There were some, such as fees, which covered the academic year itself. There were others, such as amounts spent on movies, refreshments and laundry, for which a calculation of amount spent per month was made. This was done because the academic year at McGill is about a month longer in some faculties than others. Finally, there were some expenditures, such as clothing and medical expenses, for which students were asked to estimate their yearly expenses. To calculate the total expenditure for the academic year, monthly expenses were multiplied by the proper number of months in the academic year - either eight or nine months. Two-thirds or three-quarters of yearly expenses, again depending on the faculty, were taken to arrive at the expenses which could be said to be academic year expenses.

So that the following table does not become entirely unreadable, expenditures will be shown only for an eight month academic year. The eight month academic year includes all faculties and schools except Medicine, Dentistry, Education, Social Work, and the School for Graduate Nurses. These have a nine month academic year. The reader can make the necessary calculations for a nine month year for himself. As will be noted in the table, expenditures are divided into two groupings - those

EXPENSES

On what goods and services do the sample students spend their incomes? Because there is some variation among the universities, they will be treated separately.

McGILL (1)

McGill sample students list expenditures which amount to a median total expenditure of \$1500 for the academic year. Students were asked to give an estimate of their total expenditure for the academic year, and the median estimate of the 632 of students who answered the question amounted to \$1300, which fits closely with our calculation. Presumably many students have a fairly accurate idea of how much a year at university is costing them.

Three different calculations were made on the expenses that students listed. There were some, such as fees, which covered the academic year itself. There were others, such as amounts spent on movies, refreshments and laundry, for which a calculation of amount spent per month was made. This was done because the academic year at McGill is about a month longer in some faculties than others. Finally, there were some expenditures, such as clothing and medical expenses, for which students were asked to estimate their yearly expenses. To calculate the total expenditure for the academic year, monthly expenses were multiplied by the proper number of months in the academic year -- either eight or nine months. Two-thirds or three-quarters of yearly expenses, again depending on the faculty, were taken to arrive at the expenses which could be said to be academic year expenses.

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PERCENTAGE OF STUDENTS' SPENDING MONEY, AND MEDIAN AMOUNTS OF MONEY SPENT
 expenditures that are reported by three-quarters or more of students, and those
 which less than three-quarters of the students report as expenses. Median for 8 month
 academic year

	students	month	total year	Median for 8 month academic year
75% or more students reporting expense:				
Fees	100			\$425
Class supplies	99			78
Clothing	83		\$150	100
Gifts, Donations	91		45	35
Laundry, Grooming	96	\$5		40
Cigarettes, Refreshments	94	7		36
Church, Movies, Theatre, Concerts, Sports events	90	5		40
Newspapers, Magazines, Books, Phonograph records	75	3		24
			TOTAL	\$793
70% or fewer students reporting expense:				
Room and Board	75			
University residence	22%			\$590
Elsewhere	53%	70		\$560
Medical Expenses	83		55	37
Transportation to home address	57			60
Transportation to classes	58	8		64
Dances, Night Clubs, Football weekends	58	5		40
Vacation trips	49		90	60
Capital costs	45		80	53
Professional dues	43			10
Telephone, electricity	35	4		32
Automobile	17	10		80
Fraternity dues	17			100
Other costs	30		51	34

expenditures that are reported by three-quarters or more of students, and those which less than three-quarters of the students report as expenses.

PERCENTAGE OF STUDENTS' SPENDING MONEY, AND MEDIAN AMOUNTS OF MONEY SPENT
ON SPECIFIED ITEMS - MCGILL - EIGHT MONTH YEAR

	% of students	Median for month	Median for total year	Median for 8 month academic year
75% or more students reporting expense:				
Fees	100			\$425
Class supplies	99			78
Clothing	83		\$150	100
Gifts, Donations	91		45	30
Laundry, Grooming	96	\$5		40
Cigarettes, Refreshments	94	7		56
Church, Movies, Theatre, Concerts, Sports events	90	5		40
Newspapers, Magazines, Books, Phonograph records	75	3		24
			TOTAL	\$793
70% or fewer students reporting expense:				
Room and Board	70			
University residence	22%			\$590
Elsewhere	48%	70		\$560
Medical Expenses	63		55	37
Transportation to home address	58			60
Transportation to classes	58	8		64
Dances, Night Clubs, Football weekends	52	5		40
Vacation trips	49		90	60
Capital costs	45		80	53
Professional dues	43			10
Telephone, electricity	35	4		32
Automobile	17	10		80
Fraternity dues	17			100
Other costs	30		51	34

PERCENTAGE OF STUDENTS' SPENDING MONEY, AND MEDIAN AMOUNTS OF MONEY SPENT ON SPECIFIED ITEMS - McGILL - EIGHT MONTH YEAR

75% or more students reporting expenses:	% of students	Median for month	Median for total year	Median for 8 month academic year
Books, Phonograph records, Newspapers, Magazines,	75	3		24
Concerts, Sports events, Church, Movies, Theaters,	90	5		10
Cigarettes, Refreshments	91	7		25
Laundry, Groceries	95	25		40
Gifts, Souvenirs	97		15	30
Clothing	83		\$150	100
Class supplies	99			78
Fees	100			\$225
TOTAL \$193				
70% or fewer students reporting expenses:				
Other costs	30		51	34
Refreshery dues	17			100
Automobile	14	10		80
Telephone, electricity	22	4		32
Professional dues	13			10
Capital costs	45		80	23
Vacation trips	49		90	60
Football weekends, Dances, Night Clubs,	52	5		40
Transportation to classes	58	8		64
Transportation to home address	58			60
Medical Expenses	63		22	37
Elsewhere	188	70		\$250
University residence	228			\$290
Room and Board	70			

The median total amount of money spent on items which three-quarters of the students list as expenses amounts to \$793 for the eight month academic year, or \$859 for the nine month year. More than half of this amount goes for university fees, and the books and equipment necessary for course work. Other expenses vary considerably for students. Thus, 30% of McGill students pay no room and board costs, 37% have no medical expenses, 42% have no transportation costs either to their classes or to their home addresses; 48% do not list expenditures on dances and comparable forms of pleasure. Over half of the students show no expenditures for the other items.

If we assume for the moment that the items on which three-quarters or more of students admit expenditures are the basic costs of an academic year, then such costs make up about 54% of median total expenses, as the following table shows:

PERCENTAGE OF MONEY SPENT ON MAJOR ITEMS TO MEDIAN TOTAL EXPENSES
- McGill

Major Items		54%
University fees		
Classroom supplies	34%	
Leisure activities	8	
Clothing	7	
Laundry, Grooming	3	
Gifts, donations	2	
Other expenses		$\frac{46}{100\%}$

This of course means that expenses vary considerably between students. How they vary may be seen if we look at expense differences among students in different faculties, and among students with different living arrangements.

A married student spends about twice as much as a single student: the median total expense for married students was \$2750, whereas for single students the median total expense was \$1410.

The median total amount of money spent on items which three-quarters of the students list as expenses amounts to \$293 for the eight month academic year, or \$859 for the nine month year. More than half of this amount goes for university fees, and the books and equipment necessary for course work. Other expenses vary considerably for students. Three, 30% of McGill students pay no room and board costs, 37% have no medical expenses, 42% have no transportation costs either to their classes or to their home addresses; 48% do not list expenditures on dances and comparable forms of pleasure. Over half of the students show no expenditures for the other items.

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PERCENTAGE OF MONEY SPENT ON MAJOR ITEMS TO MEDIAN TOTAL EXPENSES
- McGill -

Major Items	Percentage
University fees	30
Classroom supplies	24
Leisure activities	8
Clothing	7
Laundry, Grooming	3
Gifts, donations	2
Other expenses	46
	<u>100</u>

This of course means that expenses vary considerably between students. How they vary may be seen if we look at expense differences among students in different faculties, and among students with different living arrangements. A married student spends about twice as much as a single student; the median total expense for married students was \$2750, whereas for single students the median total expense was \$1410.

Median expenses between faculties vary among one another by as much as \$1700 for the academic year. As the following table shows, the costs of studying at the professional and graduate schools is considerably more than the costs of undergraduate study:

MEDIAN TOTAL EXPENDITURES BY FACULTY - McGill

	<u>Median</u>	<u>Fees</u>
Dentistry	\$2900	\$500
Medicine	2320	600
Music		400 - 500
Divinity	2025	400
Graduate School		425
Library School		425
Graduate Nursing		425
Social Work	1925	425
Law	1470	350 - 425
Agriculture	1470	250 - 285
Commerce	1460	425
Engineering	1430	525
Architecture		
Occupational & Physical Therapy	1375	400
Education	1360	235 - 450
Arts and Sciences	1250	425
Home Economics	1190	285

As can be seen the wide variations in median expenditures cannot be accounted for entirely by differences in university fees. The graduate - undergraduate difference is probably accounted for by the fact that students in the undergraduate faculties at McGill are more apt to be living at home with their parents than are students in the graduate faculties.

Certainly, as the following table shows, there is a large difference between the median expenditures of those students who live with their parents and those who have other living arrangements:

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McGILL MEDICAL SCHOOL EXPENDITURES BY FACULTY

Faculty	Median	Range
Dentistry	\$3900	\$3000 - \$5000
Medicine	2320	600 - 600
Nursing	2025	400 - 500
Graduate School	1825	100
Library School	1825	125
Graduate Nursing	1825	125
Social Work	1825	125
Law	1470	350 - 425
Agriculture	1470	250 - 285
Commerce	1450	125
Engineering	1450	325
Architecture	1450	325
Occupational & Physical Therapy	1375	400
Education	1350	235 - 450
Arts and Sciences	1250	425
Home Economics	1190	285

As can be seen the wide variations in median expenditures cannot be accounted for entirely by differences in university fees. The graduate - undergraduate difference is probably accounted for by the fact that students in the undergraduate faculties at McGill are more apt to be living at home with their parents than are students in the graduate faculties.

Certainly, as the following table shows, there is a large difference between the median expenditures of those students who live with their parents and those who have other living arrangements:

MEDIAN TOTAL EXPENDITURES BY PLACE OF RESIDENCE -- McGill

2. Sir George Williams

	Median	% of students
Living with spouse	\$3075	8
Own apartment	2275	5
Sharing an apartment	2090	10
Rooming	2035	3
Institution (hospital, hotel, Y.)	1970	2
Rooming with friends	1750	*
University Residence	1560	22
With relatives	1250	1
With parents	1150	48
		<hr/> 100%

* less than 1%

This evidence also suggests that when a student cannot live at home, the most economical way of keeping his costs down is for him to live in a university residence. This saves about \$500 in costs for an academic year over the next most frequent living arrangement, which is to share an apartment. A student who must finance himself out of scholarship or fellowship funds, and who cannot live in a university residence, will find himself in serious financial difficulty unless the award he receives includes at least \$2000.

MEDIAN TOTAL EXPENDITURES BY PLACE OF RESIDENCE - McGRILL

Place of Residence	Median	% of students
Living with spouse	\$3075	8
Own apartment	2275	2
Sharing an apartment	2090	10
Rooming	2035	3
Institution (hospital, hotel, Y.)	1970	2
Rooming with friends	1750	*
University Residence	1560	22
With relatives	1250	1
With parents	1150	48
		<u>100</u>

* less than 1%

This evidence also suggests that when a student cannot live at home, the most economical way of keeping his costs down is for him to live in a university residence. This saves about \$500 in costs for an academic year over the next most frequent living arrangement, which is to share an apartment. A student who must finance himself out of scholarship or fellowship funds, and who cannot live in a university residence, will find himself in serious financial difficulty unless the award he receives includes at least \$2000.

PERCENTAGE OF STUDENTS' SPENDING MONIES AND MEDIAN AMOUNTS ON SPECIFIED TERMS - SIR GEORGE - EIGHTY NINE

2. Sir George Williams

The sample students at Sir George list expenses which amount to a median expenditure of \$1195 for the academic year. The median estimate of the 57% of students who offered an estimated cost amounted to \$1200, which again fits closely with our calculation.

Median expenditures for Sir George students are shown in the following table. For the most part they are very similar to the expenditures of McGill students. The large percentage of Sir George students who live at home means that a higher percentage of them show transportation costs to get to classes; very few have other transportation costs. None live in a university residence, and those who do not live at home show somewhat lower living expenditures than their McGill counterparts. Other expenses vary no more than \$25 with those of McGill students.

	% of	Median for	Median for
Room and Board	45	50	20
Medical expenses	15	65	15
Dances, Night Clubs, Football weekends	15	6	18
Vacation trips	25	80	33
Capital costs	60	100	67
Professional fees	10		7
Automobile		9	12
Telephones, Electricity		4	27
Transportation to home address	15		
Other costs	17		

Sir George Williams

The sample students of Sir George list expenses which amount to a median expenditure of \$1195 for the academic year. The median estimate of the 27% of students who offered an estimated cost amounted to \$1200 which again fits closely with our calculation.

Median expenditures for Sir George students are shown in the following table. For the most part they are very similar to the expenditures of McGill students. The large percentage of Sir George students who live at home means that a higher percentage of them show transportation costs to get to classes; very few have other transportation costs. None live in a university residence, and those who do not live at home show somewhat lower living expenditures than their McGill counterparts. Other expenses vary no more than \$25 with those of McGill students.

PERCENTAGE OF STUDENTS' SPENDING MONEY, AND MEDIAN AMOUNTS OF MONEY SPENT ON SPECIFIED ITEMS - SIR GEORGE - EIGHT MONTH YEAR

adult expenditures are the basic parts of an academic year, these must make up about 68% of the total median expenses of a student. The following table shows the percentage of students reporting expense:

	% of students	Median for month	Median for total year	Median for 8 month academic year
Fees	100			\$ 400
Class supplies	97			71
Transportation to classes	82	\$ 6		48
Clothing	87		\$125	83
Gifts, Donations	88		31	21
Laundry, Grooming	90	7 3		24
Cigarettes, Refreshments	93	10 1		80
Church, Movies, Theatre, Concerts, Sports events	91	5		40
Newspapers, Magazines, Books, Phonograph records	84	4		32
			TOTAL	\$ 799

There is, of course, variation in expenses between kinds of students. Sir George, as at McGill, spends about twice as much as a single

70% or fewer students reporting expense:

Room and Board	47	50		400
Medical expenses	63		65	43
Dances, Night Clubs, Football weekends	55	6		48
Vacation trips	49		80	53
Capital costs	42		100	67
Professional dues	36			7
Automobile	24	9		72
Telephone, Electricity	20	4		32
Transportation to home address	10			60
Other costs	17		104	70

PERCENTAGE OF STUDENTS' SPENDING MONEY, AND MEDIAN AMOUNTS OF MONEY SPENT ON SPECIFIED ITEMS -- SIR GEORGE -- EIGHT MONTH YEAR

75% or more students reporting expenses	% of students	Median for month	Median for total year	Median for 3 month academic year
Other costs	17		104	70
Transportation to home address	10			60
Telephone, Electricity	20	4		32
Automobile	24	9		72
Professional dues	36			7
Capital costs	42		100	67
Vacation trips	49		80	33
Football weekends, Dance, Night Clubs	52	6		48
Medical expenses	63		62	43
Room and Board	67	20		400
70% or fewer students reporting expenses:				
Books, Phonograph records, Newspapers, Magazines, Concerts, Sports events, Church, Movies, Theatre	91	2		40
Cigarettes, Refreshments	93	10		80
Laundry, Grooming	93	3		24
Gifts, Donations	98		37	21
Clothing	97		122	83
Transportation to classes	82	6		48
Class supplies	97			71
Fees	100			\$ 400
TOTAL	81	4		\$ 799

Again, if we assume that the items on which three-quarters or more of students admit expenditures are the basic costs of an academic year, then such costs make up about 68% of the total median expenses of Sir George students, as the following table shows:

PERCENTAGE OF MONEY SPENT ON MAJOR ITEMS TO MEDIAN TOTAL EXPENSES - SIR GEORGE

Major items	Percentage
University fees	67%
Classroom supplies	
Transportation to class	43%
Leisure activities	13
Clothing	7
Laundry, Grooming	2
Gifts, Donations	2
Other expenses	33
	<u>100%</u>

There is, of course, variation in expenses between kinds of students. A married student at Sir George, as at McGill, spends about twice as much as a single student; the median expense for married students was \$2580, whereas for single students it was \$1180.

Among the three faculties at Sir George there is some variation in median total expenses, as the following table shows:

MEDIAN TOTAL EXPENDITURES BY FACULTY - SIR GEORGE

Arts and Sciences	\$1205
Business Administration	1135
Engineering	1345

But the major differences in expenses among students at Sir George depend upon the students' living arrangements, as the following table shows:

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There is, of course, variation in expenses between kinds of students. A married student at Sir George, as at McGill, spends about twice as much as a single student; the median expense for married students was \$2280, whereas for single students it was \$1180.

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But the major difference in expenses among students at Sir George depend upon

the students' living arrangements, as the following table shows:

MEDIAN TOTAL EXPENDITURES BY PLACE OF RESIDENCE** -- SIR GEORGE

	% of students	Median for month	Median for total year	Median for 8 months academic year
Living with spouse		\$2665		
Rooming	98	1905		
Own apartment	98	1810		
Sharing an apartment	83	1790		
Institution (Y., hotel)	86	1665		
With relatives	61	1375		550
With parents	25	1075		240
			\$ 130	87
				<u>75</u>
				100%

** Students rooming in a friend's house amounted to less than 1% of the sample.

Here again, the costs for students who can live at home with their parents are over \$500 less than those of students who must live elsewhere. And such students who cannot count on an income of close to \$2000 for the academic year will find themselves, as at McGill, in serious financial difficulty.

3. Bishop's

The sample students at Bishop's list expenses which amount to a median total expenditure of \$1520 for the academic year. The median estimate of total expenditures of the 65% of students who gave an estimate was \$1380. This amount is the median amount that the Bishop's students gave as their total income. But it is lower, \$140 lower, than the median for the actual expenditures that the students listed. These expenditures are shown in the following table:

Telephone, Electricity	34	2	26
Transportation to class	20	4	20
Professional Dues	51		
Automobile	19	15	
Fraternity Dues	10		
Other Costs	21		

MEDIAN TOTAL EXPENDITURES BY PLACE OF RESIDENCE** - SIR GEORGE

Place of Residence	Median	% of students
Living with spouse	\$2665	7
Rooming	1905	3
Own apartment	1810	3
Sharing an apartment	1790	2
Institution (Y., hotel)	1665	3
With relatives	1375	4
With parents	1075	75
		<hr/> 100

** Students rooming in a friend's house amounted to less than 1% of the sample. Here again, the costs for students who can live at home with their parents are over \$500 less than those of students who must live elsewhere. And such students who cannot on an income of close to \$2000 for the academic year will find themselves, as at McGill, in serious financial difficulty.

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PERCENTAGE OF STUDENTS' SPENDING MONEY, AND MEDIAN AMOUNTS OF MONEY SPENT
ON SPECIFIED ITEMS - BISHOP'S - EIGHT MONTH YEAR

	% of students	Median for month	Median for total year	Median for 8 month academic year
75% or more students reporting expense:				
Fees	98			\$ 400
Class supplies	98			77
Transportation to home address	83			56
Room and board	86			
University residence	61			550
Elsewhere	25	\$30		240
Clothing	92		\$ 130	87
Gifts, Donations	81		5	3
Laundry, Grooming	95	5		40
Cigarettes, Refreshments	96	6		48
Church, Movies, Theatre, Concerts, Sports events	96	5		40
Newspapers, Magazines, Books, Phonograph records	78	5		40
TOTAL				
			University Residence	\$1341
			Elsewhere	1031
			Without Room and Board	791
70% or fewer students reporting expenses:				
Dances, Night Clubs, Football weekends	59	9		72
Medical expenses	57		55	37
Vacation trips	52		55	37
Capital costs	42		78	52
Telephone, Electricity	34	2		16
Transportation to class	20	4		32
Professional Dues	31			4
Automobile	19	15		120
Fraternity Dues	10			20
Other Costs	41			80

PERCENTAGE OF STUDENTS REPORTING EXPENSES, AND MEDIAN AMOUNTS OF MONEY SPENT ON SPECIFIED ITEMS -- BISHOP'S -- NIGHT MONTH YEAR

Item	% of students reporting expense	Median for month	Median for total year	Median for 8 month academic year
Other Costs	41			
Presidential dues	10			
Automobile	19	15		150
Professional dues	31			4
Transportation to class	30	4		32
Telephone, Electricity	34	2		16
Capital costs	42		78	22
Vacation trips	32		22	37
Medical expenses	27		22	37
Football weekends	29			72
Dances, Night Clubs	29			
70% or fewer students reporting expense				
Books, Phonograph records	73			40
Newspapers, Magazines				
Concerts, Sports events	26			40
Church, Movies, Theatre				
Cigarettes, Refreshments	26			48
Laundry, Grooming	25			40
Gifts, Donations	21		2	3
Clothing	22		\$ 130	27
Elsewhere	22	\$30		240
University residence	21			250
Room and board	22			
Transportation to home address	23			26
Class supplies	23			77
Fees	28			\$ 400
75% or more students reporting expense				
Without Room and Board				791
Elsewhere				1021
University residence				2121
TOTAL				40

The major difference between student expenses at Bishop's and at the other two universities is in room and board costs. Being a residential university, more than 80% of students have such costs, and as well, more than 80% have transportation costs in getting to and from Lennoxville. The only other major difference is the amount spent on room and board by students not living in a university residence. That cost is only half of the cost of living in Montreal.

The basic costs of an academic year -- those that three-quarters or more of students admit expenditures on -- make up about 52% of the median total expenses of Bishop's students, as the following table shows:

PERCENTAGE OF MONEY SPENT ON MAJOR ITEMS TO MEDIAN TOTAL EXPENSES -- BISHOP'S

Major items		52%	
University Fees			
Classroom supplies			
Transportation to home address	35%		
Leisure activities	8		
Clothing	6		
Laundry, Grooming	3		
Gifts, Donations	*		
Room and Board		16 - 36	
University residence	36		
Elsewhere	16		
Other expenses		32 - 12	
		100%	

* less than 1%

There are fewer kinds of students in the Bishop's sample so that wide variations in expenses cannot be shown. Married students make up less than 1% of the sample, and the number of students in faculties other than Arts and Science is too small to merit a separate calculation of their expenses. There are different expenses for those living in residence, and those living elsewhere, as the following table shows:

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The basic costs of an academic year -- those that three-quarters or more of students' adult expenditures on -- make up about 55% of the median total expenses of Bishop's students, as the following table shows:

PERCENTAGE OF MONEY SPENT ON MAJOR ITEMS TO MEDIAN TOTAL EXPENSES -- BISHOP'S

Major items	Percentage
University fees	10
Classroom supplies	10
Transportation to home address	10
Leisure activities	5
Clothing	5
Laundry, grooming	5
Gifts, donations	5
Room and board	35
University residence elsewhere	15
Other expenses	15
	<u>100</u>

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* Less than 1%

MEDIAN TOTAL EXPENDITURES BY PLACE OF RESIDENCE

	Median	% of students
With Parents	\$1060	24%
University residence	1635	63
Elsewhere	1470	13

As at the other two universities, the Bishop's student who can live at home while he is studying requires the least amount of money. If he does not live at home his expenses rise by about \$500, or, in terms of the median total expenses, by about a third.

4. SUMMARY

We may now compare expenditures at the three universities. Since place of residence seems so crucial a factor in expenses, we will limit our discussion to that. The following table provides the comparative data:

MEDIAN TOTAL EXPENDITURES BY PLACE OF RESIDENCE

	McGILL	Sir George	Bishop's
With parents	\$1150	\$1075	\$1060
With other relatives	1250	1375	--
University residence	1560	--	1635
Elsewhere	1950	1820	1470
With spouse	3075	2665	--

It is clear from these data, that the least expensive way of financing a university education is to live at home with one's parents. If that cannot be arranged then the next least costly procedure is to live in a university residence. A student who is forced to deal with the private landlords of a city like Montreal can expect his expenses to rise by \$300 to \$800 over the costs of these two arrangements. For the foreign student who must rely on fellowship or scholarship money to finance his studies, an award of less than about \$2000 must produce serious

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Place of Residence	McGILL	Sir George	Bishop's
With parents	\$1170	\$1075	\$1080
With other relatives	1430	1375	-
University residence	1580	-	1635
Elsewhere	1470	1620	1470
With spouse	2075	2665	-

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OCCUPATIONAL ASPIRATIONS

financial difficulties. The native born student who can work during the summer months is in a somewhat easier financial position, yet he too can face financial difficulties if he must live anywhere else but at home or in a residence. If the two Montreal universities especially wish to attract a wider variety of students than they presently have, then the building of university residences on sufficient a scale so that the majority of out of town students can be housed in them is of crucial importance, perhaps of as crucial importance for the immediate future as the raising of scholarship funds.

PERCENTAGE OF STUDENTS WITH SPECIFIED OCCUPATIONAL CHOICES

	McGill	Sir George	Bishop's
Teaching			
Physical Education			
Social Work			
Library Work	23	17	27
Science			
Engineering			
Architecture			
Mathematics	14	17	6
Medicine			
Dentistry	14	4	4
Paramedical services	6	3	-
Law	2	2	4
Business			
Commerce	3	14	4
Writer			
Journalist			
Theologian			
Musician	2	1	12
Social Science			
Geography			
Psychology	2	2	-
Government (not specified)	1	2	3
Agriculture			
Forestry			
Fishing	1	-	-
Refused information	2	2	-
	72%	72%	72%

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OCCUPATIONAL ASPIRATIONS

Sample students were asked if they had, at the time of answering the questionnaire, pretty well decided on their future occupation: 75% of the McGill students, 68% of the Sir George, and 60% of the Bishop's students said that they had. They were also asked how definite they considered their decision to be: 49% of McGill students, 33% of Sir George and 32% of Bishop's students said that they were very definite about their choice.

What were the occupational choices? The following table shows these for students at the three universities:

PERCENTAGE OF STUDENTS WITH SPECIFIED OCCUPATIONAL CHOICES

	McGill	Sir George	Bishop's
Teaching			
Physical Education			
Social Work			
Library Work	25	17	27
Science			
Engineering			
Architecture			
Mathematics	14	17	6
Medicine			
Dentistry	14	4	4
Paramedical services	6	3	-
Law	5	2	4
Business			
Commerce	3	14	4
Writer			
Journalist			
Theologian			
Musician	2	1	12
Social Science			
Geography			
Psychology	2	2	-
Government (not specified)	1	2	1
Agriculture			
Forestry			
Fishing	1	-	-
Refused information	2	6	2
	<u>75%</u>	<u>68%</u>	<u>60%</u>

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Teaching			
Physical Education			
Social Work	25	17	27
Library Work			
Science			
Engineering			
Architecture			
Mathematics	14	17	6
Medicine			
Dentistry	14	4	4
Paramedical services	6	3	-
Law	2	2	4
Business			
Commerce	3	14	4
Writer			
Journalist			
Theologian			
Musical	2	1	12
Social Science			
Geography			
Psychology	2	2	-
Government (not specified)	1	2	1
Agriculture			
Forestry			
Fishing	1	-	-
Relaxed information	2	6	2
Total	75%	68%	60%

At McGill, teaching and allied fields, and the pure and applied natural sciences are chosen by the largest proportion of students. A very small percentage choose other fields, including business. At Sir George, business becomes a choice for more students, but only after teaching and engineering and natural science. At Bishop's teaching is again chosen by the largest percentage of students, with the grouping that includes writer, journalist, theologian and musician having the second largest percentage of students. Commerce and business, as at McGill, is chosen by very few students. Presumably, if business organizations wish to make use of the kinds of skills which university training provides, they must think seriously about how people with background characteristics different from those of these students can be encouraged to go to university, and/or how they can provide jobs that are more appealing to the present students.

Certainly, working for a private organization such as a business firm is not seen as the place where a large proportion of the students expect to end up, as the following table shows:

PERCENTAGE OF STUDENTS EXPECTING TO WORK IN SPECIFIED ORGANIZATIONS

	McGill	Sir George	Bishop's
Educational Institution	28	20	33
Own business or professional office	23	21	7
Private company	13	22	20
Non-profit organization (social agency, hospital)	13	12	8
Government, Military service	7	7	8
Family business	1	*	1
Don't know or not answered	$\frac{14}{100\%}$	$\frac{18}{100\%}$	$\frac{21}{100\%}$

* less than 1%

Almost half of these students see themselves as ending up working in some kind of non-profit organization - a school, the government, a social agency, a hospital, etc.: 48% at McGill, 39% at Sir George, 49% at Bishop's. Only at Sir George does a larger

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Educational Institution	28	20	33
Own business or professional office	29	21	7
Private company	13	22	20
Non-profit organization (social agency, hospital)	13	12	8
Government, Military service	7	7	8
Family business	1	*	1
Don't know or not answered	14	18	21
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percentage of students (42%) think that they will work either in a private company or in their own business.

Finally, students were asked whether they planned to continue their studies at advanced levels of university training. At McGill, 40% of the students said that they planned to study further for another university degree; 47% said that this was their plan at Sir George, and 50% at Bishop's. A further third of the students at all three universities said that they were not yet sure about it, so that only 24%, 16% and 13% respectively offered an unequivocal no. We would anticipate that these students would choose occupations that we have classified as upper occupations. Presumably, these students aspire to the professional occupations within that group rather than the managerial ones.

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This brief will concern itself first with the financial problems of prospective university students, and second with what we consider to be the most important obstacle to a university education in many cases; namely, the lack of real initiative.

It cannot be disputed that generally in Canada and specifically at McGill University students are drawn primarily from the higher income groups. At McGill, roughly two-thirds of the students come from families with incomes over \$4,000 per annum, and 21% have incomes over \$14,000. In Canada as a whole, however, more than half of all families earn under \$4,000 a year.

There is no reason to assume that lower-income students are less intelligent than those from richer ones, or that the university should be seeking out intellectually superior to the rest of the community. Hence the need for some form of increased student aid, available to students otherwise desirous of going to university and qualified to attend, is apparent.

RECOMMENDATIONS
OF
THE
STUDENTS' SOCIETY
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We propose that this aid take the form of increased long-term student loans, i.e. loans issued at a low interest rate and made repayable well after graduation, when the student will presumably be working and able to spare the funds to repay his loan.

At the same time, a campaign must be undertaken to draw students aware of these loans for, at present, few students avail themselves of the opportunities, such as they are, to borrow money. At McGill, only ten per cent have taken out long-term loans, while four per cent have received short-term ones, repayable before graduation.

And of this small percentage using loans, only a fraction borrow from either a government or the university. At McGill, sixteen per cent borrowed from the University, seventeen per cent from the provincial government, and one per cent from municipal and county governments. At Bishop's and Sir George the percentages

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And of this small percentage using loans, only a fraction borrow from either a government or the university. At McGill, sixteen per cent borrowed from the University, seventeen per cent from the provincial government, and one per cent from municipal and county governments. At Bishop's and St. George's the percentages

were 2, 8, 0 and 4, 15, 0 respectively. Of the remaining 66%, parents and friends together accounted for 32% of the loans given to students. In other words, in many cases these loans, few as they are, do not help out lower-income families (since the parents themselves provide the loans) and in any case, they are of a purely private nature and no organized loan programme is used.

In our opinion, the need for such a programme is evident and immediate. It seems to us the least expensive, yet at the same time a highly effective way of giving students who want to go to university the opportunity to do so.

The fact that 30% of McGill students, 39% of Sir George students and 32% of Bishop's students do come from homes where the annual income is less than \$6,000 suggests that in spite of the obvious financial difficulties which must be faced by such a family in putting their child through university, it is nevertheless possible, and accomplished in many cases. This indicates that financial problems are not the sole consideration which keeps children from lower-income homes out of university.

The reason why many poorer students do not go to university is, we feel, a deeper and more fundamental one than the mere lack of funds. If the thirst for education were great enough, many more lower-income families could conceivably find the necessary money. Lack of incentive in these homes is, we believe, a factor more important than finances in keeping the children from attending university. There is little or no attempt made by the parents to influence their child towards higher education (apart from a superficial payment of lip-service), and consequently a large number of children who might otherwise have gone to university and thereby benefitted both themselves and their community, never really considered doing so.

A good proportion of the students currently in university come from educated environments. At McGill, Sir George and Bishop's, 46%, 35% and 50% of the students had fathers who completed twelve or more years of schooling. Also, 76%, 72% and 81% of the students in the three universities had fathers who had been to high school.

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 education were great enough, many more lower-income families could conceivably
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 factor more important than finances in keeping the children from attending university.

There is little or no attempt made by the parents to influence their child towards
 higher education (apart from a superficial payment of lip-service), and consequently
 a large number of children who might otherwise have gone to university and thereby
 benefited both themselves and their community, never really considered doing so.

A good proportion of the students currently in university come from educated
 environments. At McGill, Sir George and Bishop's, 40%, 35% and 50% of the students
 had fathers who completed twelve or more years of schooling. Also, 70%, 75% and
 85% of the students in the three universities had fathers who had been to high school.

We should note, as the survey points out on p.12, that although the working class makes up about 50% of the total labour force in Canada, only 8%, 23% and 17% respectively of the students in the three universities come from working-class families. (It might be instructive to compare these percentages with the 30%, 39% and 32% of students who come from homes with incomes of less than \$6,000.)

Thus we see that the large majority of people in university today come from homes in which the idea of going to university was firmly rooted. Their parents had recognized the value of higher education and children often wanted to go to university even before they were old enough to realize what a university education is. The importance of the attitude of the parent (P.19) is shown by 67%, 62% and 63% of the students intending to go to university at age ten, and 84%, 78% and 88% of the students entering secondary school with the intention of going on to university. To quote the survey:

"These various data on parental education....suggest, taken in conjunction with occupations of fathers, that about half of the sample students have some tradition of advanced education in their families, and that the chance of this depends upon the father having a high ranked occupation. These students are privileged in more than the availability of a father with a high income." (p.18).

Although there are unfortunately no statistics available for a similarly aged group not attending university, it is not unreasonable to assume that in the great majority of instances those who do not attend university simply have no realization of the value of a university education, and that much of this ignorance stems from parental indifference. We feel that this is a most pressing problem of higher education today, and it is this unfortunate situation which the Provincial Government, in conjunction with the universities, should strive to eliminate.

To this end, we feel that the Province must undertake an intensive programme designed to inculcate the citizens of Quebec with a greater appreciation of the value of higher education in general, and the status of the student in society in

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particular. opposed to the lack of regard we see in other ways.

The image of the student in our society tends, among the less well-informed at least, to be something of a parasite, who pursues his own interests at the expense of his obligations to his family and to society in general. To whatever extent this may be so, we wish to stress two points: one, that these tendencies will disappear as society recognizes the value of the educated person and begins to put him to good use; and two, that such accusations must not be allowed to over-ride the basic issue, which is that increasingly with every year, we can no longer afford to regard a university education as something which is nice to have, like a new piece of jewellery, but not really necessary or even very practical.

We feel that the campaign to 'sell' education should be based on the concept of service which the community can expect from university graduates. We feel that programmes held elsewhere in North America which equate going to university with increased earning power do nothing to spread the value of higher education, and only succeed in encouraging people to come to university for the wrong reason.

This idea of service is pointed out by the fact that almost half the students in the schools covered (48% at McGill, 39% at Sir George, and 49% at Bishop's) expect to end up working for a non-profit organization - a school, the government, a social agency, a hospital, etc. are little or no resemblance to the professions of

will At the same time it is necessary to clearly define the students' place in society and to give him a solid sociological basis. As long as the student feels that he must continually apologize for or defend what others consider to be a parasitic position, the public attitude towards education will not change. In order to stop the talented individual from dropping out of school during or after high school and to really impress society with the value and necessity of a university education, the student must be given a positive status which can inspire

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At the same time it is necessary to clarify the student's place in society and to give him a valid sociological basis. As long as the student feels that he must continually apologize for or defend what others consider to be a parasite position, the public attitude towards education will not change. In order to stop the talented individual from dropping out of school during or after high school and to really impress society with the value and necessity of a university education, the student must be given a positive status which can inspire

respect, as opposed to the lack of regard we see so often today.

One means of doing this, we feel, would be to widen the scope of the university as it applies to the general public. There is a tendency to regard the university as an 'ivory tower' which breeds a suspicion of the activities of the 'tower', and which, in turn, breeds disrespect for the inhabitants. If the public were more aware of the actual functionings of the university, this hostile attitude could be broken down.

The first step towards a university-public entente would be to make the universities real cultural centres. The university should be alive with drama, music, art, etc., professors should be encouraged to contribute regularly to the local press, the public should feel welcome. If we are going to make claims for the intellectual value of a university education we must show some positive signs of intellectualism emanating from the university. We must produce some of the goods we maintain we possess, and only in this way can we bring widespread recognition of the true value of a university education.

While we are expanding the university's public role, we should reconsider the relation between the university and the student. For five months of the year the student does not see his university. During that time he is, in the large majority of cases, working on a job that bears little or no resemblance to the profession he will follow after graduation. During that time also the university remains unused save for the occasional educational convention. And universities are rapidly reaching the stage where they cannot accept some qualified applicants. We feel that some provision should be made to have the university devoted to educational purposes for more than 60 per cent of the year. This could be accomplished by either introducing the three-term system or by lengthening the two existing terms. The need to earn an appreciable amount of money during the summer can be eliminated by a well-organized loan programme. The student will be better orientated to

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education if he does not take a five-month vacation from his studies each year. And the student will more quickly be in a position to serve society.

RECOMMENDATIONS:

1. Increased financial resources must be made available to students with particular emphasis on long-term low-interest bearing loans. Although this is a vital necessity, alone it is far from sufficient.
2. Most important, the Provincial Government must undertake an intensive programme designed to inculcate the citizens of Quebec with a full appreciation of the value of a high education in general, and of the status of the student in society in particular.
3. As a corollary to the above two recommendations, it is suggested that university facilities be more fully utilized by both the student and the public, and that the university be made the cultural centre.

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Survey of Students at Universities in Quebec

INSTRUCTIONS FOR ANSWERING THE QUESTIONNAIRE

This questionnaire is part of a study being conducted by the Department of Sociology and Anthropology of McGill University for your Student Society. It is designed to find out what it is like for you, as a student, to study at the university, and how you pay for your expenses. It is also designed to find out some of your experiences as a student at the university, and some of your future plans. The information which you provide will be helpful to your Student Society in preparing a brief report which the Society plans to submit to the Royal Commission on Education of the Province of Quebec. The information which you provide will also be helpful in clarifying certain problems of university education.

We recognize that many of the questions deal with complex issues, and that the check-list alternatives do not always express the subtleties of your experiences and plans. But the purpose of a questionnaire like this one is to obtain an overall picture of the experiences and plans of university students.

COPY

There are a few points which you should bear in mind while filling out this questionnaire:

(1) The questionnaire is not a "test". The "right" answers to the questions are those which best express your experiences and your plans.

(2) Your individual identity will not be revealed and your personal answers will be kept confidential. Please do not put your name on the questionnaire. The information provided by you will be tabulated, along with the information provided by other students, by the Department of Sociology and Anthropology, and will be made available to your Society only in the form of statistical summaries.

QUESTIONNAIRE

(3) Read every question carefully before answering. Please answer every question in accordance with the directions.

USED

(4) For a large number of questions you are asked to circle a number or letter at the top right side of the page which corresponds to your answer. Here is an example:

IN

18. Do you belong to (but do not hold an official position in) any campus organizations this year? (58)

SURVEY

IF YES:

A. How many campus organizations do you belong to?

- | | |
|-------------------------|---|
| 1 organization | 2 |
| 2 organizations | 3 |
| 3 organizations | 4 |
| 4 or more organizations | 5 |

If you belong to one organization you would circle the number 1

If you belong to two organizations you would circle the letter x corresponding to Yes, and the 3 corresponding to 2 organizations.

(5) For some questions — primarily those about your expenses and your income — you are asked to fill in an amount of money, or a number. You will find spaces in which to place your answer.

THANK YOU FOR YOUR COOPERATION IN THIS STUDY

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(a) For a large number of questions you are asked to circle a number or letter at the right hand side of the page which corresponds to your answer. Here is an example:

78. Do you belong to (but do not hold an official position in) any campus organizations this year? [53]

Yes	x
No	1

IF YES:

A. How many campus organizations do you belong to?

1 organization	2
2 organizations	3
3 organizations	4
4 or more organizations	5

If you belong to no organizations you would circle the number 1

If you belong to two organizations you would circle the letter x corresponding to Yes, and the 3 corresponding to 2 organizations.

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THANK YOU FOR YOUR COOPERATION IN THIS STUDY

Number

Card [6] (1)

I. THIS SECTION OF THE QUESTIONNAIRE DEALS WITH YOUR BACKGROUND, AND YOUR INTERESTS. THE INFORMATION YOU PROVIDE HERE WILL PERMIT A COMPARISON OF THE PLANS, THE EXPENSES, AND THE INCOME OF STUDENTS WITH DIFFERENT KINDS OF BACKGROUND.

1. In which Faculty or School are you registered? [7-8]
- Faculty of Arts and Sciences 10
 - School of Commerce or Business Administration 11
 - Faculty of Medicine 12
 - Faculty of Dentistry 13
 - Faculty of Engineering 14
 - School of Architecture 15
 - Faculty of Law 16
 - Faculty of Music 17
 - Faculty of Divinity 18
 - Faculty of Graduate Studies and Research 19
 - Institute of Education 20
 - Library School 21
 - School for Graduate Nurses 22
 - School of Occupational and Physical Therapy 23
 - School of Social Work 24
 - Faculty of Agriculture 25
 - School of Home Economics 26

Other (Describe)

2. In which class of students are you registered this year? [9]
- Regular, full time student 1
 - Part-time or limited student 2
 - Partial Student 3

Other (describe)

3. How many years have you been studying at a University? [10]
- This is my first year 1
 - This is my second year 2
 - This is my third year 3
 - This is my fourth year 4
 - This is my fifth year 5
 - This is my sixth year 6
 - This is my seventh or higher year 7

4. Here is a list of some different ideas that university students have expressed about the educational goals that a university ought to emphasize. Which one of these goals comes closest to what you feel is the **main** purpose of your university education

(CHOOSE ONLY ONE)

[11]

- A university provides vocational training; it develops skills and techniques that are applicable to a student's chosen occupation 1
- A university develops a student's ability to get along with different kinds of people 2
- A university provides for a student a basic general education and an appreciation of ideas 3
- A university develops a student's knowledge and interest in community and world problems 4
- A university develops a student's moral capacities, ethical standards and values 5
- A university prepares a student for a happy marriage and family life 6

5. For what degree are you now studying? [12]

- A Bachelor of Arts Degree 1
- A Bachelor of Science Degree 2
- Another kind of Bachelor's degree 3
- A Master's degree 4
- A Doctor's degree (M.D., Ph.D., D.D.S., etc.) 5
- A Diploma or Certificate 6
- I am taking post-doctoral studies 7
- I am not studying for a degree 8

6. What is the highest university degree that you now hold? [13]

- A Bachelor's degree 1
- A Master's degree 2
- A Doctor's degree (M.D., Ph.D., etc.) 3
- A Diploma or Certificate 4
- I do not now hold a university degree 5

7. In what year in your course at university are you registered for this academic year, 1961-1962? [14]

- First year 1
- Second year 2
- Third year 3
- Fourth year 4
- Fifth or higher year 5
- Does not apply to me 6

8. A. TO BE ANSWERED ONLY BY UNDERGRADUATES IN THEIR FIRST YEAR
What was your average mark in your High School Leaving examinations or your High School Matriculation examinations? [15]

- High School Leaving Examination Average 1
- High School Matriculation Average — 12th grade 2
- 13th grade 3
- Other High School average 4
- Not available 5
- Don't know 6

B. TO BE ANSWERED BY ALL OTHER STUDENTS

- (a) What was your percentage average at university last year (or in the most recent year which you have completed at a university)? [16]
- 90% or over 1
 - 80 - 89.9% 2
 - 75 - 79.9% 3
 - 70 - 74.9% 4
 - 65 - 69.9% 5
 - 60 - 64.9% 6
 - 55 - 59.9% 7
 - 50 - 54.9% 8
 - less than 50% 9
 - Does not apply to me X
- (b) Did your percentage average at the university give you [17]
- First class standing 1
 - Second class standing 2
 - Third class standing 3
 - Pass standing 4
 - Failing standing 5
 - Does not apply to me 6
9. A. Your age at last birthday [18]
- Under 18 1
 - 18 or 19 2
 - 20 or 21 3
 - 22 or 23 4
 - 24 or 25 5
 - 26 or 27 6
 - 28 or 29 7
 - 30 or older 8
- B. Sex [19]
- Male 1
 - Female 2
- C. Marital Status [20]
- Single 1
 - Married 2
 - Widowed 3
 - Divorced or Separated 4
 - Priest or member of a religious order 5
10. Is your home address in Canada? [21]
- Yes 1
 - No 2
- If YES: [22]
- A. In what province is your home address?
- British Columbia 1
 - Alberta, Saskatchewan, Manitoba 2
 - Ontario 3
 - Quebec 4
 - New Brunswick, Newfoundland, Nova Scotia, Prince Edward Island 5
 - Yukon, Northwest Territories 6

B. Give the name of the city, town, village, or rural district, and the county (if you know it) in which your home address is situated. [23 - 24]

11. Are you a Canadian citizen? [25]
- Yes, by birth 1
 - Yes, by naturalization 2
 - No 3

IF YOU ARE A CANADIAN CITIZEN OR YOUR HOME ADDRESS IS IN CANADA (OR BOTH) PLEASE ANSWER QUESTIONS 12 - 14. OTHER STUDENTS SHOULD ANSWER QUESTION 15.

12. Among the following Canadian ethnic groups indicate the one which you consider is the ethnic group to which you belong. [26]
- English Canadian 1
 - French Canadian 2
 - German Canadian 3
 - Italian Canadian 4
 - Jewish Canadian 5
 - Polish Canadian 6
 - Ukrainian Canadian 7
 - Other ethnic group 8
 - No particular ethnic group 9

13. What is the relationship that you have with your ancestor (on your father's side of your family) who first came to Canada? [27]
- I immigrated to Canada 1
 - He was my father 2
 - He was my grandfather (my father's father) 3
 - He was my great grandfather (my father's father's father) 4
 - He was an earlier ancestor than any of these 5

14. What was the first language that you learned when you were a child? [28 - 29]
- English 10
 - French 11
 - Chinese 12
 - Danish 13
 - Finnish 14
 - German 15
 - Italian 16
 - Magyar 17
 - Norwegian 18
 - Polish 19
 - Russian 20
 - Slovak 21
 - Swedish 22
 - Ukrainian 23
 - Yiddish 24
 - Other (describe)

15. IF YOUR HOME ADDRESS IS **OUTSIDE CANADA**, from which area of the world do you come? [30]
- | | |
|-----------------------------|---|
| Africa | 1 |
| Asia | 2 |
| Australia, New Zealand | 3 |
| Europe or the British Isles | 4 |
| Mexico or the Carribean | 5 |
| South America | 6 |
| The Middle East | 7 |
| United States of America | 8 |

ALL STUDENTS WILL ANSWER THE FOLLOWING QUESTIONS

16. Your father, is he [31]
- | | |
|------------------------|---|
| presently employed | 1 |
| temporarily unemployed | 2 |
| retired | 3 |
| deceased | 4 |

17. What is (or was) your father's occupation? [32]
- Instructions: PLEASE DESCRIBE YOUR FATHER'S OCCUPATION IN DETAIL: if he is a foreman, a manager, or a supervisor give the approximate number of people he is in charge of; if he owns his own business give the approximate number of people he employs. If your father is now unemployed, retired or deceased state what his occupation was.
-
-
-
-
-
-

18. In what kind of a business does (or did) your father work? [33]
- | | |
|---|---|
| His own business | 1 |
| His own farm | 2 |
| His own professional office | 3 |
| A business owned within our family | 4 |
| Educational institution | 5 |
| Social agency, or non-profit organization | 6 |
| Government | 7 |
| Military services | 8 |
| Private company | 9 |
| Other (please describe) | |
| | |
| | |

19. In what kind of industry does (or did) your father work? [34 - 35]

- Bakery Products 11
- Communications (Radio, TV, Telephone, Advertising, etc.) 12
- Dairy Products 13
- Finance 14
- Food Manufacturing 15
- Leather Goods Manufacturing 16
- Meat Products 17
- Medical Services 18
- Metal Working 19
- Mining 20
- Paper Goods 21
- Plastics 22
- Printing and Publishing 23
- Public Administration 24
- Retail Trade 25
- Textiles 26
- Transportation 27
- Wholesale Trade 28
- Wood Products 29
- Other (please describe)

20. How many years of schooling did your father complete? [36]

- He did not go to school 1
- 1 - 7 years 2
- 8 - 11 years 3
- 12 - 15 years 4
- 16 years or more 5
- Don't know 6

21. Has (had) your father a university degree? [37]

- Yes x
- No 1

If YES:

A. What is the highest degree that he holds?

- A Bachelor's degree 2
- A Master's degree 3
- A Doctor's degree (M.D., Ph.D., D.D.S., etc.) 4
- A Diploma or Certificate 5
- Don't know 6

22. Is your mother living? [38]

- Yes 1
- No 2

23. Does your mother have a regularly paying job? [39]

- Yes 1
- No 2

24. How many years of schooling did your mother complete? [40]
- | | | |
|----|--------------------------|---|
| 11 | She did not go to school | 1 |
| 12 | 1 - 7 years | 2 |
| 13 | 8 - 11 years | 3 |
| 14 | 12 - 15 years | 4 |
| 15 | 16 years or more | 5 |
| 16 | Don't know | 6 |
25. Has (had) your mother a university degree? [41]
- | | | |
|----|-----|---|
| 19 | Yes | x |
| 20 | No | 1 |
- If YES:
- A. What is the highest degree that she holds?
- | | | |
|----|---|---|
| 24 | A Bachelor's degree | 2 |
| 25 | A Master's degree | 3 |
| 26 | A Doctor's degree (M.D., Ph.D., D.D.S., etc.) | 4 |
| 27 | A Diploma or Certificate | 5 |
| 28 | Don't know | 6 |
26. Do (or did) your parents own any of the following? [42]
- A. Own home
- | | | |
|----|------------|---|
| 29 | Yes | 1 |
| 30 | No | 2 |
| 31 | Don't know | 3 |
- B. Property other than home [43]
- | | | |
|----|------------|---|
| 32 | Yes | 1 |
| 33 | No | 2 |
| 34 | Don't know | 3 |
- C. Stocks and Bonds [44]
- | | | |
|----|------------|---|
| 35 | Yes | 1 |
| 36 | No | 2 |
| 37 | Don't know | 3 |
27. About how much was your parents' income last year as far as you know? [45]
- | | | |
|----|---------------------|---|
| 38 | Less than \$2,000 | 1 |
| 39 | \$ 2,000 - \$ 3,999 | 2 |
| 40 | 4,000 - 5,999 | 3 |
| 41 | 6,000 - 9,999 | 4 |
| 42 | 10,000 - 13,999 | 5 |
| 43 | 14,000 - 19,999 | 6 |
| 44 | 20,000 - 29,999 | 7 |
| 45 | 30,000 or more | 8 |
28. Do you make financial contributions to the income of your parental family? [46]
- | | | |
|----|-----|---|
| 46 | Yes | 1 |
| 47 | No | 2 |

29. Are there members of your family, other than your parents or yourself, who make contributions to the income of your parental family? [47]
- Yes x
- No 0
- If YES:
- A. How many people, other than your parents or yourself, make contributions to the income of your parental family?
- Number
30. How many brothers and sisters do you have? [48]
- Number
31. Among your brothers and sisters, are you — [49]
- the eldest child 1
- a middle child 2
- the youngest child 3
32. Please give the following information about your brothers and sisters:
- Number of brothers and sisters now living with your parents [50]
- Number of brothers and sisters now below school age [51]
- Number of brothers and sisters now at primary school [52]
- Number of brothers and sisters now at secondary school [53]
- Number of brothers and sisters now at college or university [54]
- Number of brothers and sisters who have completed their schooling [55]
- Number of brothers and sisters who have graduated from a university [56]
33. Where are you living during the present academic year? [57]
- With my parents 1
- With my husband or wife 2
- With other relatives 3
- In a university residence 4
- In an apartment with friends or other students 5
- In an apartment by myself 6
- I am rooming at a friend's house 7
- I am rooming with strangers 8
- In an institution (hospital, hotel, Y, etc.) 9
- Other (describe)
34. What kind of living arrangement do you have? [58]
- Dwelling or Room, and meals 1
- Room with cooking facilities 2
- Room only (I eat out) 3
35. During this academic year are you getting your room, or your room and board in exchange for work? [59]
- Yes 1
- No 2
- In part 3

II. THIS SECTION DEALS WITH YOUR EXPENSES

MARRIED MEN AND ALL OTHER PERSONS WHO ARE HEADS OF FAMILIES ARE ASKED TO GIVE THE EXPENSES OF THEIR FAMILIES. ALL OTHER STUDENTS SHOULD GIVE ONLY THEIR PERSONAL EXPENSES.

INDICATE WITH A ZERO (0) THOSE ITEMS FOR WHICH YOU PAY NOTHING, OR NOTHING IS PAID DIRECTLY FOR YOU. FOR EXAMPLE, IF YOU LIVE WITH YOUR PARENTS, AND DO NOT PAY FOR ROOM RENT OR FOR FOOD COSTS INDICATE THIS WITH A ZERO (0).

THE ACADEMIC YEAR INCLUDES THE PERIOD SEPTEMBER 1, 1961 — MAY 31, 1962.

36. What kind of expenses do your statements represent? [60]
- | | |
|--|---|
| My expenses only | 1 |
| Family expenditures for 2 people | 2 |
| 3 people | 3 |
| 4 people | 4 |
| 5 people | 5 |
| 6 or more people | 6 |

37. Have you ever calculated how much money it is costing to finance for you one academic year at university? [61]
- | | |
|-----------|---|
| Yes | 1 |
| No | 2 |

If YES:

A. What is the amount of money you have calculated?

Amount \$

38. Do you calculate a budget for your current expenses? [62]
- | | |
|-------------------------|---|
| Yes, by the week | 1 |
| Yes, by the month | 2 |
| No | 3 |

If YES:

A. Indicate how much you budget for all your current expenses. Use the time period (week or month) which you find most convenient.

By the week (describe) By the month

Amount \$ \$

If NO:

B. What was the total amount of money that you spent last week?

Amount \$

39. How much are your university fees for this academic year? If you pay separately the Athletic fee, Health Services fee and Student Society fee, please include them here with your university fees.

Amount \$

40. For this academic year, are you paying your university fees by installment? [63]
 Yes x
 No 1

If YES:

A. Are you paying your fees — in two installments 2
 in installments especially arranged with the university.. 3

41. For this academic year, have you paid any penalty fees? [64]
 Yes 1
 No 2

If YES:

A. What is the total amount that you have paid in penalty fees?

Amount \$

**QUESTION 42 IS TO BE ANSWERED ONLY BY STUDENTS LIVING AND BOARDING
 IN A UNIVERSITY RESIDENCE**

42. What is the total amount of money that you are paying (or is being paid for you) for room, board, and house fees this academic year?

Room and board \$

House Fees \$

Total Amount \$

**QUESTION 43 IS TO BE ANSWERED BY STUDENTS LIVING ELSEWHERE THAN IN
 A UNIVERSITY RESIDENCE.**

43. Some students pay a combined sum of money for their room and board. Other students pay for their residence separately from their meal and food costs. **Indicate in the following table the amount of money you are paying for your living arrangement and for your eating arrangement.** Use the categories that are most convenient for you.

Use whichever time period (week, month or year) is most convenient for you.

INSTRUCTIONS: To calculate the amount of money that you spend on regular meals and/or on food for the preparation of regular meals, estimate how much you have spent in the past week (or month, if you prefer). Decide whether this amount seems to be your usual weekly or monthly expense.

Married men and heads of families are reminded that they should give the rental and food expenses of their families.

Students who live with their parents or elsewhere, and do not pay room rent or food costs are reminded that they should indicate this by putting ZERO (0) in the following table.

Amount of money spent on:	By the month	By the week	Total amount for the academic year
Room and Board	\$	\$	\$
Room or apartment, etc.	\$	\$	\$
Regular meals eaten in restaurants, cafeterias, dining halls, etc.	\$	\$	\$
Food purchased for the preparation of regular meals	\$	\$	\$

ALL STUDENTS WILL ANSWER THE FOLLOWING QUESTIONS

44. A. How much money have you spent so far this academic year on books and other classrooms supplies (paper, pencils, pens, erasers, etc.)?

Books \$

Classroom supplies \$

Total Amount \$

B. How much more money do you **KNOW** that you will have to spend on books and other classroom supplies before the end of this academic year?

Books \$

Classroom supplies \$

Total Amount \$

INSTRUCTION: Include above **only** the costs of books and supplies for classes. **DO NOT INCLUDE** such capital costs as equipment to outfit a professional office. You will be asked for these costs in a later question.

45. A. During this academic year how much do you pay **each week** for transportation from your **college address** to your **university classes**? Include costs of bus fares, taxis, and/or gasoline for your car, **to and from classes**.

Amount spent each week \$

B. **So far this academic year** how much have you spent on transportation from your **college address** to your **home address** and return? Include costs of train fares, airplane fares, bus fares and/or gasoline for your car.

Total Amount spent \$

C. How much **more** do you estimate that you will spend on transportation from your **college address** to your **home address** and return before the end of this academic year?

Total Amount Estimated \$

46. Indicate in the following table how much money you **usually** spend on the listed goods and services. To make your calculation, decide how much you **have** spent on each item during whichever time period is most convenient for you. Decide whether this amount of money is what you ordinarily spend. Adjust the amount to what you think is the usual amount that you spend. Put **ZERO (0)** where you spend nothing on an item.

Usual Amount Spent: On	Each Week	Each Month	Total for Academic Year
Church	\$	\$	\$
Movies	\$	\$	\$
Theaters	\$	\$	\$
Concerts	\$	\$	\$
Sports Events	\$	\$	\$
Cigarettes, tobacco	\$	\$	\$
Refreshments, drinks, snacks	\$	\$	\$
Newspapers	\$	\$	\$
Magazines	\$	\$	\$
Professional journals	\$	\$	\$
Books, not for classes	\$	\$	\$
Phonograph records	\$	\$	\$
Laundry	\$	\$	\$
Dry cleaning	\$	\$	\$
Haircuts, permanents, cosmetics and other grooming supplies	\$	\$	\$
Telephone	\$	\$	\$
Electricity	\$	\$	\$
Formal Dances, flowers, dress rentals	\$	\$	\$
Nightclubs	\$	\$	\$
Football Weekends	\$	\$	\$
Automobile	\$	\$	\$

47. During the past year (November, 1960 — October, 1961) how much money have you spent on the following items:

	<u>Amount Spent in past year</u>
Clothing	\$
Footwear	\$
Medical and Dental Fees	\$
Life insurance, and other insurance	\$
Vacation trips	\$
Gifts (birthdays, Christmas, Hannukah, etc.)	\$
Charitable Donations	\$
Fraternity or Sorority Dues	\$
Dues to professional societies, other organizations	\$

48. A. During the past year (November, 1960 — October, 1961) how much money have you paid for the following items:

	Amount Spent in past year
Radio	\$
Television set	\$
Furniture	\$
Microscope	\$
Equipment for professional office	\$
Automobile	\$
Camera	\$
Expensive Jewelry	\$
Musical Instruments	\$

B. Are you paying for any of the above items on an installment plan? [65]

Yes 1

No 2

If YES:

(a) What is your total monthly payment \$

49. During this academic year how much additional money have you spent on items that you have not been asked about in the above questions? Indicate the kind of item you have spent money on and the amount that you have spent. Use whichever time period is most convenient for you.

I have spent on:	Weekly	Monthly	Total for the year
a.	\$	\$	\$
b.	\$	\$	\$
c.	\$	\$	\$
d.	\$	\$	\$
e.	\$	\$	\$
f.	\$	\$	\$

Number	[6]
Card	(2)

III. THIS SECTION DEALS WITH THE INCOME THAT YOU RECEIVE TO PAY FOR YOUR EXPENSES.

MARRIED MEN AND ALL OTHER PERSONS WHO ARE HEADS OF FAMILIES ARE ASKED TO GIVE THE INCOME OF THEIR FAMILIES. ALL OTHER STUDENTS SHOULD GIVE ONLY THE INCOME THAT THEY RECEIVE FOR THEIR PERSONAL EXPENSES.

THE ACADEMIC YEAR INCLUDES THE PERIOD: SEPTEMBER 1, 1961 — MAY 31, 1962.

50. During this academic year, from what sources do you receive the greatest part of the income that you use to pay for your expenses? INDICATE NO MORE THAN THREE SOURCES. [9-10-11]

- From my parents 1
- From my parents-in-law 2
- From my husband or wife 3
- From other relatives 4
- From a benefactor or guardian 5
- From my savings 6
- From my job 7
- From a scholarship, fellowship or bursary 8
- From loans 9
- From other sources (describe):

51. Did you apply for a scholarship, a fellowship, or a bursary for this academic year? [12]

- Yes 1
- No 2

52. Do you now hold a scholarship, a fellowship or a bursary for this academic year? [13]

- Yes, a scholarship 1
- Yes, a fellowship 2
- Yes, a bursary 3
- No 4

STUDENTS WHO NOW HOLD A SCHOLARSHIP, A FELLOWSHIP OR A BURSARY, WILL ANSWER QUESTION 53. ALL OTHER STUDENTS MAY PROCEED TO QUESTION 54.

53. A. If you now hold a scholarship, a fellowship or a bursary please indicate in the table below:

- (i) Whether it is a scholarship, fellowship or bursary.
- (ii) The kind of granting body from which you have received it.
- (iii) The total amount of money that you will receive during this academic year. Include the amount of money paid directly to you, and also, the amount paid directly to the university.

Source	Scholarship	Fellowship	Bursary
(a) Provincial Government	\$	\$	\$
(b) Federal Government	\$	\$	\$
(c) Municipal or County Government	\$	\$	\$
(d) University, college	\$	\$	\$
(e) Commercial, financial or industrial company	\$	\$	\$
(f) Foundation	\$	\$	\$
(g) Alumni	\$	\$	\$
(h) Church, religious group	\$	\$	\$
(i) Labor Union	\$	\$	\$
(j) Other Association or Club (Women's Institute, Rotary, etc.)	\$	\$	\$
(k) Other (describe)	\$	\$	\$

B. If you now hold a bursary, must it be paid back? [14]

Yes, in full 1

Yes, in part 2

No 3

C. If you now hold a scholarship or fellowship, how many years have you been holding this particular scholarship or fellowship? [15]

This is the first year 1

This is the second year 2

This is the third year 3

This is the fourth year 4

I have held it longer than four years 5

D. If you are now holding a scholarship or a fellowship, for how many years are you eligible to continue to hold it? [16]

Only this year 1

One more year 2

Two more years 3

Three more years 4

More than three years more 5

54. If you are not now holding a scholarship or a fellowship, have you held one in other years at university? [17]

Yes x
 No 0

If YES:

A. In what years at university have you held a scholarship or a fellowship? [18]

My first year 1
 My second year 2
 My third year 3
 My fourth year 4
 A later year 5

55. Apart from this academic year, what is the total amount of money that you have received from scholarships, fellowships, or bursaries since you began studying at a university? [19]

Nothing 0
 Between \$ 500 and \$ 999 1
 Between 1,000 and 1,499 2
 Between 1,500 and 1,999 3
 Between 2,000 and 2,499 4
 Between 2,500 and 2,999 5
 Between 3,000 and 3,499 6
 Between 3,500 and 3,999 7
 Between 4,000 or more 8

56. During this academic year have you borrowed (or are you trying to borrow) money? [20]

Yes 1
 No 2

If YES:

A. Indicate in the following table:

- (i) The source from which you have borrowed money or are trying to borrow.
- (ii) The amount of money you are borrowing for this academic year.
- (iii) The kind of loan it is — short term or long term.
 Short Term — the loan is to be repaid while you are completing your studies.
 Long Term — the loan is to be repaid only after you have completed your studies.
- (iv) The rate of interest on your loan, if any.

	Amount Short Term	Amount Long Term	Rate of Interest per year
(a) Provincial Government	\$	\$	%
(b) Municipal or county government	\$	\$	%
(c) University	\$	\$	%
(d) Parents or Parents-in-law	\$	\$	%
(e) Other Relatives	\$	\$	%
(f) Friend, benefactor	\$	\$	%
(g) Bank	\$	\$	%
(h) Life Insurance Company	\$	\$	%
(i) Loan company or Credit union	\$	\$	%
(j) Other (describe)	\$	\$	%

57. Are you receiving money from any of the following sources during this academic year?
- Department of Veterans Affairs? [21]
- Yes 1
- No 2
- National Defence, ROTP? [22]
- Yes 1
- No 2
- Employer (leave of absence with pay or part pay)? [23]
- Yes 1
- No 2

If YES to any of these sources:

A. Indicate in the following table the amount of money that you are receiving from each source during this academic year. Include money paid directly to you, and also, money paid directly to the university. Use the time period that you find most convenient.

	Weekly	Monthly	Total for academic year
(a) Department of Veterans Affairs			
Paid to me	\$	\$	\$
Paid to the University	\$	\$	\$
(b) National Defence, ROTP			
Paid to me	\$	\$	\$
Paid to the University	\$	\$	\$
(c) Employer			
Paid to me	\$	\$	\$
Paid to the University	\$	\$	\$

58. Are you receiving money (not loans) from your parents or your parents-in-law to pay for your expenses, or your family's expenses? [24]
- Yes 1
- No 2

If YES:

A. Indicate in the following table the amount of money you are receiving from your parents or your parents-in-law, and show the way in which it is received. Use whichever time period you find most convenient.

	Weekly	Monthly	Total for academic year
(a) For fees and other university dues	\$	\$	\$
(b) For room and board rent	\$	\$	\$
(c) A regular allowance	\$	\$	\$
(d) As I need money, they give me	\$	\$	\$
(e) Other ways	\$	\$	\$

59. Are you receiving money (not loans) during this academic year from persons other than your parents or your parents-in-law to pay for your expenses? [25]
- Yes 1
- No 2

If YES:

A. Indicate in the table below the amount of money you are receiving from each source during this academic year. Please use the time period that you find most convenient.

	Weekly	Monthly	Total sum for academic year
(a) From my husband or wife	\$	\$	\$
(b) From relatives other than parents, parents-in-law or spouse	\$	\$	\$
(c) From friends	\$	\$	\$
(d) From guardians or benefactors	\$	\$	\$
(e) Other (state the person's relationship to you)	\$	\$	\$

60. During this academic year have you worked or are you working at a job? [26]
- Yes 1
- No 2

If YES:

A. Indicate below how much money you are receiving, or, how much you have received.
Use whichever time period you find most convenient.

I am paid a weekly sum of \$

I am paid a monthly sum of \$

I am paid an hourly sum of \$, and last week

I received a total amount of \$

61. Do you receive money from investments which you are using during this academic year to pay for your expenses in going to university? [27]

Yes 1
No 2

If YES:

A. Indicate in the table below the source (or sources) from which you are receiving money and state the amount of money you are receiving for your expenses this academic year. Use the time period that you find most convenient.

	Weekly	Monthly	Total sum for academic year
(a) Stocks and Bonds	\$	\$	\$
(b) Trust Funds	\$	\$	\$
(c) Endowments	\$	\$	\$
(d) Insurance Policies	\$	\$	\$
(e) Other revenue bearing assets	\$	\$	\$

62. Did you have any money in savings at the beginning of this academic year? [28]

Yes 1
No 2

If YES:

A. How much money did you have in savings in June 1961?

Amount \$

B. How much money did you have in savings at the end of the summer of 1961?

Amount \$

C. Did the amount that you saved during the summer of 1961 come mainly from a summer job? [29]

Yes 1
No 2

63. Are you receiving money for this academic year from any sources other than those that you have already been asked about? [30]

Yes 1
 No 2

If YES:

A. Indicate in the table below the sources from which you are receiving money and the amount of money you are receiving. Use the time period that you find most convenient.

Source	Weekly	Monthly	Total sum for academic year
(a)	\$	\$	\$
(b)	\$	\$	\$
(c)	\$	\$	\$
(d)	\$	\$	\$

64. Have you had to postpone entrance to university to earn money for your university studies? [31]

Yes 1
 No 2

65. Have you at any time had to withdraw from university to earn money for your university studies? [32]

Yes 1
 No 2

66. During any academic year, have you had to attend university part-time because you did not have enough money to enroll full time? [33]

Yes 1
 No 2

67. Have you contracted debts during your years at university but before this present academic year? [34]

Yes x
 No 0

If YES:

A. What is the total amount of the debt that you have contracted?

Less than \$300 1
 \$ 300 - \$ 599 2
 600 - 899 3
 900 - 1,199 4
 1,200 - 1,499 5
 1,500 - 1,799 6
 1,800 - 2,099 7
 2,100 - 2,399 8
 2,400 or more 9
 Don't know X

TO BE ANSWERED BY MARRIED STUDENTS ONLY

68. Does your husband or wife now study at a university? [35]

- Yes 1
- No 2

69. Does your husband or wife have a paying job? [36]

- Yes x
- No 1

If YES:

A. What is your husband's or wife's annual income?

- Less than \$2,000 2
- \$2,000 - \$3,999 3
- 4,000 - 5,999 4
- 6,000 - 7,999 5
- 8,000 - 9,999 6
- 10,000 - 13,999 7
- 14,000 or over 8

IV. THIS SECTION DEALS WITH YOUR EMPLOYMENT DURING LAST SUMMER, AND DURING THIS ACADEMIC YEAR.

70. Did you have a job (or jobs) during the summer of 1961? [37]

- Yes 1
- No 2

If YES:

A. What kind of a job (jobs) did you have? Give the name of your job (or jobs) and describe your duties. [38]

.....

.....

B. What were your total earnings for the summer? [39]

- Less than \$100 1
- \$ 100 - \$ 499 2
- 500 - 999 3
- 1,000 - 1,499 4
- 1,500 - 1,999 5
- 2,000 or more 6

C. Was your job (or one of your jobs) directly related to what you are studying at the university? [40]

- Yes 1
- No 2

D. How did you get your job (or jobs)? [41]

- Through the University Placement Service 1
- Through a city or provincial employment bureau 2
- With the help of a professor 3
- With the help of my family or relatives 4
- With the help of a friend 5
- I returned to a previous employer 6
- By answering an advertisement 7
- Other (describe) 8
- 9
- x

71. If you did not have a job during the summer of 1961 was it because you could not find a job? [42]

- Yes 1
- No 2

72. During this academic year, IF YOU HAVE WORKED, OR ARE NOW WORKING AT A JOB, answer the following questions: [43]

A. What kind of work do you do?
.....

B. How many hours a week do you work at your job? [44]

- 1 - 4 hours 1
- 5 - 9 2
- 10 - 14 3
- 15 - 19 4
- 20 - 24 5
- 25 - 29 6
- 30 - 34 7
- 35 hours or more 8

C. Is your job directly related to what you are studying at the university? [45]

- Yes 1
- No 2

D. Does your job permit you to do any studying while you are at work? [46]

- Yes 1
- No 2

E. How did you get your job? [47]

- Through the University Placement Service 1
- Through a city or provincial employment bureau 2
- Through a previous employer 3
- With the help of a professor 4
- With the help of my family or relatives 5
- With the help of a friend 6
- By answering an advertisement 7
- Other (describe)
.....
.....

73. If you were at a university last year did you have a job during that academic year? [48]

- Yes x
- No 0

If YES:

A. How much money did you make during that year from your job?

- Less than \$100 1
- \$ 100 - \$ 299 2
- 300 - 499 3
- 500 - 999 4
- 1,000 - 1,499 5
- 1,500 or more 6
- Don't remember 7
- Not applicable to me 8

V. THIS SECTION DEALS WITH YOUR EXPERIENCES AND ACTIVITIES AS A UNIVERSITY STUDENT.

74. On the average, how many hours a week are you spending at classes and in laboratories at university this academic year? [49]
- | | |
|------------------|---|
| 1 - 4 hours | 1 |
| 5 - 9 | 2 |
| 10 - 14 | 3 |
| 15 - 19 | 4 |
| 20 - 24 | 5 |
| 25 - 29 | 6 |
| 30 - 34 | 7 |
| 35 hours or more | 8 |

75. On the average, how many hours a week are you spending on studying for your courses at this time of year? [50]
- | | |
|------------------|---|
| 1 - 4 hours | 1 |
| 5 - 9 | 2 |
| 10 - 14 | 3 |
| 15 - 19 | 4 |
| 20 - 24 | 5 |
| 25 - 29 | 6 |
| 30 - 34 | 7 |
| 35 hours or more | 8 |

76. Are you now holding an official position in a student organization on the campus? [51]
- | | |
|-----|---|
| Yes | x |
| No | 1 |

If YES:

- A. In how many campus organizations do you hold official positions this year?
- | | |
|-------------------------|---|
| 1 organization | 2 |
| 2 organizations | 3 |
| 3 organizations | 4 |
| 4 or more organizations | 5 |

- B. Approximately how many hours a week, on the average, do you spend carrying out your official duties? [52]
- | | |
|------------------|---|
| 1 - 4 hours | 1 |
| 5 - 9 | 2 |
| 10 - 14 | 3 |
| 15 - 19 | 4 |
| 20 - 24 | 5 |
| 25 - 29 | 6 |
| 30 - 34 | 7 |
| 35 hours or more | 8 |

77. Are you now holding an official position in an off-campus organization? [53]
- | | |
|-----|---|
| Yes | x |
| No | 1 |

If YES:

- A. In how many off-campus organizations do you now hold official positions?
- | | |
|-------------------------|---|
| 1 organization | 2 |
| 2 organizations | 3 |
| 3 organizations | 4 |
| 4 or more organizations | 5 |

B. Approximately how many hours a week, on the average, do you spend carrying out your official duties? [54]

- 1 - 4 hours 1
- 5 - 9 2
- 10 - 14 3
- 15 - 19 4
- 20 - 24 5
- 25 - 29 6
- 30 - 34 7
- 35 hours or more 8

78. Do you belong to (but do not hold an official position in) any campus organizations this year? [55]

- Yes x
- No 1

If YES:

A. How many campus organizations do you belong to?

- 1 organization 2
- 2 organizations 3
- 3 organizations 4
- 4 or more organizations 5

79. Do you belong (but do not hold an official position in) any off-campus organizations this year? [56]

- Yes x
- No 1

If YES:

A. How many off-campus organizations do you belong to?

- 1 organization 2
- 2 organizations 3
- 3 organizations 4
- 4 or more organizations 5

80. Are you a member of a fraternity or a sorority? [57]

- Yes 1
- No 2

81. How many times in the past month have you attended the following activities?

	Number of times last month	
Religious services		[58]
Musical concerts		[59]
Movies		[60]
Plays		[61]
Sports events		[62]
Dances		[63]
Public lectures		[64]

VI. THIS FINAL SECTION DEALS WITH YOUR PAST PLANS IN COMING TO UNIVERSITY, AND YOUR PLANS FOR THE FUTURE.

A.

82. When you were around ten years old, did your parents intend that you would one day go to university? [65]

- Yes 1
 No 2
 Don't remember 3

83. When you began your studies at secondary school did you intend to go to university? [66]

- Yes 1
 No 2

84. When you completed your studies at secondary school did you go directly into university (after the summer holiday)? [67]

- Yes 1
 No 2

B. Some students decide early in their lives what occupation they will enter when they finish their studies. Other students do not make a decision about their future occupation, sometimes until well after they have completed their studies.

85. How important is it for you to have your plans for the future clearly known to you in advance? Choose only ONE [68]

- Very important 1
 Fairly important 2
 Not very important 3
 Not at all important 4

86. Before you entered university did you have a pretty good idea what your future occupation would be? [69]

- Yes 1
 No 2

If YES:

A. What occupation did you decide would be the most likely one for you at that time? [70]

.....

B. How definite did you regard your choice at that time? [71]

- Very definite 1
 Fairly definite 2
 Tentative 3

87. Since entering university have you seriously considered an occupation or occupations that you will possibly enter after you have completed your studies? [72]

Yes 1
No 2

If YES:

A. What occupation or occupations have you seriously considered since entering university? [73]

a.
b.
c.
d.

88. At the present time, have you pretty well decided what you want your future occupation to be? [74]

Yes 1
No 2

If YES:

A. What occupation have you pretty well decided on? [75]

.....
.....
.....
.....
.....

B. How definite would you say that your decision is? [76]

Very definite 1
Fairly definite 2
Tentative 3

C. Do you think that you will have trouble getting a job in the occupation you have chosen? [77]

Yes 1
No 2
Don't know 3

89. Do you worry about your occupational future? [78]

Often 1
Sometimes 2
Not often 3
Rarely 4
Never 5

90. Here is a list of businesses in which people work. Which one do you think that you are most likely to end up working in? [79]

- 1 Own business 1
- 2 Own professional office 2
- 3 Educational institution 3
- 4 Social agency, hospital, or other non-profit organization 4
- 5 Government 5
- 6 Military Service 6
- 7 Family business 7
- 8 Private Company 8
- 9 Other (describe) 9
- I have no idea 9

91. When you receive the university degree or diploma for which you are now studying, do you plan to study further for another university degree? [80]

- 1 Yes 1
- 2 No 2
- 3 I am not sure yet 3

THANK YOU AGAIN FOR YOUR COOPERATION

Compiled by
? Myron Echenberg
? Robert Rabinovitch
? 1967

