

Short title suggested:

A Survey of Hong Kong Students in
Canadian Universities

Young

A SURVEY OF THE HONG KONG STUDENTS IN CANADIAN UNIVERSITIES
AND COLLEGES, WITH SUGGESTIONS FOR PROSPECTIVE
HONG KONG STUDENTS COMING TO STUDY
IN CANADA

A T H E S I S

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Introduction

The purpose of guidance is to assist the individual in making intelligent choices and adjustments. It helps in the interpretation and solving of problems for individuals, at critical times in their lives, by providing them with both the necessary information and the assistance which counselling offers. Education, a vital aspect of a man's life, presents many problems to a student in his progress from school to college, and for this reason, among others, educational guidance has become an integral part of modern education, particularly at the college level, and, in American universities, to foreign students. The question of choosing a suitable college, getting into the right course or adjusting to college life, is a large enough problem in itself, but to a foreign student there are added problems as a result of his different culture and educational background. Since more and more students are studying in foreign countries in recent years, as UNESCO's "Study Abroad" shows,¹ their problems demand special attention.

Students travelling extensively to study have long existed, certainly since the time of the Greeks. "In the fourth century B.C. apparently, foreigners began to be admitted to the Ephebic College."² Then, when Rome became the cultural centre, more and

1. UNESCO. Study Abroad. International Handbook. Paris: United Nations Educational Scientific and Cultural Organization, annually 1954-1963.

2. E.C. Cieslak. The Foreign Student in American Colleges. Detroit: Wayne University Press, 1955. p.1.

more studious and literary young men were attracted from Africa, Spain and the West, until the fall of the Roman Empire, after which learning became largely local. With the rise of the medieval universities, students again "moved in leisurely fashion from place to place in search of eminent masters".³ This intellectual enthusiasm, and desire for personal advancement of young men, together with the personal charm of the teachers were powerful forces in inducing early student travel.

This culminated, in the Renaissance and Reformation, with the search for humanistic studies. However, by the early nineteenth century, a new spirit, the desire for social polish, had taken the place of humanistic realism. The wealthy young men who had completed their formal education at home liked to travel round in Europe in order to "smooth out their rough edges and acquire a veneer of cosmopolitanism".⁴

In the twentieth century, students travelling abroad to complete part of their education are not necessarily rich any more, but travel abroad has become a necessary part of many students' lives and vital for the future of their countries. The reasons behind this are mainly political and cultural, although the individual search for knowledge and curiosity to see the world cannot be denied. Rising young independent nations are

3. Ibid., p. 3.

4. Ibid., p. 5.

sending out their youths to acquire the knowledge and the skill of the powerful advanced nations to build up their own. The receiving countries gladly accept these students, in fact, actually facilitate their coming as a means of achieving international understanding, for this has become part of a search for peace in this chaotic world. The 1964 New York World's Fair, for example, had this theme, - "Peace Through International Understanding". Cultural exchanges on the student level is a good way of making friends among nations, for the presence of these students on campus stimulates interest in foreign areas, cultures, politics and ways of life among other students.

Further, it is morally good to provide opportunities for education and professional development to the most promising individuals regardless of their country of origin. The world is progressing, so that, in order to stand firm in this world, one needs more knowledge and skill to keep up with the times. Higher education is an answer to this, and since the quest for knowledge knows no boundaries, students are willing to travel overseas if they cannot acquire this knowledge at home.

The following chart, (taken from Metraux, pp. 1-24) shows the development of ideas concerning study abroad:-⁵

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5. F.G. Moore. Factors Affecting the Academic Success of Foreign Students in American Universities.
Minnesota: University of Minnesota, 1953, p.45.
Ph.D. Thesis. (Microfilm).

Chart 1

Development of Ideas Concerning Study Abroad

Era and Descriptive Title	Declared Functions	Motivation
1. Middle Ages. Educational Travel,	Acquisitions of formal knowledge.	Desire for knowledge, curiosity about alien cultures.
2. 17th and 18th C. Age of educational travel.	Equating of knowledge and technical abilities among people.	Variation in knowledge, skills and arts in different cultures.
3. 19th C. 'The Grand Tour'.	Development of individual character and personality.	Desire for liberal education based on encyclopaedic information - use of criticism and reason.
4. 1880 - 1920. Migration of students to technically advanced countries.	Change in cultural, social, and economic patterns of certain countries.	Reactions of governments to demand from its citizens for quick changes.
5. 1900 - 1930. International Scholarship Fund. Rhodes Plan.	Development of mutual understanding and good will between peoples of different cultures and nationality backgrounds.	Foundations and individuals interested in preserving world peace.
6. 1910 - present. Era of international conferences.	Production of international understanding, co-operation and responsibility at diplomatic level.	Foundations and governments interested in developing the international mind and a receptive public opinion to world co-operation.
7. 1918 - 1939. League of Nations. Period between wars.	Establishment of cultural relations as a basis for political and economic co-operation.	Agreements between governments for bilateral exchange of students.
8. 1930 - present. Educational Aid as Foreign Policy.	Attainment of foreign policy objectives - political and economic.	Government promoted exchange as a part of foreign policy.

In the nineteenth century the German universities were the centre of attraction in learning for foreign students, because of their unique standards of instruction and scholarship, impelled by a new nationalism. In the twentieth century German universities gradually ceased to attract such large numbers of foreign students. The tide has now turned towards the United States, partly because of the economic and political prestige of the United States in world affairs, but perhaps more so because of the excellence of its institutions of higher learning with their unequalled technical facilities for research, especially in the sciences. Currently there are more than 75,000 foreign students in the United States and the peak has not yet been reached.⁶ This ever increasing number is largely a phenomenon of the post-war years. Cieslak has provided data showing the relatively constant numbers of some six thousand foreign students in the twenties and the thirties, the doubling in the very first year after the war, and the redoubling within the next five years. Since the year 1950 there has been a steady increase to the present figure.⁷

6. Institute of International Education. Open Doors 1964. Report on International Exchange. New York: Institute of International Education, 1964. p.4.

7. E.C. Cieslak. Op. Cit., p.9.

Although as early as 1784, shortly after the Revolution, students began to come to study in the United States, yet before World War I the number of foreign students in America was quite small, the reasons being "geographical inaccessibility, the relatively advanced development of universities in Europe, the dearth of graduate schools in the United States as centres of productive scholarship and research, the isolationist policy of the American government and the great differences between the organization and structure of American institutions of higher learning and those of other countries".⁸ Moreover, in a survey of 1910-1911, a large number of universities expressed "only mild interest in foreign students. Colleges and universities then seemed reluctant to promote student exchanges by granting financial aids or providing special arrangements for academic or social orientation".⁹

However, after the armistice had been signed ending World War I, the situation changed. Three distinguished Americans, Elihu Root, Nicholas Murray Butler, and Stephen Duggan met at the Columbia University Club to discuss the implications of peace and the future of international relations. As a result, the Institute of International Education was established in February, 1919 in New York City. The work of the Institute is closely related

8. Ibid., p.9.

9. Ibid., p.9.

with the United States government in the implementation of its student exchange programmes.¹⁰ Direct action by the United States Congress has also helped. In 1924 it made a new set of regulations for the admission of students - this was the famous 4(e) Quota Student's Status. This regulation was maintained until the Educational Exchange Act of 1948 which gave students a new legal status - the 3(2) Exchange Visitor.¹¹ Each of these measures was followed by an increased influx of foreign students.

With this growth in the number of foreign students many problems were created. Questions such as the following catch the attention not only of the government, but that of the universities and colleges as well; private organizations too are interested. "Are our foreign students being well selected? Are reasonably high admission standards being maintained? Are foreign students coming at the right stage in their educational careers? Are they being properly oriented to the English language and to American institutions, customs and values? Are they receiving training that has sufficient applicability in their home environment? Are they receiving adequate counselling and guidance while in the United States?"¹²

10. Ibid., pp. 12 - 13.

11. F.G. Moore, Op. Cit., p. 20.

12. Education and World Affairs Committee. The Foreign Student: Whom Shall We Welcome? New York: Education and World Affairs, 1964. p. 3.

Eells' bibliography, American Dissertations on Foreign Education,¹³ shows how many theses have been written on the area of foreign students in American universities and colleges, of their adjustment and problems, of their studies and activities. Numerous studies made by the Government, or by Foundations, on the evaluation of the student exchange programmes probe into many of the social and cultural factors. Research is also being conducted which throws light on many of the academic difficulties faced by the foreign student as a result of different educational systems and different languages.

With the establishment of Foreign Student Advisors on campus, (every college of reasonable size in the United States has student advisors), the National Association of Foreign Student Advisors was developed, which consisted of academic institutional members (i.e. College and University personnel), non-academic institutional members, representing the major private agencies and organizations promoting student exchange, and individual members who had an interest in the field. The aim was to co-ordinate efforts towards the problems connected with the interchange of students. As Article II of the Association's By-Laws states:

13. W.C. Eells. American Dissertations on Foreign Education. Washington, D.C. : Committee on International Relations, National Education Association, 1959.

"The purpose of this association shall be to promote the professional preparation, appointment, and service of foreign student advisors in colleges and universities and in other agencies concerned with student interchange; to serve more effectively the interests and needs of exchange students; to co-ordinate plans for student interchange through comprehensive voluntary co-operation of all agencies and individuals concerned with exchange students; and in fulfilment of that purpose to initiate, promote, and execute such systematic studies, co-operative experiments, conferences, and such other similar enterprises as may be required to that end."¹⁴

Cieslak goes on to add that:

"In fulfilling its purposes the Association works essentially as a liaison organization between the Immigration and Naturalization Service of the Department of Justice, the Department of State's Office of Educational Exchange, and institutions of higher learning. Through its Committees on Liaison with Government for American and Private Agencies and on Publications and Research, its English

14. E.C. Cieslak. Op. Cit., p. 15.

Language Section, and its In-Service Training of Foreign Student Advisors, the Association has had considerable impact upon policies and procedures in student-exchange programmes, and has, moreover, done much toward the professionalization and status of the foreign student counsellor."¹⁵

In the course of its nearly one hundred years of existence the United States Office of Education has done much to facilitate educational exchange and to provide statistics on foreign education. It has had an international, as well as a domestic role, and this was recognized as early as 1899 when a Division of International Exchange was established within the Office.¹⁶ At present it operates a Bureau of International Education which contains a Division of International Studies and Services (which includes the Comparative Education Branch), and a Division of Technical Assistance and Exchange Programmes.¹⁷ It has recently been urged that:

15. Ibid.

16. Education and World Affairs Committee: The U.S. Office of Education: A New International Dimension. New York: Education and World Affairs, 1964. p. 10.

17. Ibid. p. 16.

"The Office should take all possible steps to insure that information about American educational institutions is more effectively disseminated abroad in order to prevent wasteful duplication of our educational facilities, to protect the interests of foreign students, and to safeguard the international reputation of American education."¹⁸

In addition to the involvement of such bodies as the National Association of Foreign Student Advisers, and to the various Divisions of the Office of Education, attention should be drawn to a private organization, the Committee on Friendly Relations Among Foreign Students. Some of its work is worthy of particular mention. The best known is its Port of Entry Services. This meeting of the incoming students at sea-ports and airports, the help which it provides in dealing with customs officials, with travel, housing, and in general orientation to the country, all prove to be very important to the foreign student, for it gives him a sense of security on his first day in the foreign country. Another worthy service which it makes is the census of foreign students which it maintains, coupled with an opinion survey. The results of this are given to individuals or groups that are interested in helping overseas students, and are used to aid in

18. Ibid. p. 4.

the co-ordination of community groups, for the setting up of home hospitality programmes. Its publications are numerous and related to the immediate needs of the student. Well-known examples include, "Living in the United States; A Guide for the New Visitor"; "International Campus"; "Hints for Hostesses"; "Community Resources for Foreign Students"; "The Students Suggest"; "Summer Opportunities"; and "Port of Entry Services for Foreign Students".

In a foreward to a publication of the Education and World Affairs Committee, Ralph W. Tyler notes that the Committee was asked "to give initial attention to the guiding, screening and selecting of foreign students - a problem clearly recognized by leading American universities as an increasingly serious one."¹⁹

A quick look at the composition of the foreign students in the United States, for example, will show the complexity which the problem of screening them and selecting them must have provided for the various universities and colleges which they attend. The following table shows the distribution of foreign students by large geographical divisions:-

19. Education and World Affairs Committee: The Foreign Student.
Op. Cit., p. ix.

Table 1

Distribution of foreign students in the U.S.A. by geographical
division, 1964.²⁰

<u>World Division</u>	<u>Number of Students</u>	<u>% of Total</u>
Far East	26,531	35%
Latin America	12,882	17%
Middle East	10,131	14%
Europe	9,348	12%
North America	8,548	11%
Africa	6,144	8%
Oceania	1,080	1.4%

Though in total numbers fewer foreign students come to Canada than to the United States, in proportion to its total population Canada's foreign student population of almost 8,000 is, in fact, slightly higher. Comparable information for the geographic distribution of foreign students in Canada, by country of origin, is available, and is summarized in the accompanying table.

20. Institute of International Education. Op. Cit., p.5.

Table 2

Distribution of foreign students in Canada by
geographical division, 1962.²¹

<u>World Division</u>	<u>Number of students</u>	<u>Percentage of total</u>
Far East	1,687	21.5%
Latin America	197	2.5%
Middle East	98	1.3%
Europe	1,242	15.8%
North America	2,754	35.1%
Africa	409	5.2%
Oceania	52	.7%
Central America and Mexico	60	.8%
West Indies	1,349	17.2%

It is worth while noting that no fewer than 674 of the students from the Far East come from the single location of Hong Kong.²² This is nearly 9% of the total. If to these we add the students from Macao, China, Formosa and Japan we reach a grand total of 891, over one half of all those from the Far East, and rather more than 11% of all foreign students in Canada.

21. Dominion Bureau of Statistics, Education Division. University Student Expenditure and Income in Canada. 1961-62, Part I - Non-Canadian Students. Ottawa: Queen's Printer, 1963. p.15. Table I (reduced).

22. Ibid.

There are many reasons which may account for the large numbers of students in the United States and in Canada who come from the Far East, and in particular, from China. The writer's particular concern with this topic arises from the fact that she herself comes from Hong Kong. As such she is a statistic in some of the returns prepared by the Dominion Bureau of Statistics, but even more so she is an individual who is in daily contact with other students from Hong Kong, and Taiwan, and experiences with them the same difficulties brought about by differences of culture, climate and experience which mark them off from Canadian students. This has led to the present attempt to understand and to study the position of the Hong Kong student in a Canadian university.

It was early realized that students from Hong Kong are, to many people, simply Chinese students, and as such are subject to the attitudes which have been formed towards the Chinese people, with little distinction as to Taiwan, Mainland China, Macao or Hong Kong. The causes for this may be sought in the historical background to Chinese immigration into North America, so that some attention has been paid to this aspect, as well as to the special privileges which seem always to have been accorded to students, even in times of restricted immigration.

Because of the general unfamiliarity with Hong Kong, both in its geographical situation, and in its educational system it was thought desirable to provide some information about both of these topics, particularly the latter.

The main part of the work was to be the construction of a questionnaire which was to be mailed to as many Hong Kong students as could be conveniently located by means of Student Directories. Some students were to be interviewed in the hope that some check might be made of the accuracy of the reports given, as well as provide some possible extra information. Whilst mailed questionnaires are not very satisfactory in obtaining returns, the personal letter which accompanied them was written to try to obtain a high proportion of returned questionnaires. It was proposed that the information so elicited would be compared with that made available by the Dominion Bureau of Statistics.²³

The data from the interviews, and from personal contacts, were to be used to construct a description of the Hong Kong student in Canada, taking the form, but not the preparation, of a case study.

Finally, there would be a compilation of information which might well prove helpful to Hong Kong students coming to Canada in the future, and possibly also to those who deal with such students.

23. Dominion Bureau of Statistics. Op. Cit., pp. 1-30.

PART I

INTRODUCTORY CONSIDERATIONS

Chapter 1

The Chinese Student in North America

There is a long history of Chinese students coming to study in North America. At certain times they received special privileges, at others there was as much discrimination shown against them as against the Chinese person coming to North America in search of work. The movement of Chinese students going to the United States dated back to Yung Wing, the first Chinese student graduate from an American College (Yale, class of 1854). On his return to China, he rose high in office. He was made a mandarin fifth class, and was asked to submit suggestions to the Viceroy. He submitted four - three were designed to mask the most important one, that of an education mission. The second proposition was for the government to send picked Chinese students to America; the scheme contemplated the education of one hundred and twenty students as an experiment. These one hundred and twenty students were to be divided into four instalments of thirty students each, one instalment to be sent out each year. They were to have fifteen years to finish their education. Their average age was to be from twelve to fourteen years. If the first and second instalments proved to be a success, the scheme was to be continued indefinitely. Chinese teachers were to be

provided to keep up their knowledge while in the United States. Over the whole enterprise two commissioners were to be appointed, and the government was to appropriate a certain percentage of the Shanghai customs to maintain the mission.¹

The Imperial Court approved the scheme, and in 1812 the first thirty came. Similar groups were sent during the next three years. The scheme was abandoned in 1881 as a result of pressure on the government by reactionary elements in China. Notwithstanding the abandonment of the scheme, it was from these students that China got her first technicians and engineers. Chinese students did not come again for study in any great number until after the United States government remitted a substantial portion of the Boxer Indemnity in 1908.

After the defeat of China in the Boxer Rebellion in 1900 she was forced to pay indemnities to the intervening powers, including \$24,500,000 to the United States. This amount of reparations was more than necessary, so that in 1908 and again in 1924, the United States remitted sums amounting to \$18,000,000 to the Chinese government. The Chinese government made use of the money and proceeded immediately to use the funds to send Chinese students to the United States. Thus "in 1910, there were 600 Chinese students in the United States and 2200 in 1924."²

The number of Chinese students differed according to the

1. Yung Wing. My Life in China and America. New York: Henry Holt Co., 1909. p. 173.

2. E.G. Moore. Op. Cit., p.19.

political structure in the homeland, as well as the immigration laws of the United States Government. Liu has demonstrated that the enrolment of students in American universities and colleges differed in the five periods: Pre-Republic, Republic, National Government in Nanking, Sino-Japanese War, and the post Sino-Japanese War periods.³

There have been periods in which the Chinese have been excluded from the United States, or from Canada or from both. However, in the United States, throughout the history of the Chinese Exclusion Law, students were among the exempt classes, even though the status of a student was redefined from time to time. For example, the 1924 law "introduced four fundamental changes in the status of the oriental student over that in vogue in previous procedures:

1. The intending students must obtain admission to an accredited educational institution in America as a prerequisite to the insurance of a non-quota visa.
2. He must prove to the satisfaction of the American Consul abroad that he has adequate financial support to maintain him during the contemplated period of study abroad.

3. Yung Szi Liu. The Academic Achievement of Chinese Graduate Students in the University of Michigan. 1907-50. Ann Arbor: University of Michigan, 1956. Ph.D. Thesis. pp. 23-24 (Microfilm).

3. During the period of his foreign education, he must regularly attend an accredited institution and carry a minimum number of school credit hours.
4. He must leave the country at the expiration of his study visa or course of study."⁴

A Chinese student accepted by an American institution would obtain a Section 6 Certificate - then a nonquota student visa, satisfy the Consul of his financial support and his adequacy in English. He had to have a medical examination for the purpose of the shipping company. If he travelled first class he was usually admitted without delay, but if he travelled otherwise he must have a medical examination at the immigration station. He must in any case satisfy the immigration officer as to financial support and knowledge of English. The Consular examination was not binding - the immigration officers had the final responsibility for admitting the student. During the years from 1917 to 1926, the numbers admitted rose from 223 to a maximum of 838 in 1921, declined to 642 in 1924 and to 328 and 327 after the 1924 Act.⁵ However, after 1948, as a result of the change of foreign policy, the number of Chinese students began to surge up again.

4. R.D. McKenzie. Oriental Exclusion. New York: American Group Institute of Pacific Relations, 1927. p. 137.

5. Ibid., p. 138-139.

According to a study sponsored by the China Institute in America, entitled, "A Survey of Chinese Students in American Universities and Colleges in the Past One Hundred Years", as quoted by Liu, most Chinese students went to the United States to obtain Master's degrees; a smaller number studied for the Bachelor's degree, and fewer still were engaged in Doctoral study. Their fields of study emphasized applied and physical sciences rather than humanistic studies or social science.⁶ According to the findings of Yung Szi Liu, whose data is based upon Chinese students at the University of Michigan during the years 1907-50 the overall figures were: 42% in engineering, 16% in physical sciences, 14% in economics, 7% in political science and 5% in education.⁷ This trend is still true in 1964 when engineering comes first in students' choice of subject for study.⁸ When examining the success of Chinese students she confirms Chu's statement that knowledge of English correlates most highly with scholarship.⁹ The highest achievement was found to be in the medical sciences, then engineering, then physical sciences and lowest in the social sciences. These figures are based upon the numbers of Chinese

6. Yung Szi Liu. Op. Cit., p. 14.

7. Ibid., p. 79.

8. Institute of International Education. Op. Cit., p.6.

9. J.P. Chu. Chinese Students in America: Qualities Associated with Their Success. New York: Teachers College, Columbia University, 1922. Ph.D. Thesis.

students in the various subject areas who, during the period from 1935 to 1949 were mentioned in the special Honors Convocations which were held at the University of Michigan.¹⁰ However, as compared with all graduate students at that university for the single year 1947-48 the Chinese student earned a better academic record in engineering, the humanities and physical sciences, but a poorer record in the medical and social sciences.¹¹ Tsung Kao Yieh had already demonstrated that the vast majority of students were in the age range from 23-29,¹² and Liu showed that age was not significantly related to academic success, nor was sex, although women were slightly superior to men. The occupation of the parent did have some slight influence on achievement - the fathers were mostly merchants, then teachers and professors, government officials and bankers.¹³

On the whole, the Chinese students seemed to spend more time on academic activities than did American students. They devoted approximately forty-five hours per week to academic activities, including lectures and laboratory work, study etc. Fourteen

10. Yung Szi Liu. Op. Cit., p.87.

11. Ibid., p.97.

12. Tsung Kao Yieh. The Adjustment Problems of Chinese Graduate Students in American Universities. Chicago: University of Chicago, 1934. Ph.D. Thesis. p.135.

13. Yung Szi Liu. Op. Cit., pp. 115 - 117.

hours to voluntary cultural and recreational (this included reading of newspapers, conversations, sight-seeing, movie-going etc.) and seven to eight hours on social and fraternal activities.¹⁴

Findings of this sort about foreign student life are very much lacking in Canadian education. There are no theses dealing with student life in Canada or any large scale study or research into the problem as in the United States. The Dominion Bureau of Statistics Education Division gives statistics on foreign students, and makes surveys of their countries of origin, courses of study, educational background, incomes and expenditures etc. The Friendly Relations to Overseas Student publishes pamphlets and information, organizes talks and hospitality programmes and other services for the overseas students. The universities have foreign student advisers or guidance counsellors to help the foreign students in any way possible. They have done a great deal in providing information for prospective students, though not all of it is clearly understood.

However, there are two reasons why the development and interest in the work of the foreign student are less in Canada than in the United States. First, Canada has fewer foreign students, although as we have seen, as a proportion of total population they are slightly higher than the United States.¹⁵

14. Tsung Kao Yieh. Op. Cit., pp. 26-27.

15. Vide supra.

Secondly, until recently Government policy in Canada has been less enthusiastic about student exchange programmes than the Government of the United States. This is demonstrated by the small number of scholarships offered to foreign students. (Appendix A shows a list of the graduate scholarships available to foreign students; these are mostly from the universities, few are from the government or private organizations or special Funds). However, the recently expanded Commonwealth Scheme, and the increasing efforts of External Aid, are certainly bringing more and more foreign students to Canada. The proportions of such students by geographical divisions has already been shown in Table 2. A more detailed table is provided in Appendix B, expressed as a proportion of total student enrolment in Canada.

The history of Chinese students in Canada is closely related to the history of Chinese immigrants in Canada. The early Chinese immigrants settled in the West Coast (even now, Vancouver, B.C. has the densest Chinese population). Before 1871 Chinese persons could come to Canada unrestricted by law. However, in 1885 an act was passed imposing a head tax of \$50.00 to any person born of Chinese parents, with the exception of Chinese who were British subjects from Hong Kong. Students were amongst the exempt classes. Further there was a restriction to one immigrant for every fifty tons of tonnage of the vessel in which the immigrants arrived. In 1900 the tax was raised to \$100.00 and definition of a Chinese person was supplemented with the words:

"irrespective of allegiance." Thus, Chinese people from Hong Kong were not exempted from the law any more. The 1903 Act raised the tax to \$500.00. However this head tax did not stop the influx of Chinese immigrants, in fact, it increased the attractiveness of Canada for Chinese, because once in Canada they were subject to less competition for the lower paid jobs available.

The privileged position of students seeking an education was then understood, even though education was not adequately defined. Thus some farcical situations could arise, as the following contract, from the speech of a member of the House of Commons, on behalf of his constituents in British Columbia, will show:

"At present coolies come in and get an education - they will go to school for a year and a half, and then they can get a certificate and their head tax is given back. It is a simple matter for a Chinaman to make five dollars and at the same time our schools are under the necessity of giving him an education."¹⁶

(Appendix C gives the details of the 1906 Immigration Act Restricting Chinese Immigration, and the 1908 substitute for the Act on its repeal.)

Further limitation was introduced in 1923. This limited admission to "Members of the diplomatic corps, or other government

16. Stanislaw Andracki. The Immigration of Orientals into Canada with Special Reference to Chinese. Montreal: McGill University, 1958. Unpublished Ph.D. Thesis. p.151.

representatives, their suites, and their servants, and consuls, and consular agents: children born in Canada of parents of Chinese race or descent who have left Canada for education or other purposes, merchants and students."¹⁷ Also in the bill a new system of control was set up, a Canadian representative in China would issue visas, on passports granted by the Chinese government, and the Controller of Chinese Immigration in Canada would be free to determine the admissibility of a Chinese person subject only to an administrative appeal to the Minister. Further, that "no person of Chinese origin or descent shall enter or land in Canada except at a port of Entry - and these were defined as Vancouver and Victoria only."¹⁸ Therefore, although there was superficially liberal treatment of students there was really complete exclusion. Consequently in the next twenty years only eight merchants were admitted and only 102 students. Many/^{students}were admitted on special permits. Of the 102 who came as students and were registered as such, twenty-four came in 1940-1941, twenty-five in 1944-45 and fifteen in 1945-46. Under special permits, seven students were registered in 1940-41, and fifteen in 1945-46."¹⁹

Thus before the repeal of the Chinese Immigration Act in 1947, very few Chinese students came to Canada. After its repeal the Chinese were treated under the General Immigration Act, which,

17. Ibid., p.140.

18. Ibid., p.156.

19. Ibid., p.155.

although it did not stop all discrimination, provided some benefits - the removal of the ports of entry, compulsory registration, and permission for Chinese residents of Canada to be naturalized. Once naturalized, they could bring in their wives and unmarried children under the age of 18.²⁰ This final step has had great influence on the increase of Chinese immigrants to Canada following the War. (Appendices D, E, F show the fluctuations of the Chinese population in selected years). There has been a further relaxation of the immigration laws, so that people possessing appropriate skills can apply for immigrant status.

The Immigration Acts have not been the sole factor influencing the number of Chinese in Canada; the political changes which have taken place in mainland China have been another factor, and this change has indirectly affected the trend of numbers of Hong Kong students coming to Canada.

Since the Communists took over in China in 1949, many people went south from China to Hong Kong. Whilst the following chapter will explain in more detail the educational problems which this has created for Hong Kong, it is necessary to stress here that because of the limited opportunity in Hong Kong itself, its students have tried to find new outlets, and study abroad provides one such outlet. Whereas before 1949 only the rich had the ability to send their children abroad, circumstances now are such that even the poorer ones try hard to have their children educated abroad,

20. Ibid.

either as a means of securing a brighter future for them upon their return, or for starting a new life abroad.

In recent years Canada has gained a place in the world, having a reputation for peace, possessing no large army, and being in the process of developing cultural exchange programmes. As a result, its doors are open for more foreign students, and their numbers have increased from 2,056 in 1940 to 3,188 in 1950, to 7,251 in 1960, and ^{to} 8,544 in 1962.²¹ (See Appendix B). Obviously, therefore, Canada as a country for study must have appeared attractive to many foreign students. There are special reasons why it is particularly attractive for Hong Kong students.

In the first place there are only four English speaking countries - Britain, United States, Australia, and Canada, to which Hong Kong students can go, because English is the only foreign language that the Hong Kong student knows. Britain admits a limited number of Hong Kong students - there were 1,809 studying there in the academic year 1962-63, though not all of them were in universities.²² This limitation is imposed in conjunction with Hong Kong Education Department control. Australia has a white Australia policy which has been quite anti-Chinese, although the country does now admit students. However, because of its isolated

21. Dominion Bureau of Statistics, Education Division.
Survey of Higher Education. 1961-62. Ottawa: Queen's
Printer, 1961. p.18. Table 7. A worksheet for 1962-63
figures.

22. Hong Kong Government Publications Bureau. Hong Kong Annual
Report 1963. Hong Kong: Hong Kong Government Press, 1964.
p.130.

position in the Southern Hemisphere, its academic year is different, and there are few chances of visiting other countries when going to or from Australia. The United States is favoured by many because of its scientific facilities, and the greater chance of finding employment there. Many students prefer Canada, because as a Commonwealth country its university degrees are given recognition in Hong Kong whereas the degrees of many American universities are not so recognized. Again, Canada does not require the student to provide such a large financial deposit or guarantee as does the United States, and while offering all the qualities of an advanced country, it is regarded in the East as being less materialistic, and its moral ideas are thought not to be so degrading or upsetting as those of the United States.

At McGill University, which has the largest number of foreign students in Canada, Hong Kong stands high in the list of students coming from Commonwealth countries in recent years. (Appendix G shows the position of Hong Kong students in relation to those from other Commonwealth countries at McGill University). In 1950 the number was only 4, but by 1962 the number had grown to 145.²³

It is apparent that with the increasing number of Hong Kong students that there is need to guide these students in their years abroad, and to give information to the prospective students - whose numbers are likely to increase still further - whilst they are

23. McGill University Annual Report 1962-63. Montreal: McGill University, p.226.

still in Hong Kong. This information will tell of the kind of student life experienced in Canada, the institutions, the scholarships available, the social and cultural ways of Canadian life, and, not least, the climate. It is with this aim in mind that this thesis is written, to make a survey of the existing Hong Kong student, his life in Canada, his work and studies, his emotional and social life. Suggestions which may be made as a result of this survey may prove of value to such prospective students. It is further hoped that it may arouse interest in further research on the topic of the foreign student in Canada.

Chapter 2

Educational Background in Hong Kong

The total population of the Colony at the end of 1963 was estimated to be 3,642,500, of which total population some 41% consists of children and youths. With such a large population in such a small area (398 square miles, Hong Kong Island 29 sq. ml., Kowloon Peninsula $3\frac{3}{4}$ sq. ml., New Territories $365\frac{1}{2}$ sq. ml.) one can imagine something of the problems of housing, feeding, educating and supervising the health needs of a population which is continually increasing because of the refugees from Communist China, as well as the natural increase due to the increasing birth rate of its own inhabitants.

Education in Hong Kong is neither free nor compulsory. It cannot be free because of the inability of the Colony to pay for it; it cannot be compulsory because of the inability of the government to build sufficient schools to match the demand for them. As a result, not all children of school age can attend school. It is also true of higher education. There is such a lack of places for students of college age in the one university which existed until 1963, that only a small proportion of those Hong Kong students who obtain a School Leaving Certificate is able to gain admission. The following figures give some indication of this:-

Table 3

School Certificate Examination Results
1952 - 1963

Year	English School Certificate			Chinese School Certificate			Total of Number Passed
	Sat	Passed	% Passed	Sat	Passed	% Passed	
1952	1123	846	75.3	920	625	67.9	1471
1953	1491	1007	67.5	1026	694	67.6	1701
1954	1740	1242	71.4	1211	841	69.45	2083
1955	1979	1322	66.8	1445	947	65.54	2269
1956	2416	1517	62.8	1548	1173	75.77	2690
1957	2958	1860	62.9	1852	1194	65.17	3054
1958	3309	2245	67.8	2118	1477	69.74	3722
1959	2944	2586	65.5	2316	1644	70.99	4230
1960	4491	2941	65.5	2377	1656	69.7	4597
1961	4644	2946	63.4	2334	1788	76.6	4734
1962	5181	3186	61.5	2284	1752	76.7	4938
1963	6334	3829	60.4	2732	2091	76.5	5920

Source: Hong Kong Education Department Annual Summary 1952 - 1963.

The Government was not unaware of the situation. From 1954 to 1961 it concentrated on a primary school expansion programme designed to take in more students. As a result of the increased number of primary school graduates, expansion of secondary schools followed. More recently the upsurge of secondary school graduates has forced the Government to accept the long planned scheme of recognising the three largest post-secondary colleges and grouping them into the Federated University - the Chinese University of Hong Kong, established in 1963.

Even if enough schools were provided, as long as fees are charged it would be impossible for the parents of many children to pay them. All formal schools in Hong Kong charge tuition fees, even the Government schools, though the fees here are less than in the private schools. Government schools charge \$5.00 per month for primary education and \$32.00 per month for secondary education. Those private schools which are run by philanthropic or benevolent societies, both secular and religious, are compelled to charge higher fees than this. The amount differs from society to society, depending upon the amounts of Government grants which they receive. The primary school fees range from \$15.00 to \$25.00 per month and the corresponding fees in the secondary schools range from \$30.00 to \$50.00. The totally private schools charge even higher fees, ranging in amount from \$20.00 to \$90.00 per month throughout the whole range from primary to secondary schools.

The average income of the middle class family in Hong Kong may range from \$300 to \$600 per month. The income of a lower or working class family may not rise above \$150 per month. Many Chinese families have four or five children, sometimes even more, so that it becomes extremely difficult for the middle class family to educate all its children, even in Government schools. In view of the high cost of living in Hong Kong it is not even easy to house and feed them. For the working class family it is completely impossible to send its children to secondary school, and the child from the family in the lower class economic bracket will be

very lucky indeed to finish primary school, because of the cost involved. Only the very bright child from such an income group can go to university and only then if he wins scholarships or bursaries. Merely to be bright is not enough. University education in Hong Kong is for the privileged few.

Even before the child is born Hong Kong parents have to make plans for his possible education. First there is a scramble to have him enrolled in a government primary school, where the fees are lowest. There are no entrance examinations and every child is entitled to seek admission. The lack of provision of places makes it rather a question of "when" he will be admitted. After admission and successful progress through the primary grades he must be subjected to the Secondary School Entrance Examination, at which examination he must do well enough to be selected for further education in a government secondary school. Five or six years attendance here makes it possible for him to attempt the School Certificate Examination. For many students it marks the end of secondary education. Some go out to work, some enter post-secondary colleges, some stay on to Matriculation class, which provides the gateway for admission into Hong Kong University.

In the schools themselves, the programmes of study differ from each other, sometimes quite markedly so. Because of the peculiar blend of east and west in such a small compass as Hong Kong, the school system is quite complex. Hong Kong is a British colony; it is a large international city, but 99% of its population is

Chinese. It is not surprising, therefore, to find that three kinds of school exist, each with its own tradition, and each with its own aim. Thus we find:-

- a) Anglo-Chinese schools, which use English as the medium of instruction in all subjects (except Chinese which becomes the second language). These schools are the most numerous of the three kinds available, and perform a very useful service to the community because of their mixture of eastern and western tendencies.
- b) Chinese schools, which follow the Chinese tradition with Chinese as the medium of instruction, and English as the second language.
- c) English schools which follow the English tradition of education. They are few in number and cater mainly for the children of service personnel stationed in Hong Kong.

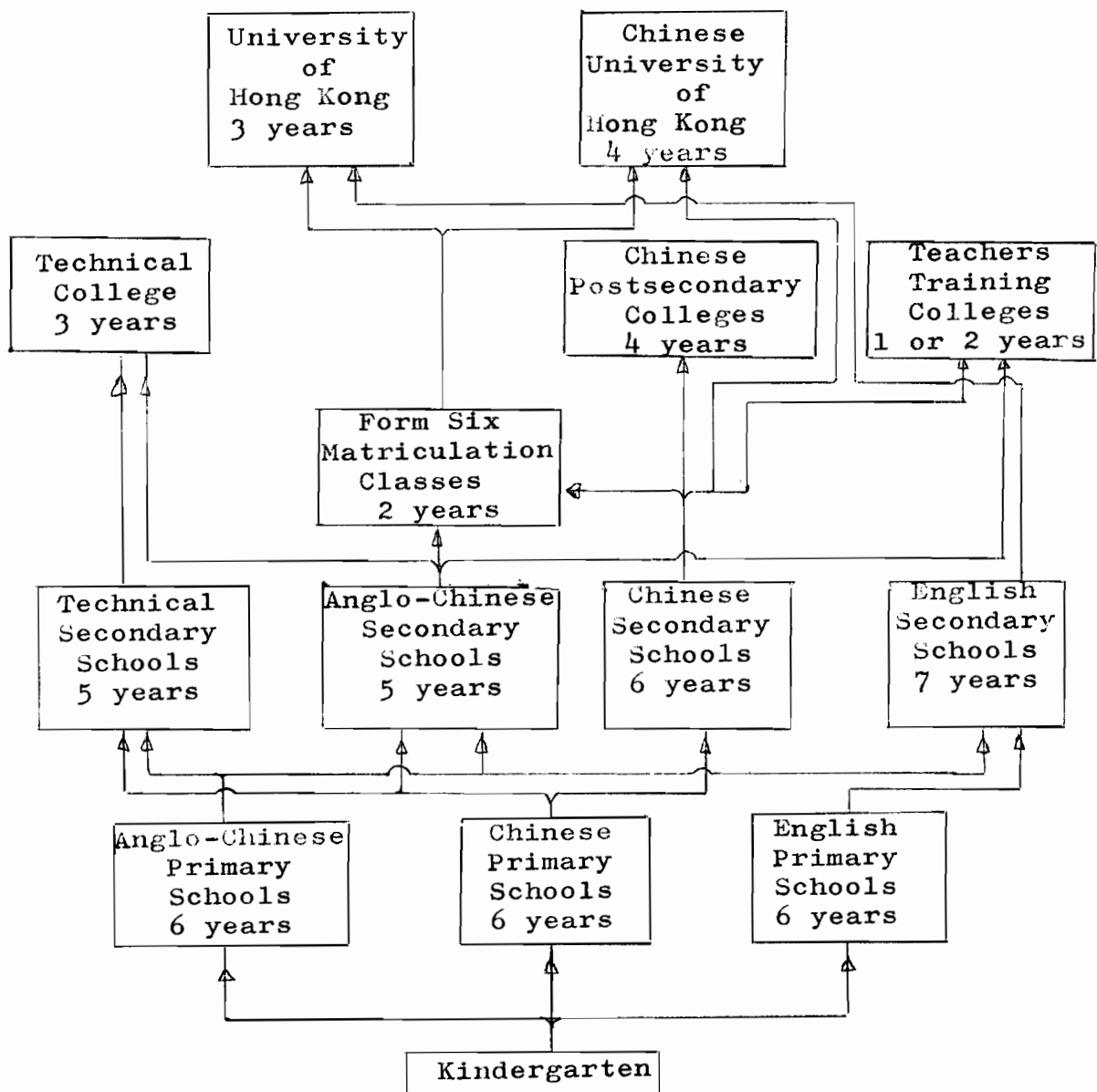
There is a somewhat similar division at the primary level also. Most Government primary schools provide a six year course with instruction given in Chinese, and English used as a second language from the third grade onwards. Some Government primary schools offer the whole six years of work in English, as do many of the aided schools, so that they are much akin to the Anglo-Chinese secondary schools.

The length of the secondary school course may be five years

long - as in the Anglo-Chinese schools where it leads to the Hong Kong School Certificate - or six years, as in the Chinese schools where it leads to the Chinese School Certificate. While students from the Chinese schools may enter the University of Hong Kong, they must first of all matriculate, so that the majority have tended to enter the post-secondary colleges which may be done by passing an entrance examination at the end of his six year secondary school course. The Anglo-Chinese school graduate must spend a further two years of study, in a sixth form, working towards the Hong Kong University Matriculation Examination, or the General Certificate of Education of London University, conducted under the auspices of the Department of Education in Hong Kong. The graduate of the Chinese school must pass one of these examinations if he, too, wishes to enter the University of Hong Kong. The following chart shows the educational system in Hong Kong:

Chart 2

Educational System in Hong Kong



The University of Hong Kong was incorporated by a local ordinance in March 1911, and opened one year later with faculties of medicine and engineering, to which was added a faculty of arts in 1913 and science in 1939. The University has grown in size and expects to have 1800 students during the current year. Its constitution is similar to that of the Civic Universities in England, with a Court, Council and Senate. It retains, however, something of the Colonial flavour in that the Governor of Hong Kong is the Chancellor, and the Director of Education sits on the Senate. The minimum period of residence in the University is three years for the undergraduate degrees of B.A., and B.Sc., with four years for B.Sc. Special, and five years for B.Arch. and the M.B.B.S. The minimum requirements for admission now stipulate a minimum age of 17 and medical examination of fitness. On the academic side the students must show success in the University of Hong Kong Matriculation Examination (which means passes in 5 subjects, including English, a science subject or mathematics, and two subjects at the advanced level). There are also separate faculty requirements as in English universities.

Since 1963 there has been established in Hong Kong the Chinese University of Hong Kong. This grew out of the post 1949 establishment of post-secondary colleges, to cope with the numbers of Chinese students who left the mainland for Hong Kong. Thus New Asia College (founded in 1949), Chung Chi College (1951) and United College (1956) situated in different areas of Hong Kong,

first set up a Chinese Colleges Joint Council, which became the body planning for the development of a university. Government support from 1960 onwards and successive reports of Mr. J.S. Fulton (now Vice Chancellor of the University of Sussex) paved the way for its establishment in September 1963. Land in the vicinity of Chung Chi College has been secured to make for a single, unified university on one campus. The university has a Council, Senate and Convocation but no Court.

The Governor acts as Chancellor, and the Director of Education sits on its Council. It has three faculties - Arts, Science, and Commerce and Social Science - and it is to provide only undergraduate instruction at present, conferring B.A., B.Sc., B.Comm. or B.Soc.Sc., although its charter permits the award of higher degrees. The language of instruction is Chinese and the admission requirement is a Chinese School Certificate or an English School Certificate with an additional year in Lower Form Six. The qualified applicants then have to sit for the Chinese University's Joint Matriculation Entrance Examination, with success in five subjects - English, Chinese, and three others, in order to be accepted. At the moment the University has approximately 1400 students.

There are limited places in these universities, some 3200 students in all, or perhaps an annual admission rate of 1000 students (600 at the University of Hong Kong and 400 at the Chinese University). This limited number of admissions does not keep pace with the increasing number of students who matriculate, as the following table will show:-

Table 4

Relation between number of matriculations and numbers admitted to Hong Kong University.

Year	Hong Kong University Matriculation (O and A Levels)	General Certificate of Education (O and A Levels)	New Admissions
1953	499	not known	60
1954	458	338	104
1955	807	over 600	187
1956	1305	over 590	205
1957	1875	over 1300	271
1958	2519	1745	278
1959	3016	2176	364
1960	3426	2611	379
1961	4281	3175	412
1962	3272	3589	438
1963	3388	4935	514

Source: Hong Kong University Registrar.

Qualification is the key to better paid employment in Hong Kong and university education is one sure way of obtaining this qualification and training. Since students cannot get this training in Hong Kong all those who can afford it try to find their higher education abroad - in Australia, Canada, and other Commonwealth countries - or outside the Commonwealth in the United States, Japan, France, and Germany. Since Commonwealth university degrees are always recognized in Hong Kong many students choose these

universities, but many who do not intend to return to Hong Kong seek their education elsewhere. A look at the number of students going abroad each year shows the fact clearly.

Table 5

Number of students going to study abroad each year
1954 - 1964

Year	# United Kingdom	United States	Canada	Australia
1954	+ 300	100	127	157
1955	+ 474	130	167	136
1956	+ 817	235	111	196
1957	+ 1086	305	171	293
1958	+ 1467	508	162	378
1959	311	not known	192	665
1960	326	1060	180	711
1961	434	1038	169	977
1962	479	766	210	1004
1963	568	810	310	405
1964	352	516	267	196

Source: Hong Kong Annual Reports. 1954-1964.

Note: + These figures are the total number of students in Great Britain. No separate figures given for new admissions each year before 1959.

Republic of Ireland is included.

Traditionally, the Chinese have always believed that to go abroad is an education in itself. There is a Chinese proverb which says, "To travel a thousand miles is worth more than to study a thousand books". Aside from seeing new things and meeting new people, the students learn to do things that they might never do at home, and learn to stand on their own two feet. Generally speaking, the Chinese youth is not as independent-minded as the Canadian youth, and the closer family ties in the Chinese family delay this achievement of independence. Therefore, being away from home should hasten this growing up without parental protection. Psychologically also, the idea that "the grass is greener on the neighbour's side", and the prestige which accrues to parents whose children are studying abroad all add up to stimulate those parents who can afford it to send their children overseas to study. The students themselves too, also regard overseas experience as a great attraction.

Two other considerations enter into the decision to study overseas - the wider range of subjects which can be studied outside Hong Kong, and the financial inducements which overseas universities are able to offer to some Hong Kong students. The many different courses offered and the good facilities in the universities abroad are a great attraction to serious students, especially science students and post-graduate students. Post-graduate study in Hong Kong is severely restricted: there are few research opportunities and a lack of facilities to open up new areas of scientific study.

An understanding of the courses offered in Hong Kong University and the post-secondary colleges will show their deficiency compared with the numerous courses in the United States, England, Australia and Canada. (Appendix H, I show the various faculties in Canadian universities).

Hong Kong University has only four faculties: Arts, Science, Medicine, Engineering and Architecture. The Faculty of Arts includes the departments of English, Chinese, History, Economics and Political Science, Geography and Geology, Philosophy, Modern Languages and Education. The Faculty of Science includes the departments of Mathematics, Physics, Chemistry, and Biology. The Faculty of Medicine includes Pharmacology, Social Medicine and Public Health, Pathology, Medicine, Surgery, Obstetrics, and Gynaecology. The Faculty of Engineering has only Civil, Mechanical, and Electrical Divisions.

To some extent the faculties at the new Chinese University supplement those of Hong Kong University. Besides Arts and Science, they provide courses in Business Administration, Accounting, Banking, Theology, Sociology and Social Work. However, these are much fewer than can be provided in many overseas universities, and are certainly insufficient to allow Hong Kong to train its own lawyers, dentists, librarians, public administrators, city planners, musicians, and nurses, for example. For some specialists, like archeologists, meteorologists, optometrists, Hong Kong must await the return of trained personnel from overseas. Confirmation of

this can be sought in an examination of the courses followed by Hong Kong students overseas. (Appendices J, K, L) The McGill figures, for example, show the great preponderance of students in Science, Applied Science and Medicine.

Finally, the overseas universities treat with generosity many of the Hong Kong students. They may do this in two distinct ways. In the first place the provision of scholarships and fellowships by the universities, by Funds, and by other organizations tempts many students abroad. This is particularly true of the United States, even though its degrees are not widely recognized in Hong Kong. In Canada, though few awards are made on entrance, the provision is generous at later levels. There are thus so many universities and so many scholarships offered that, with a good academic record, one can be reasonably assured of some financial support. In Hong Kong, to enter a university is hard, but to win one of the very few scholarships available is very much harder still.

Along with this generosity of the universities, and Funds and Agencies, the desire of American and other universities, to seek a means of cultural exchange and international understanding has led to a leniency in admission policy to foreign students. The report from Education and World Affairs proves this: "We encounter reports that many foreign students who have been rejected by institutions in their own countries because of low quality and potential have been admitted to the United States only to drift aimlessly from

one institution to another".¹ "The basic problem is insufficient information on which to base evaluation of the applicants and of the foreign educational establishments from which they come. Another reason is an institution may in fact lower its requirements in specific cases for nationals of newly-emerging nations with limited educational facilities. For example, they make allowances for gaps in substantive training and for lack of fluency in the English language".² Although the United States Government is now doing research on foreign educational systems and advising the receiving institutions to take primary responsibility for admitting only those foreign students who are likely to succeed in their educational pursuits, yet for the past years, it had worked to the advantage of many Hong Kong students who, though ambitious for further education, would have been regarded at home as "not too well qualified". They have been given an opportunity to continue studies which would have been denied to them at home.

It will be seen, therefore, that many factors combine to induce Hong Kong students to leave their own country and to study abroad. Of these, the major ones are the limited provisions within Hong Kong, the prestige of overseas universities, the

1. Education and World Affairs Committee. The Foreign Student: Whom Shall We Welcome? New York: Education and World Affairs, 1964 p.13.

2. Ibid., p.13.

specialised nature of the education sought, the financial inducements offered, and in some cases, the lower admission standards. As a result, many Hong Kong students come to Canada, and many of these come to McGill. (Appendices M and N show the number of Hong Kong students in Canada. Appendix O shows the number of Hong Kong students in McGill). The remaining chapters seek to examine what hopes and desires prompted these particular students to come to Canada, and how they have fared during their stay here.

PART II

T H E S U R V E Y

Chapter 3

Method of Survey

It is obvious that the two methods most widely used in conducting a survey are the methods of questionnaire study, and the use of the interview. A review of the theses dealing with overseas students in attendance at American universities confirms this. Sometimes the questionnaire is confined to students in a single university¹; on other occasions an enquiry started in one university is continued and extended to other neighbouring universities². On other occasions still, the major technique, the questionnaire, is used in many universities, whilst the interview is retained for a single university³. In one notable enquiry⁴ there is a twofold use of questionnaires - to the Admission Officers of selected universities, on the one hand, and a somewhat different questionnaire to a randomly selected group of overseas students, on the other. In the present study

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1. Yung Szi Liu. The Academic Achievement of Chinese Graduate Students in the University of Michigan 1907-1950. Ann Arbor: University of Michigan, 1956. Ph.D. Thesis. (Microfilm).
 2. Tsung Kao Yieh. The Adjustment Problems of Chinese Graduate Students in American Universities. Chicago: University of Chicago, 1934. Ph.D. Thesis.
 3. F.G. Moore. Factors Affecting the Academic Success of Foreign Students in American Universities. Minnesota: University of Minnesota, 1954. Ph.D. Thesis. (Microfilm).
 4. E.C. Cieslak. The Foreign Student in American Colleges. Detroit: Wayne University Press, 1955.

it was decided to send one questionnaire to a sample of students known to have come to Canadian universities from Hong Kong, to attempt to interview some of these most immediately available and willing to be interviewed, and to send a different questionnaire to the Registrars of certain Canadian universities to ascertain their admission policies with respect to students from different countries.

In designing the student questionnaire it would have been relatively easy to adapt one used in other studies. This might have rendered more comparable the data so obtained. However, it was felt that this might have resulted in a failure to obtain data which would have been more valuable to other students coming from Hong Kong, and to universities which admit such students. Rather naively, therefore, an attempt was made to state what the author thought students coming from Hong Kong might wish to know. It was hypothesized that the student's background in Hong Kong, his education, his choice of subjects studied, his proficiency in English, would be relevant both to his admission to a university, to his coming to Canada, and to his present studies. It was further hypothesized that his success, once he arrived, would depend on his reaction to Canadian life, to his campus activities, as well as to his habits of study. It was further believed that his financial stability in this country would also be important to his success. Questions were therefore prepared on these topics, and the questionnaire divided into four sections.

The most extended questionnaire used in similar studies was the one devised by the Dominion Bureau of Statistics, Ottawa, and used by them in their enquiry, "University Student Expenditure and Income in Canada, 1961-62". Part 1 of this survey deals with non-Canadian students including those from Hong Kong. The Registrar of each university sent to the D.B.S. a list of students; each student on these lists was sent a questionnaire. Although secrecy was guaranteed, each student was asked to sign his name on his questionnaire in order that follow-up letters could be sent to non-returnees. As the title of this D.B.S. Survey indicates most attention was focused on the financial aspects - thus, questions 29 to 43 are directly related to the expenditures of the students, and questions 44 to 58 directly related to his income. In addition three other questions, 23 to 25, deal with money, and 26 to 28 deal with work activities and with money received. It is true, of course, that the form of the questionnaire, requiring only the use of a tick, or check mark, in the appropriate section, lends itself to a more lengthy questionnaire than does an open-ended form. It is partly for this reason then that the D.B.S. questionnaire was found to have more questions than the trial one produced by the author.

Because of the overlapping of questions in the two forms - that of the author and that of D.B.S. - some pruning of the combined form was necessary. Eventually a version was produced, and subjected to the scrutiny of some members of the staff of the

Institute of Education, McGill University, which was reduced to thirty questions in three sections, together with an introductory section which was not numbered, and which served to produce some identifying particulars as well as to indicate the highest level of education reached in Hong Kong, the level of proficiency in English, and some of the factors influencing the choice of university. Part B contains fifteen questions dealing with university activities; Part C has six questions which deal with finance and support, whilst Part D has nine questions concerning difficulties which might have been experienced in Canada. (A copy of this questionnaire forms Appendix P).

It was intended that some interviews would be held in order that the reliability of the various questions could be checked. It was also desired that replies to the questionnaire should be as full and frank as possible. Whilst anonymity might guarantee this, it would render identification of the students impossible, so that although interviews might be conducted with some students, it would be impossible to use the interviews to check the reliability of responses to the questionnaire. In the circumstances, therefore, greater stress was placed on trying to get a full response than to obtain identification. A covering letter was attached to each student-questionnaire, stressing the importance to Hong Kong students of the kind of information solicited; students in the Montreal area were invited to give their names if they wish so that they might be reached personally. The hope was

that sufficient would do so to make it possible to check the reliability of their written responses against their verbal responses, and to elicit further information during the interview. However, very few respondents took advantage of this offer.

In the meantime a second questionnaire was sent out to the Registrars of certain Canadian universities. The universities with large enrolments of Hong Kong students were obtained from the Dominion Bureau of Statistics who gave the raw data from which Table 1 - students from outside Canada at Canadian Universities and Colleges by Region in Canada - of their report "University Student Expenditure and Income in Canada 1961-62 - Part 1 - Non-Canadian Students", had been compiled. At least one university in each Province was selected. However, returns were made only by seven universities. These were: University of Alberta (Calgary only), Carleton University, Dalhousie University, University of New Brunswick, University of Manitoba, McMaster University, and University of Western Ontario.

The questionnaire sent to these Registrars was a simple one. It attempted to check the numbers of students coming from Hong Kong (if the university kept such details) their distribution by Faculties, whether or not an English proficiency test was used or demanded before admission, the minimum requirements for admission, in terms of specific Hong Kong educational achievement, and the extent of guidance services provided. (A sample is given in Appendix Q).

It was originally intended to use Student Directories which would identify students who came from Hong Kong. In the first place there would be a consideration of name, and secondly of a home address shown as Hong Kong. This would mean that many students who gave a Canadian address might well be excluded, even if they were from Hong Kong. The Dominion Bureau of Statistics adopted a different method. It mailed questionnaires to all students listed by Registrars as coming from overseas, and then asked Canadian, and landed immigrants to indicate this, and then to return the questionnaire unanswered. When it was found impossible to obtain Student Directories for each university because requests were unanswered, approaches were made to the Chinese Students Associations, and Presidents of these associations were asked for lists of Hong Kong students. Again, not all replied, and many replied late. It meant that in some cases the end of term had arrived before some of the questionnaires could be mailed to students. Most unfortunately this has meant that some of the larger universities were missed from the sample.

Altogether more than five hundred questionnaires were sent out, and one hundred and forty seven returned. Twenty-four of the original questionnaires were not delivered because the student had left the address given.

Table 6

Numbers of questionnaires mailed and returned

<u>UNIVERSITY</u>	<u>MAILED</u>	<u>RETURNED</u>
Quebec: McGill	180	63
Sir George Williams	62	10
Loyola	28	17
Ontario: Ottawa	32	9
Western Ontario	12	5
Windsor	12	3
Maritime: Acadia	20	10
University of		
New Brunswick	10	3
St. Dunstan's	11	5
West: University of		
British Columbia	93	17
Manitoba	45	5
Total	<hr/> 481	<hr/> 147

As indicated above, the students who were interviewed were those available in Montreal, and those who had indicated a willingness to be interviewed by signing their names to the questionnaires.

The following table indicates that it was a heterogeneous group.

Table 7

Students interviewed, by background and by courses

<u>Number</u>	<u>Class</u>	<u>Years in Canada</u>
2	Ph.D.	7
1	Master	5
1	Professional	4
4	Fifth	4
2	Fourth	3
2	Third	2
3	Second	1
<u>Faculty</u>	<u>University</u>	<u>Sex</u>
Engineering 6	McGill 8	Boys 12
Architecture 1	Sir George Williams 2	Girls 3
Social Work 1	Acadia 2	
Dentistry 1	University of British Columbia 3	
Science 4		
Arts 2		

For geographical reasons, most of the students who came for interviews were residents of Montreal, but fortunately enough for the writer she was able to interview some of the students from Nova Scotia and British Columbia during the summer holidays, thus giving an opportunity to hear opinions of students from other provinces.

Chapter 4

Treatment and Analysis of Data

The material reported and analysed in this chapter is based on 147 returned questionnaires from students in eleven universities. (Table 8). These eleven universities comprise one quarter of the members of the National Conference of Canadian Universities and Colleges. All the universities in the sample are listed as English speaking, and are located in the following seven provinces:- Nova Scotia, Prince Edward Island, New Brunswick, Quebec, Ontario, Manitoba and British Columbia. Following the practice of the Dominion Bureau of Statistics in their report, University Student Expenditure and Income in Canada, 1961-62 Part 1, hereafter referred to as D.B.S. Survey, they are grouped into the four areas, East, Quebec, Ontario and West. The sample population includes 120 undergraduates and 27 graduates, of whom 124 are males and 23 females. The average age is 23. It was possible to discover that 78 students started their university education as freshmen, 47 as sophomores, 4 as juniors and 10 as graduates. Nine students did not give the necessary information.

The arrangement which follows is that of the questionnaire.

According to the D.B.S. Survey the following figures emerges:-

Table 8

Students from outside Canada studying at Canadian Universities

Year	1958-9	1959-60	1960-61	1961-62	1962-63
Total	5988	6433	7251	7900	8544
Hong Kong	613	594	676	674	609

Table 9

Distribution of these students by region of study 1961-62

Region	East	Quebec	Ontario	West
Total	1203	2338	2748	1611
Hong Kong	118	210	209	137

The percentage distribution for the 462 Hong Kong students in the D.B.S. Survey is given as, East 14.7%, Quebec 34.2%, Ontario 27.1% and West 24%.

Our questionnaire sample is made up in the following manner:-

Table 10

Distribution by region of study and by status

Region	East	Quebec	Ontario	West
Undergraduate	16	80	11	13
Graduate	2	10	6	9

The preponderance of Hong Kong students in Quebec and Ontario is not surprising, for, if the writer may judge, Canada's three best known universities are McGill, Toronto and the University of British Columbia, though it must also be noted that Quebec and Ontario probably have more universities located within their borders than do the other areas. This may only represent historical development, but it may represent also the economic development, particularly of Ontario. To Hong Kong students, used to life in a big city, there are certain attractions in living and studying in a large city in Canada, particularly in Montreal and Toronto. Unfortunately, the exclusion of the University of Toronto from our questionnaire sample caused the sample to contain less than its share of students studying in Ontario.

According to D.B.S. there were only 70 female students from Hong Kong in their sample of 462, a ratio of 15% female to 85% male. Our figures are comparable, giving five males to each female. This imbalance may reflect only a universal belief that men should be educated in preference to women, that men are the "bread winners" of the future. Many parents are unwilling to let their daughters go abroad for a long period of time, feeling that they may well have more problems to deal with than do boys. There are two Chinese proverbs which are worth noting, "A true man is one who makes his home around the world", and "Real ladies stay at home." So, unless the parents are rich, progressive and willing

to make the sacrifice of separation the picture will not change easily, though in recent years, if the McGill example is an indication, the number of females studying abroad is increasing each year.

Table 11

Number of female Hong Kong students at McGill in successive years

Year	55-56	56-57	57-58	58-59	59-60	60-61	61-62	62-63
Number	9	6	7	9	12	16	14	17

In terms of undergraduate and graduate students, D.B.S. has 74 graduate students, or 16%, whereas we found 27 or 18% in our returns. 63% of our Hong Kong students had undergone some or all of their undergraduate training in Canada before becoming graduate students, where, for the D.B.S. Survey, only 47% had done so. However even this figure is fairly high since just less than 20% of graduate students from other countries studying in Canada have taken their first degree in Canada. (Our sample may have been biased by the inclusion of so many McGill graduate students, and may only represent McGill's admission standards.) The more important implication for Canadian universities may well be that when Hong Kong students arrive in Canada to commence university study they are potentially long term students, both undergraduate and graduate. This is also suggested by returns in our sample showing that 74 out of 120 undergraduate students from Hong Kong

would seek to continue their studies, as graduate students, in Canadian universities. Surely this is a much higher proportion than would be found among undergraduates generally. Looking at this in another way, only ten of the twenty-seven graduate students took their undergraduate training in Hong Kong, or Taiwan. By including Taiwan, we make it difficult to compare this data with that provided by D.B.S. Survey, though it is sensible to do so since many students from Hong Kong feel that Taiwan is the home of the Chinese universities, under present political conditions. The D.B.S. Survey does show, however, that over one-third of the Hong Kong graduate students in Canada must have taken their first degrees in countries other than in Hong Kong or in Canada, and since our sample broke down into the two categories only, (i.e. Hong Kong and Taiwan, and Canada), there is a strong presumption that many of those in the D.B.S. Survey listed as graduating elsewhere than in Canada or Hong Kong must have done so in Taiwan.

Again, the figure of 16% of graduate students as a proportion of students from Hong Kong is the smallest in absolute size of all the countries listed in the D.B.S. Survey. Two factors may account for this; firstly the lack of scholarships and secondly the apparent lack of need for post-graduates shown by Hong Kong industries. As far as the writer knows, the only scholarship that brings a Hong Kong graduate to Canada is the Commonwealth scholarship - and the numbers of these are few in comparison to the many provided by religious, private and exchange programme funds that

bring Hong Kong graduates to the United States. Though there are many graduate scholarships in Canada, there are not many solely available for graduates who are not graduates of Canadian universities. It is true, of course, that many scholarships are available which are not restricted to Canadians, and for these the Hong Kong graduate student may apply, but little of this is known to Hong Kong students who have not previously studied in Canada. Such students see the need for personnel with graduate training, and see that working conditions may be good for further research. They see also that a graduate degree means more money and a higher status; it may also be the means of providing the opportunity for one or two years of work experience before they return home.

As for the second factor, Hong Kong has not yet developed her industries and governmental agencies to the extent of needing many doctoral students. Sometimes, it is felt that a doctorate may be a handicap in seeking employment rather than an advantage because of the lack of research facilities in Hong Kong.

The next section of our questionnaire reveals data for which comparable D.B.S. data is not available. The concentration here was upon the kind of qualification obtained before leaving Hong Kong, the kind of school attended, and the level of proficiency deemed to have been secured in the use of English as a means of expression and understanding. One of the assumptions made before analysing this data was that there is an appreciation in Hong Kong that more

years of schooling are necessary to give better chances of profitable employment, and that the Hong Kong community is interested in having its citizens receive a university education. Reference to this has been made previously in discussing the setting-up and development both of the University of Hong Kong and of the Chinese University of Hong Kong.

Table 12

Level of education reached in Hong Kong (120 undergraduates)

Form V	14
Form VI Lower	30
Form VI Upper	60
Chinese Middle School	7
Technical College	2
Teachers College	4
Post-secondary College	3
	<hr/>
	120

Table 13

Certificates of Education possessed by 147 students.

English School Certificate	124
Chinese School Certificate	23
London University General Certificate of Education (Ordinary Level)	68
London University General Certificate of Education (Advanced Level)	54
Hong Kong University Matriculation (Ordinary Level)	81
Hong Kong University Matriculation (Advanced Level)	49

It will be seen that half of our students came to Canada after completing Upper Form VI, and several reasons may exist for this. In terms of time and money, a student with this level of qualification can enter the second year in a Canadian university. He will be away from home for one year less, and save certain expenses. The Hong Kong tuition fees for the Upper VI form year may be \$800 (Hong Kong dollars) compared with the average \$400 (Canadian dollars) for tuition at a Canadian university, which, in turn would be the equivalent of \$2,200 (Hong Kong dollars). If one adds to this the expense of room and board and other costs of living away from home, the cost difference is very great indeed.

In the second place, with full matriculation after the Upper VIth year, the student has the chance to seek entry into Hong Kong University first. For various reasons, coming to Canada is only a second choice. In our interviews, ten out of the fifteen students gave, "Could not enter Hong Kong University," as the main reason why they came to Canada - the others gave such reasons as lack of suitable courses, or lack of facilities in Hong Kong, or desire to see the world as their reasons for coming. In the D.B.S. Survey (Table 9) 53% of the students there gave "Lack of adequate facilities at home," as their main reason for coming to Canada.

The thirty students who came to Canada after completing only Form VI Lower - one quarter of our sample - may well be those who had set their hearts on going abroad, and who had seized the first opportunity of continuing their studies without interruption, by entering the first year of a Canadian university. It is not unusual for students to wait for years in the hope of entering Hong Kong University, and then finally give it up to go abroad when another university offers them a place.

The somewhat greater number of students who take the Advanced Level of the General Certificate of Education, rather than the Hong Kong University Matriculation, Advanced, may be due to a belief that this represents an easier examination, and to its acceptance by most Commonwealth universities, including Canadian ones. Many take both examinations to try to ensure at least one acceptable entrance qualification. (This explains why the numbers in the table are not a multiple of the numbers in our sample.)

This attempting of both examinations, together with the greater number taking Hong Kong Matriculation at the Ordinary Level, in preference to Ordinary Level of the General Certificate of Education, should strengthen our hypothesis that many wish to try to enter Hong Kong University in preference to other universities.

While every student possessed the Hong Kong School Certificate, either English or Chinese, and some possessed both, very few had this as the sole qualification for entry. Of course, the fact that the requirements for entry into Canada or the United States were raised in 1960 so that only those with more than Fifth Form education were admitted, may have contributed to this observation in our sample.

In our total group of 147 students only twenty-three were graduates of Chinese secondary schools, as opposed to one hundred and twenty-four who were products of Anglo-Chinese secondary schools. It is thought that many of the graduates of Chinese secondary schools who continue, do so in the post-secondary colleges - now being absorbed into the Chinese University of Hong Kong. Many of these post-secondary colleges are affiliated with universities or colleges in the United States, either by financial support or by religious ties, so that scholarships are available for them to enter the United States. Their curriculum in the post-secondary colleges is similar in some respects to the United States model, particularly in the matter of credits which many of them can transfer to institutions there. This often saves two years of

study in the United States. At a somewhat lower level, the Chinese high school is equated with the American one, and students find it possible to enter an American institution without having to take a matriculation examination, provided they can show evidence of satisfactory graduation from high school. Since Canadian universities require some form of recognized examination, and do not operate on systems of transferred credits to anything like the degree practiced in the United States, the Chinese secondary school graduate is less likely to be found here. There is a feeling current among high school students in Hong Kong that Canada maintains a higher standard and provides less opportunities for remedial or additional work in English, so that only the product of the Anglo-Chinese school has a good chance of success in Canada. The presence of one-sixth of our sample from Chinese schools at least shows that the feeling is not universal.

What of the admission standards of some Canadian universities in terms of the possible qualifications which may be possessed by Hong Kong students? The registrars' returns from seven universities on admission requirements show this clearly. (Appendices R, S, T.). No university would accept students who possessed merely the Hong Kong School Certificate. The Hong Kong Matriculation (Ordinary Level) or the General Certificate of Education (Ordinary Level) is the basic requirement for acceptance into the first year study of the four-year degree course, with the exception of Manitoba, which requires passes in Advanced level subjects. Surprisingly,

the Advanced level examinations of these two Boards are not accepted for admission into the second year except at the University of New Brunswick, though, according to its Calendar, McGill would also do so. On the other hand, without Advanced level subjects, students would not be admitted into the first year study of the three-year degree course. Of the students who have attended the Chinese Post-Secondary Colleges (now the Chinese University of Hong Kong) those who seek to attend McMaster or the University of New Brunswick may receive special consideration in admission to any year after the first. The University of Alberta will give advanced credits, and admission to second year, whilst Carleton will use this attendance, after Hong Kong School Certificate, for admission to first year. At the graduate level, possession of degrees from Hong Kong University, or from a Taiwan University, is acceptable to some; only those possessing Canadian or American degrees appear acceptable at Manitoba.

The following table indicates the students' judgements about their proficiency in English at the time of their arrival in Canada.

Table 14

Student opinion of proficiency in English.

(a)	READING:	
	Able to read fluently	59
	Able to read easily	52
	Able to read with some difficulty	25
	Able to read with great difficulty	2
	Unanswered	<u>9</u>
		147
		<hr/>
(b)	UNDERSTANDING LECTURES:	
	Able to follow lectures with ease	98
	Able to follow lectures with little difficulty	44
	Able to follow lectures with more than average difficulty	7
	Could not understand lectures	2
	Unanswered	<u>6</u>
		147
		<hr/>
(c)	SPEAKING:	
	Able to speak with no difficulty	91
	Able to speak with some difficulty	52
	Able to speak with great difficulty	<u>4</u>
		147
		<hr/>
(d)	WRITING:	
	Able to write fluently and correctly	115
	Able to write with difficulty	10
	Able to write with a grammar book and dictionary	20
		<hr/>
		147
		<hr/>

In this respect, we may note that in response to Question 26, later in the questionnaire, of the 120 students answering that question about the language preferred for writing examinations, one hundred would prefer to write such examinations in English, nineteen would have preferred Chinese, and five would have liked to use both, presumably in the same paper. For an explanation of these findings we must look again at the Hong Kong secondary schools.

As mentioned before, the Anglo-Chinese secondary school teaches through the medium of English, and apart from Chinese Language and Literature, and History, all other courses, such as English History, Geography, Mathematics are taught in the English language. All text-books are in English, and examinations are written in English so that it appears very like an English school, with Chinese taking the place of Latin or French or German as the foreign language. The teachers, of course, are Chinese. What holds in the secondary school, holds also in the Anglo-Chinese primary school, so that after thirteen years of study in this way, and twenty-five percent of our students have had this experience, students would expect to feel proficient. Three-quarters of our students had had at least seven years of instruction in this way, at the secondary school level, and they too would feel competent in English.

Interviews confirmed, for twelve of the fifteen students interviewed, little change perceived on entering a Canadian

university after Form VI in Hong Kong. It was just one step further ahead for the subjects which they had been studying in Hong Kong. However, some new subjects were started here, e.g. Psychology, Economics, and some subjects which had been studied in Form V, and dropped in Form VI, were also required in Canada. This was felt to be^a handicap - particularly in subjects like Mathematics and English Literature. As in English schools, students in Hong Kong start with a broadly based curriculum, and become increasingly specialised during their years in Form V and Form VI. The first year of Canadian universities requires a broad pattern of courses, with, usually, compulsory English and Mathematics, which must be taken before major subjects are selected in the third and fourth years. This is a reversal of what has happened to the Hong Kong student during his last two years in school.

English Language and English Literature are cases in point. Whereas English Language is compulsory at Form V, English Literature is not; many students who contemplate taking Arts degrees continue both. Students contemplating studying for Science degrees take an early opportunity of dropping English Literature to strengthen their range and depth of science courses. On coming to Canada a student may well find that both first and second year courses require some contact, not only with English Literature but with a North American variety as well. Some commented on this in the questionnaire - "It is advisable to take up English Literature whilst in Hong Kong, even if you are not going in for Arts. It

will help your English courses here, very much." Another commented: "Read more extensively, particularly on the topic of American literature." Our interviews confirmed these statements.

The Arts students too, have their problems. For them it is the question of Mathematics. Sometimes a science subject is also involved. At the Matriculation level, one mathematical or science subject is required to qualify, but no distinction is made as between physics, chemistry, or biology. In Canada, one mathematics course and one science course is required; grouping of subjects may require further broadening, and a possible change of biology, which has been pursued through four years of pre-matriculation study, into a physical science subject which has not previously been studied.

Although for more than half of our students English did not appear as a problem on arrival, some difficulties were experienced later. Perhaps it was because in Hong Kong a student competed merely with other Chinese students, while here he was in competition with Canadians whose native tongue is English. The next table examines this.

Table 15

Difficulties in English

Conversation with lecturers	33
Understanding lectures	29
Writing examinations	23
Comprehension	20

The relative order of difficulty is to be expected. In Hong Kong, though English is the language of instruction it is largely the "in school" language, since Chinese is used in conversation with other students, and almost certainly in the home. English is important in Hong Kong, but it is, after all, the second language, in a city which is 98% Chinese. Only eleven of our students spoke English at home, though thirty-three reported speaking in English to their friends. There is of course an increasingly English environment if students wish to seek it out. This is in the field of magazines, in radio, in songs and in the movies. Hollywood films are shown in Hong Kong, and it is a frequent and relatively cheap activity to visit the movies and see the same stars that are popular with Canadian students.

The method by which English is taught to Hong Kong students must also be noted. The emphasis is upon grammar, composition, and literature and not upon oral expression. Of the twelve periods given to English each week, only one of these is spent in oral exercises, and this is based upon students asking questions of each other, of standing up and describing a picture, or, at a higher level, taking part in a discussion, or a formal debate - this usually only in Form VI. The remaining eleven periods are devoted to written work, to study of the rules of grammar, and to essay writing.

The accent used in spoken English is modelled upon the British version. Some foreign teachers are employed, usually from the

United Kingdom, but the majority are Chinese - hence it is a British accent spoken in a Chinese manner. Here, therefore, it is a change to listen to English spoken by Canadians and Americans. New listening habits are required. New ways of expression are found, new elements of vocabulary are needed. Again, as pointed out by students during interviews, not all professors are English speaking - there is the additional handicap, for Hong Kong students, of having to understand English spoken with a French, German or Polish accent.

For all these reasons, comprehension from text books is easier, less troublesome, and with time and a dictionary, they feel that they understand.

In spite of these difficulties with the English language, students report that they are less affected by them than they anticipated. Only twenty-six of the one hundred and forty-seven said that their work load was too great, even though some of them were required to take as many as seven courses. A few commented that English was harder than they expected, but for the great majority, having expected difficulty, they were prepared to work hard to overcome it. The table below makes this more explicit.

Table 16

Course difficulty as experienced by students

Harder than expected	18
About as hard as expected	94
Easier than expected	24
Much easier than expected	4
Unanswered	7
	<hr/>
	147

Obviously it takes time and practice to become used to speaking English every day, for large parts of each day, and to be understood by Canadians, and not by Chinese who also speak some English. After a year in Canada, there seems to be an improvement.

Of the sixty-nine who answered our question 23, "Do you now have the same difficulty which you had before?", forty considered that they had less difficulty, ten reported the same level of difficulty, and the other nineteen reported no improvement. Frequent use of the English language in a variety of situations seems to be the single cause of improvement; there are many and varied reasons given by those finding no improvement.

Some attributed their lack of improvement to poor foundations acquired in Hong Kong - particularly those attending Chinese secondary school - the lack of opportunities to use English in any serious way in Hong Kong, and their own dislike of using it even when the opportunity did arise. These found difficulty in using English now that they were in Canada. It is possible that

if the question were repeated after a longer time in Canada than the one year implied by the question, a different answer might be found. At least, during interviews the writer felt that she could tell the length of time spent in Canada by the kind of answers given. One must also consider the very great differences which exist between English and Chinese as languages with different structures, different grammars, sentence structure, choice of words and manners of expression. One must spend a great deal of time and study to become familiar with these things. To use English well, to think in English, and to write quickly and accurately like a native user is not an ability shared by everyone of Chinese origin. Finally, a number of science students in our sample was concerned that their own thinking was not geared to literature. Ten out of the thirteen science students interviewed experienced no difficulty in writing reports for their laboratory subjects, like chemistry or engineering, but found that having to write term papers for English courses the most difficult task they have to perform in a university.

Whilst we have been concerned, until now, with the effect of proficiency in English on academic studies, it is important to see if this affects the social life of students. It could well be that whether a student likes to mix with Canadians, to join clubs, to enter discussions depends to a great extent upon his proficiency with the English language. More reference will be made to this below.

In choosing the university which they now attend, few Chinese

students have a full and detailed knowledge about it, though many know of its reputation. The full details are given below:-

Table 17

Reasons for choice of university

By full and detailed knowledge of the university	3
By full and detailed knowledge of the location	11
By the reputation of the university	44
By the recommendation of a friend	54
As one to which he applied	35
	<hr/>
	147
	<hr/>

Their choice of courses may be similarly set out:-

Table 18

Reasons for choice of course studied

Interest	94
Ability	20
Prospect of the field	28
Decision of parents	5
	<hr/>
	147
	<hr/>

We have already seen that the D.B.S. Survey (Table 9) gives lack of adequate facilities at home as the major reason for coming to Canada. Their Table 9 indicates the major secondary reason, the academic reputation of their choice (if we exclude the somewhat nebulous "personal reasons"). Our own information would suggest

that some students apply to many universities and happen to be accepted at one - which then becomes a highly desirable one for them. Others come merely on the word of a friend - our interviews were not able to distinguish in all cases between "reputation of the University" and "recommendation of a friend", and it is apparent that there is some overlap of meaning between these two categories, particularly as so little factual, printed material is available to Hong Kong students about Canadian universities. It is as well that the two terms are not identical, since not all well-known universities would be suitable for each student - many may feel more at home in a smaller university, despite the attraction of city life which goes with attendance at the larger universities.

Our own survey did not make it possible to distinguish between those in Arts Faculties and those in other Faculties, though interviews helped, and some of the references to difficulties would have made it possible to identify some of the students. The D.B.S. Survey (Table 6) gives some necessary information. Thus we find that of 414 undergraduate students, 31% were in Science, slightly fewer in Engineering and nearly 20% in Arts. At the graduate level, Science and Engineering contained the only significant proportion of students.

Part B of our questionnaire dealt with life at a Canadian university, with residence problems, and social relationships. In the D.B.S. Survey, Tables 13 (College Living Arrangements) and

29 (Student Opinion Concerning Stay in Canada) will provide some useful comparative data. The former is general in its reference - not being broken down by country of origin. In Quebec there are approximately equal proportions who live alone, who share rented accommodation, who live in college residence or who live elsewhere. For Canada as a whole 37.3% live in residences, a somewhat higher proportion than for Quebec alone. Our survey would show an even larger proportion in residences, as indicated below:-

Table 19

Accommodation Arrangements

In residence	65
In apartment	49
In fraternity	4
Take a room with a Canadian family	21
Take a room with a Chinese family	8
	<hr/>
	147
	<hr/>

Table 20

Cooking Arrangements

Cook their own meals	70
Don't cook their own meals	77
	<hr/>
	147
	<hr/>

Do Hong Kong students tend to live out of residence rather than in residence? Apparently not noticeably more than do all overseas students taken as a whole. There may be one or two particular factors which apply to Hong Kong students, as the discrepancy between residency and cooking habits may reveal. The diet in a Hall of Residence does not appeal to many; living out gives one a freer choice of food dishes, particularly Chinese food. However, living out has disadvantages also - time spent on cooking, ironing, and in the up-keep of the apartment may be regarded as wasted time. On the other hand many preferred to live out to seek quietness even at the cost of extra chores. In our interviews we found that of the twelve students who lived outside of residences, nine of them preferred to do so because it gave them the opportunity to cook Chinese dishes, the other three because they had the opportunity to be quiet and to concentrate. In the smaller university, where the whole social life lies within the bounds of the campus it becomes difficult for students to get such opportunities for privacy and quietness. There is no doubt that in a small university the students get to know each other very well, since a majority of the students live in residence, and 90% of Hong Kong students in these smaller universities do so. They get to know Canadian students very well, and mix with them all the time, share rooms with them, and are often invited to their homes. This was stressed in our interviews. On the other hand, those from Montreal and Vancouver would offer comments, of which the following might be typical: "There is little mixing between Canadians and Chinese." "I don't feel I am in Canada at all,

because there are so many Chinese friends around me." "I talk Chinese all the time." "The dining hall is like a China Town, because the Chinese students sit together at one table and talk Chinese."

Although it is characteristic of the Chinese people to group themselves together, as is evidenced by the many China Towns, yet, as students they may become more aware that they are forming cliques, and this may affect the Canadian's attitude towards them. Some students become so used to talking Chinese, that two of our students pointed out in their interviews, that they forgot themselves and spoke Chinese in front of foreigners, which is a serious breach of good manners which the Chinese would be the first to recognize. In spite of these shortcomings of Hong Kong students, as seen by some of them, their general feeling was that Canadian students treat them very well. Table 21 gives the details in reply to our question 15.

Table 21

Treatment from Canadians

Excellent	29
Good	90
Fair	22
Poor	2

On a more specific level, that of making friends, the D.B.S. Survey finds that a goodly proportion of Hong Kong students

experiences some difficulty in making friends, approximately one half of the sample. Yet our students, who must have been part of the same sample responded differently, for 124 out of 147 replied that they had two or more Canadian friends. In terms of visiting Canadian homes or sharing rooms, our sample reported as follows:-

Table 22

Opportunities for visiting Canadian homes

Often	11
Occasionally	69
Once	22
Never	45
	<hr/>
	147
	<hr/>

Table 23

Opportunities to share rooms with Canadian students

Yes	46
No	82
Blanks	19
	<hr/>
	147
	<hr/>

These figures might well be contrasted with those of the D.B.S. Survey (Table 29) which reports approximately 15% as often visiting, and an equal proportion as never visiting. Certainly the response to our questionnaire are not consistent with each other, nor with the D.B.S. Survey. On many occasions it is the attitude

of the Hong Kong students themselves which is to blame, not the lack of opportunities. From information gathered at our interviews and from personal knowledge, there are many hospitality programmes conducted by university or civic organizations - invitations to Christmas festivities, to Thanksgiving, and to other functions. However, many Hong Kong students show a lack of interest in these invitations. Some of it is said to be due to lack of knowledge of the correct mode of dress, of etiquette, of the customs to be followed, all of which might make them uncomfortable, so they choose not to go.

Students tend, on the whole, to be satisfied with their social life - at least 114 reported favourably. On the academic side, only 17 reported dissatisfaction, as compared with 33 who found cause for complaint in their social life. The interviews provided some useful information here. Of the three who expressed dissatisfaction, one (a second year student, experiencing his first year in Canada) complained of repetition and lack of depth in the course. A second, in engineering, was dissatisfied with his first two years because he was repeating what he had already done when in Technical College in Hong Kong, but reported that the third year was challenging enough. One, a Ph.D. subject felt that his major professor did not teach him enough. It might well be that general academic satisfaction is related to study habits and to the amount of time spent on study. Table 24 provides the necessary data.

Table 24

Allotment of study time (excluding class and laboratory hours)

Above 40 hours a week	18 (15 graduates)
30 to 40 hours a week	51
15 to 30 hours a week	51
Under 15 hours a week	<u>27</u>
	<u>147</u>

If one takes the usual precept of two hours study for each lecture hour, then thirty or more hours per week would seem reasonable. There were one or two comments which are illuminating: "Study all the time, except three hours for meals and eight hours sleep a day." and "Don't study at all until the month before examination when I study day and night."

There seems to be little participation in campus activities, and few hold high positions in organizations. This is shown below:-

Table 25

Campus activities and club associations

	Under-graduate	Graduate
Student Council, Year Book, drama, debates	4	1
International Students Society	8	0
National professional society (EIE, CIE etc.)	8	3
Course clubs (Biology, Psychology, Engineering etc.)	15	8
Hobbies clubs (camera, rifle etc.)	5	0
Sports club (judo, badminton etc.)	9	0
Music club (choral society, folk music club)	10	0
Residence Council	4	2
Student Christian Movement	<u>3</u>	<u>1</u>
Total	81	15

Membership of the Chinese Club, and Undergraduate and Graduate Societies is not shown above. Membership of the latter two is given to all students automatically, but activity within the organization is voluntary. The same is true of the Chinese Students Association. In every university there is a similar association or club, formed by the Chinese students themselves, with membership carried on from year to year. In this they resemble other clubs on campus; however, membership is restricted to Chinese students only, but every Chinese student is expected, by the other Chinese students, both to be a member and to pay his dues. Some students never attend a single meeting throughout the whole of their time in Canada, and attendance at meetings is seldom large. This creates problems for the organisers of Chinese Students Associations.

At one of the interviews, the president of a Chinese Student Association complained that there was much work to be done which required the full co-operation of all the members - both to help their fellow-students and for the sake of their public relations. Among the activities mentioned were: reception for new students, Christmas Party, sports, Chinese New Year celebrations, publication of the Association Year Book, Monthly News Bulletin, art exhibits and participation in Asia Week. He enquired about new students who might be arriving from Hong Kong in the coming session, so that plans might be made to help them. Another president enclosed a letter with his questionnaire giving details of the connection

between the Chinese Students Association and China Town, and their joint arrangements for the reception of new students. He thinks that this is one of his main activities, to seek out new students, to write to them in advance of their coming, to tell them about weather conditions, clothing, registration details. He would like to meet new students at the railroad station or airport and see them escorted to a residence, or to help them locate accommodation.

During the course of the year there are many other activities for members. The principal aim is to foster a close friendship among Chinese students, to help those who need help, and to act as ambassadors for cultural exchange. This does raise the point that to the extent such an association is particularly successful it may well rob Chinese students of time and opportunities to make friendships with Canadians. However, it does serve a very useful purpose particularly in the early days of a student's life.

There was much private enjoyment in visits, corresponding, eating, as well as watching T.V. and visiting movies. This latter is popular in Hong Kong, but at the price of HK\$1.50 or about 30 cents Canadian for a good theatre or movie. T.V. viewing is more popular in the large cities than in the smaller university towns - this may be due to the availability of other campus activities, or to the lack of good cinemas or theatres. Many students reported having learned to play pool, to play billiards, to smoke and to play mah-jong, again more frequently in the large cities than in the smaller towns. One certainly never expected to hear of mah-jong being played in Canada.

Many of the activities make sense, especially if construed as methods of driving away loneliness. The best way advocated for this is to indulge in Chinese cooking. Our interviews revealed that even students in residence will often gather together late at night to cook a Chinese meal. Either the meal in residence is insufficient or not tempting enough to finish. Female students apparently do this much less frequently. (A common joke among students is of the devices used to keep the smell from escaping to the Canadian gourmets next door, or possibly to keep down the heavy smell for fear of irritating those who do not like Chinese food.) For many, China Town provides a simple solution. No wonder so many students itemize food, as an addition to "room and board" when calculating expense.

Though no one complained of physical illness, and, in fact, many felt that their health had never been better, yet many complained of the cold weather, and their difficulties in combatting it.

On the whole, the students were satisfied with their present way of living. 50% did not want to change, and 60% did not want to change their university. All felt that there was a great gulf between life in Canada and life in Hong Kong, even if for most of them it meant having to make decisions, about social matters, about academic matters, or having to do things for one's self. It even included having to earn one's own money.

Before turning to the financial aspects of the questionnaire

it is necessary to state certain major differences between Hong Kong and Canada which are relevant. It is seldom that students either can, or wish to work in Hong Kong. In Canada nearly all students expect to work. University Calendars even state that students may well earn enough during the long summer vacation to pay a substantial proportion of their fees. To the Hong Kong student, therefore, coming to Canada may open two possibilities - he can earn money, he can become independent. We found that many students knew about the opportunities before coming to Canada, and the majority of the others soon seemed to acquire an attitude like that of Canadian students towards jobs and money.

The Canadian undergraduate living away from home spends \$1,550 (1961 figures), with rather less in the Eastern universities, and the highest figure of \$1,820 in Quebec. Table 25 of the D.B.S. Survey shows that Hong Kong students spend \$1,833 if male and slightly less if female, with graduate students tending to spend rather more than \$2,000 if male, and rather less, \$1,600 if female. Our survey showed that in 1963 - 64 the average Hong Kong student estimates his expenditure at about \$1,750 a year. The following table gives more details:-

Table 26

Estimate yearly expenditure of Hong Kong students

<u>Region</u>	<u>Undergraduate</u>			
	\$1000-\$1200	\$1200-\$1500	\$1500-\$2000	Above \$2000
East	0	10	5	20
Quebec	1	19	36	0
Ontario	0	3	8	0
West	<u>0</u>	<u>7</u>	<u>6</u>	<u>0</u>
	1	39	55	20
	<u>Graduate</u>			
	\$1000-\$1200	\$1200-\$1500	\$1500-\$2000	Above \$2000
East	0	0	2	0
Quebec	0	2	4	4
Ontario	1	1	4	0
West	<u>0</u>	<u>2</u>	<u>4</u>	<u>3</u>
	1	5	14	7
Total	142 (5 did not answer)			

Although one can express personal surprise at the number who spent more than \$2,000, the comparison with the figure in the D.B.S. Survey are re-assuring, particularly if the fees, and cost of living have increased in the meantime.

In our sample 64 out of the 147 were entirely dependent on family support - only 19, of whom 13 were graduates, were able to support themselves. The thirteen graduates each held a scholarship and/or an assistantship. The figures in the D.B.S. Survey show some overlap, since students have more than one source of income, but are worth reproducing here, in a modified way.

Table 27

Student Income (Modified from D.B.S. Survey Table 24)

	Grants in aid	Loans from parents, relatives, bank.	Funds from parents, relatives.	Earnings
Ave. Value	\$878	\$865	\$1,392	\$257
No. students	136	100	390	52

Before we turn to comparable figures from our own survey it should be noted that the 462 students who report in the D.B.S. Survey bring into Canada, yearly, in the form of parental support or loans raised outside Canada a sum of nearly three quarters of a million dollars, all of which is spent in Canada. In return Canada provides some Federal Aid to some 16% of Hong Kong students known to receive aid (139 in total), and the various universities themselves provided aid for 65% of these 139 students, to^a total amount of nearly \$12,000. In addition Canada provides employment opportunities which allow them to earn about \$25,000 per year. Allowing for federal and provincial support to the universities of even \$500.00 per student the Canadian economy should stand to gain from the presence of these students.

Returning to our own survey we see the amount of support received from home is quite large.

Table 28

Amount of family support for Hong Kong students

Entirely supported	64	
Half supported	35	
Less than half	19	
From personal savings (while in Hong Kong)	2	
No support from home	19	(13 were graduates)
Unanswered	<u>8</u>	
	147	

Summer earnings may contribute something also. In 1961, 40.3% found summer work, 16% did not and 43% did not seek work - possibly because of their attention to study, possibly because they were travelling around the country. Only 15 of the 126 students in our sample who sought work were unable to find it. The earnings have been estimated as:-

Table 29

Summer Earnings

Enough to cover all fees and expenses for the year	17
Enough to cover half of the fees and expenses	38
Enough to cover less than half	38
Enough to cover less than a quarter	16
Enough to cover summer living and books only	<u>2</u>
	111

On the whole the engineering and science students, because of their technical and specialized skills can find better employment. Some, in fact have to do so, in order to complete their qualifications. The arts students, on the other hand, find office employment at a lower rate of pay. The figures quoted in interviews were \$350 and \$200 respectively. Manual labour may well pay higher. Our interviewees noted that it was easier to gain employment in the cities during their second year than their first, where course labouring work tended to be available only at some distances from cities. In the cities one can find work as waiters, with some offers coming from private clubs, such as golf clubs or yacht clubs. Chinese restaurants also offer summer season work to waiters because the resident Chinese find better paid jobs away from Chinese areas. There was a differential, too, in favour of the graduate students, though this may be because some of the work is related to their own training. Some graduate students continued with their own research, the funds for which were also available during the summer.

The variety of summer work found is revealed in Tables 30 and 31.

Table 30

Variety of summer work found by undergraduates

Related to course work (outside university)	25
At university	3
Office work	10
Factories	4
Hospitals	16
Restaurants	28
Others (salesman, camp counsellor etc.)	6
	<hr/> 92

Table 31

Variety of summer work found by graduates

Research (outside)	7
Research (at university)	4
Laboratory technician	2
Librarian	2
Waiter	1
Clerk	1
Industrial, social	2
	<u>19</u>
Did their own theses	8
	<u>27</u>

We discover from the D.B.S. Survey that whilst the majority of Hong Kong students has enough to meet expenses and to leave a little over, for sixty three of the four hundred and sixty two respondents in their survey, there was a shortage of funds, of the average order of three hundred dollars. Needy students may well be driven to part-time work during the session. This may be a self-defeating plan. Hard work leading to a scholarship would be a better way, if more scholarships were available. Taking time away from study to earn may give one an even smaller chance of obtaining one of the scholarships which might be offered. Only thirty-two of our students had a part-time job. On the graduate level, many of the fellowships require part-time work as laboratory supervisors, or as demonstrators. Some work as waiters in a hall of residence, some in a university bookstore.

Table 32

Type of part-time work undertaken

	Academic	Other	Total
Undergraduates	14	18	32
Graduates	10	0	10

Finally, we must consider the value of the scholarships awarded. Fifteen of the twenty-seven graduate students were in receipt of scholarships, with amounts ranging from \$1,000 to \$3,000, though most were in the range \$2,500 to \$3,000. Most of these were for two years or for as long as the course lasted. Undergraduate bursaries, or scholarships, were on a lower scale, most being in the range \$100 to \$200, though some were as high as \$400. The renewal of these depended upon examination results. Among the graduate holders of scholarships only two were for work under the National Research Council.

In the final section of our survey we asked students to indicate areas of possible difficulty. The majority of our respondents did not report seeking help of any kind. Only forty-three had ever sought help. Their difficulties were reported as being mainly academic, and then financial and social, with thirty responses indicating academic problems, nineteen for financial, for social, and fifteen for mental difficulties and thirteen for physical difficulties. There were ninety-six such responses. In seeking help for their problems, to whom did they turn? Table 33 supplies the answers.

Table 33

Persons from whom help was sought.

Guidance counsellors	10
Foreign student advisers	7
Faculty members	22
Friends	13
Specific (doctors, banks etc.)	11

This table demonstrates how little use the Hong Kong student makes of university guidance services. Yet these services are provided, in some form or other, at each of the universities. (Appendix U shows what types of guidance services are provided in some selected universities.) Perhaps Hong Kong students have not heard of such services - certainly they will not have met them in their secondary schools, unlike many Canadian students. One student in interview said that he had never heard of such a service and certainly did not know where the guidance counsellor's office was located. Perhaps part of the fault lies with the university in not making known its services more widely; part may remain in the ignorance of the Hong Kong student, who could be informed of these services before he left Hong Kong. There are, however, two reasons why, even if they knew of the services, the Hong Kong students fail to use them. Most of the difficulties are reported as being academic in nature, and therefore the professor would seem to be the more obvious person to consult. Again, Chinese people are not willing to seek help from strangers, even if these are

professional people. There is a fear that too much will be known of one's self. The solution for a Chinese student with a problem is therefore to talk it over with a close friend, or to keep it to himself and to struggle on alone.

Chapter 5

The Hong Kong Student: A Case Study

An attempt to present some of the foregoing information in the form of a case study might well be desirable. The typical student, if one exists, would be a male undergraduate student, approximately 23 years of age, who has started his undergraduate career in Canada as a Freshman. It is most likely that he would be found in either Ontario or Quebec - probably the latter, and at McGill University. In order to come to Canada, he would have had a lengthy education in an Anglo-Chinese school in Hong Kong.

Almost certainly he would have started his education through these schools, though some of our interviewees had found themselves in the middle of a course of an Anglo-Chinese school having only recently left mainland China, to be evacuated to Hong Kong. In spite of the fact that instruction would have been partly in English, the likelihood is that in the periods outside school most students would have spoken Chinese rather than English. Our typical student would be no exception to this. Like all other students, he would have attempted the Hong Kong English School Certificate Examination to which he was required to pass in at least five subjects. Unlike other examinations, there is a special restriction here. Our student must have obtained credits in at least two subjects and in order to obtain a credit, he would have had to find himself in the

top 30% of all those who passed in that subject. This may well have seemed a great barrier to him, for failure would have eliminated him from further education. Passing such an examination, however, only serves as a starting point for further examinations.

Knowing that prestige positions in Hong Kong go to graduates of Hong Kong University, he would then have spent at least two years in the sixth form studying for the Hong Kong University Matriculation examination. This would be a more formidable barrier and, therefore, he would have applied himself more conscientiously if that were possible to such study. As the time approached for such an examination, he would have had to weigh his chances very carefully

Should he decide to place all his hopes on being on the top few candidates on the list and so being guaranteed a place in Hong Kong University? Or should he anticipate that he would not be in the top group and therefore apply to a university overseas? Or should he hope for the former but nevertheless do the latter in an attempt to guarantee himself some further education? Had he been a less typical student whom we have met in this survey, he would probably have decided to avoid the Hong Kong University Matriculation examination and attempt the examinations of the Overseas Examining Boards. After all, success at O-level in this may gain him admission to some universities abroad and success at the Advanced level would considerably increase his chances of admission to the best overseas university. However, if he decides to do this, he must ensure that he is going to eventually obtain a degree which

will have some standing in Hong Kong. The current prestige scale seems to run as follows: Hong Kong University (because of restricted entrance), United Kingdom universities, Canadian universities, and then others.

Though still conversing at home in Chinese, his studies would have taken on a much more literary bent in the English tradition and much more inclined to the academic approach characteristic of universities. His ability, his conscientious study, and repeated practice, with a great deal of rote learning of passages from English texts, which he would use in an attempt to master a subject matter in English of even such subjects as Physics and Chemistry, would give him increasing confidence in spoken and written English. The little set speeches which he would be called upon to make would help him still further. It would, therefore, be with little apparent surprise that he would encounter Canadian university life. Naturally, he feels himself able to read easily if not fluently in English, able to follow a lecture with ease, and able to speak and write without difficulty. In fact, by the time that we have met him, probably as a third year undergraduate, he now finds difficulty in writing to his friends and parents in Hong Kong in Chinese characters; or more, he has to have recourse to his Chinese dictionary.

In his first year he would feel that life in a Canadian university was really easy, that it made few demands upon him, and that with a repetition of much that he had learned in his work in

sixth form in Hong Kong. He could, therefore, devote some attention to his relations with other students. He is certainly to feel from his point of view that these are good relations, though he would only occasionally visit a Canadian in his home. Keeping himself fairly closely to himself, he would tend to occupy a single room in a residence and is certainly not going to confess that life in Canada and at a Canadian university is much different from what he expected.

With the experience of long hours of study behind him, he feels in his first year that he must work at least to the same pace and often spends more than fifty hours of study outside classes per week. With a realisation of the lack of difficulty in first year, this soon drops and seems to remain fairly constant afterwards in the thirty to forty hours per week. This seems relatively easy to him for he has few outside commitments and is unlikely to hold student office or an official position in a university.

He will be a little concerned about money and would expect to spend something like \$1,500.00 per year. In his early years, he hoped always to do well enough to get some undergraduate scholarship or at least well enough on graduation to get a graduate scholarship. As the time approaches for him to graduate or to return to Hong Kong, he begins to experience some doubts as to his future there. He knows that no matter how good his degree may be regarded in Canada, in Hong Kong it will always rank below that of the Hong Kong degree. As such he will always be placed in an inferior position to the

Hong Kong graduate in his search for employment. Even a higher degree in Canada does not automatically grant him precedence over the Hong Kong student with only a first degree if that first degree is from Hong Kong University. It is at this point that he may well decide for graduate work or if already having completed graduate work may decide on some work experience. He justifies this to himself by saying that it will be a kind of experience he might not get in Hong Kong and in any case the money is so good that a few years' work in Canada or the States might well enable him to repay the money that he has borrowed, or of which he feels his family has been deprived, in order that he might come to Canada.

As a balance to this wholly male presentation gathered from interview and data, it might be desirable to present in comparison what might be regarded as a background and case history of a female student. Like her brother, she would have been to an Anglo-Chinese school going through the same kinds of learning experiences, speaking Chinese both in and out of school. She would have the same problems, perhaps more so, about possible job status in Hong Kong. She would be more likely to apply to an overseas university in defiance of parental wishes or only after family discussions though in one case at least, such an application was made without parental consent. It is more likely that she would have applied to a Canadian university before completing her sixth form work. In competition with boys in Hong Kong, it would appear that the boys would have much the better opportunity both of success in

school and for admission to Hong Kong University. She would be supported by her parents financially, although there would be some misgivings about having a daughter leave home. It is possible that she would have gone to a smaller university rather than a larger one - at least for her first degree, and this would have placed her in a campus environment which might have forced more activity upon her of a social nature. She would be more troubled by health and dietary arrangements than her male counterpart, but would find employment somewhat easier because of less reluctance to take work as a waitress, laundry counter girl, domestic help, or chambermaid in a hotel. She would know that she had to work hard and that, as Hong Kong people say, her dollars would have sweat in them.

Apart from some superficial friendships on campus, she may have had few lasting friendships. The fairly intense life on the small campus would have kept her socially busy but at a somewhat simple level. If she decided to go to a larger university in a more metropolitan area as a graduate student, she would be aware that although her status had changed academically, her opportunities for friendship and contact with others might well be reduced. Now for the first time the difficulties of academic work and life would strike her. She would, however, be able to spend more time in study, partly because she had fewer friends and partly because this is what she had come to Canada to do. She might well conclude

that in terms of bodily comforts Canada was definitely not so comfortable and leisurely as Hong Kong, but that years of study in Canada had proved rewarding and had provided an education more enriching than one that she could have had if she had stayed in Hong Kong.

PART III

S U G G E S T I O N S

Chapter 6

Preparation in Hong Kong

Choosing the University

Part II above has given us a general picture of the Hong Kong students in Canada both through the survey and the case study. In this, Part III, suggestions will be made as to the kind of further information which might be available to the prospective students on the assumption that the students have already decided to come to Canada.

The first step is to apply to a university for admission as early as possible in the preceding academic year, since formalities occupy a great deal of time. Thus, the sooner a student gets accepted the sooner he can start making immigration arrangements and have everything ready to leave in time for the September term. The problem then is where to find out anything about Canadian universities and colleges, and to which one should apply.

One of the ways is to go to the Department of Education in Hong Kong where there is a division which caters for students going abroad. Here a student can get the list of recognized universities and colleges in Canada, so that the validity of their degrees can be established before he leaves home. However, for further information about the universities, the Commonwealth Universities Year Book

should be consulted. In Hong Kong, a copy is available in the British Council Library. The Year Book gives a brief summary of the history, courses, fees, facilities etc. in the various Canadian universities and colleges which belong to the National Conference of Canadian Universities and Colleges in Canada. This preliminary reading will give a general idea of the Universities, but the information may already be out of date. Although on the whole not many universities require an application fee, there are some which do, especially for graduate studies. Due to different standards and conditions within various Universities a student may be accepted by one and turned down by another, so that it is always wise to apply for more than one. The first letter to the Registrar, asking for further information and application form, may influence the Registrar's judgment on the student's English proficiency and earnestness in coming, but examination results are more important. Nevertheless, a well-written application can do no harm.

Colleges and universities differ in spirit, offerings, policies, and suitability for different types of studies, and for students. The choice of a university or college should be made after a very careful study of how the institute will meet the particular needs of the student himself. As such, a prospective student needs to know himself, his qualities and limitations, what he wants to get out of college and from studying abroad as well. He must find the university that meets his needs. There is no rule that a large university is better than a small one. It all depends on what the

student wants. A good small university can give as effective an education for a particular student as other more famous ones. Each large or small university has its own merits and defects. As observed from the survey, some students were happy and satisfied in a large university, while some were not and wanted to change. At the same time there were contented students in the small university as well as some who were dissatisfied.

Knowledge about the location of the university is always important; in terms of student enrolment, religious connection, founding, policy on co-education, facilities and equipment, particularly of laboratories and libraries, strength of the department in his chosen field of study, who the eminent members are and what likelihood there is of taking courses under them, what courses are given, and what degrees are offered, are all important aspects to be considered. However, sometimes a student does not get all he wants to know about the university from the calendar so well as from a person who knows about the university. Attempts by Hong Kong students to provide such information have not been systematized and are reported by students themselves as not being very successful.

Information has been collected on the aspects discussed above, and made into lists suitable for quick reference. (Appendix V gives a list of universities by location, population of the town or city, student enrolment, religious affiliation, date of founding, and status with respect to co-education. Appendix W lists the courses offered, the degrees to be obtained and the number of years of study required.)

Admission Requirements

Education in Canada is a provincial matter, so that the system of education differs from province to province, and the student has to know where he fits in. From the replies received from the Registrars' questionnaires, the following general rule for admissions emerges:- In provinces where the general B.A. or B.Sc. course requires four years to complete, as Quebec, Nova Scotia, Newfoundland, Prince Edward Island, New Brunswick and Manitoba, a Hong Kong University ordinary level matriculation (which they call junior matriculation) or General Certificate of Education (London University) is needed for entrance into first year. Advanced level matriculation (which they call senior matriculation) permits them to enter into second year. In provinces like Alberta, Saskatchewan, British Columbia, and Ontario where three years are required for the B.A. or B.Sc. degrees only advanced level matriculation is accepted as the requirement for admission into first year. The extra years which a student may have beyond advanced level or ordinary level in a teachers college or post-secondary college may or may not be granted credit, depending on the individual university. (See Appendix R). It is known, for example, that some universities recognize a student's teacher training and give exemption from two courses in his B.Ed. programme, but not while he is taking his B.A.

Besides this basic requirement, there are special requirements for various courses. Music provides a good example. Besides

the academic qualifications, the student has to possess some practical and theoretical certificates in music, signifying that a certain stage has been reached. In addition there may be some other conditions to which students have to conform, for example, proficiency in English.

Financial Considerations

Since not every student can afford to study abroad privately, the ambitious and able students would look for a way out and seek scholarships. Unfortunately Canadian universities and colleges offer no entrance scholarships to Hong Kong students at the undergraduate level. However, after a year in Canada, students have equal opportunities for applying for scholarships if their academic results are outstanding. Bursaries are given to needy students as well. The qualification demanded for bursaries may not be as high as those for scholarships. Therefore as long as a student is able to finance his first year, he will have many opportunities to support himself partly though not entirely, if his work is satisfactory.

For others, there is always summer employment and part-time work. However, situations change from year to year, and opportunities vary, so that a student cannot depend on this source of income.

In cases of great difficulty students may borrow from a University loan fund or from the bank. In this case the student

guarantees to repay the loan, with interest at 6%, in the years following graduation. Since many students work for a year or so before returning to Hong Kong, this plan may have some merit. In spite of all these chances of getting financial help while in Canada, it is none the less undesirable for students to attempt to come to Canada without financial aid.

Graduate students are in a better position. There are scholarships which bring the students over in the first place, and cover all their expenses while in Canada. These scholarships and fellowships are financed through the External Aid Office of the Department of External Affairs and include the Colombo and Commonwealth Scholarship Plans. There are non-resident pre-doctoral scholarships and post-doctoral fellowships awarded by the Canada Council, and the post-doctoral fellowships of the National Research Council.¹ However, as seen from the survey, not many Hong Kong students had received such government scholarships. The reason is that the numbers awarded are very limited, and there is great competition with the Canadians as well as with other foreign students, if no regional differences are made in their allocation.

Most of the students receive their scholarships from the universities they attend. There are many graduate schools which

1. D. Dunton and D. Patterson.(ed.) Canada's Universities in a New Age. Ottawa: Canadian Universities Foundation, 1962. p. 101.

have fellowships of their own, and which are generous in awarding them to applicants from overseas.² Though many of these scholarships are large in amount, they require some teaching or assistantship in return. Each university has its own awards and conditions. (See Appendix A; it gives a list of the graduate scholarships open to foreign students).

As most scholarship students would go to the university which offers the scholarship, though not necessarily preferring it, the same is true of a non-scholarship student who has to enter a second choice university because of its lower fees and expenses, although he may be accepted by the university of his first choice. Therefore a knowledge of the fees and expenses incurred for a year is essential in order that the student may make his budget. On the whole, the tuition fees of the provincial universities (those that bear the name of the province, like the University of British Columbia) are cheaper than the denominational or undenominational private universities. However, since most of these provincial universities are in large cities, the cost of living is also higher. The standard of living may also differ from province to province. Generally speaking Ontario, Quebec, and British Columbia, in that order, have the highest standard of living because of their industrial and commercial centres. Tuition fees differ from course to course and for some courses from year to year as well.

Incidental fees which covers student union, class dues etc. also differ from course to course and year to year. Residence

2. Ibid.

fees are generally the same for men and women; the only difference lies in the kind of room, single or double. It is the same for all years and courses. Universities situated in large cities generally have higher residence fees than the universities in smaller towns. (Appendix X supplies additional details).

It is agreed by all that living out is much cheaper than living in residence, but the convenience and the fellowship which is an integral part of university life cannot be measured in monetary terms. Aside from the problem of having to look for rooms when the student first arrives and subsequent moving-in problems, there are other problems to be encountered, the provision of meals and the maintenance of the household. It is advisable, therefore, that the first year should be spent in residence; the student will be helped in his adjustment to university life and to his new environment, will find more friends and have more contact with Canadian students. By being exposed to more campus activities he will become more a part of it in a shorter time. This may be even more important in the larger universities, because of the impersonal nature of some of the large classes which meet there.

Immigration Procedures

Immigration formalities take at least two months, and require a letter of acceptance from the university before any arrangement can be started. The majority of students interviewed expressed the belief that it is advantageous to go by boat, not only for its

lower cost and for carrying more luggage, but more important, for the fun and joy at sea and the different places visited at ports of call, all of which add up to a part of one's education. Unfortunately the delay in the issue of passports causes many students to miss this opportunity. Because of the great demand in June, July, and August, the shipping companies will not sell any tickets to students who are not definitely going, and who cannot show them the necessary passports and visas.

If the student was born in Hong Kong there is no trouble at all in getting a British passport as long as he has his birth-certificate, the letter of acceptance from the university, and a reference from a person of some position in the society. For those who were born in China, there is some difficulty as they have to apply for the Chinese Certificate of Identity after which they have to apply to the Chinese Travel Bureau which has the power to issue a Taiwan passport. In either case, the student is now in a position to go to the Canadian Immigration Offices to apply for a non-immigrant visa. The student must convince these authorities that there are adequate funds for his support in Canada. In the past it was sufficient to have a certificate from the manager of the bank, or an employer, or from a parent. This is no longer true. Many students have borrowed money, deposited it in a bank to obtain the necessary certificate, and then repaid the loan, in the expectation that sufficient work will be available in Canada to enable them to finance their education. Now the evidence of

three year's bank deposits are required, and even this is not a sufficient guarantee. The next necessity is a medical examination, chest x-ray, small-pox vaccination and typhoid injection under the doctor appointed by the Immigration Office. To save unnecessary trouble or delay the student is advised to complete all medical formalities there. No visa is issued without the passport, so when the passport has been received, the student then takes it to the Immigration Office together with other necessary documents to await the granting of the visa.

The majority of students travel by way of San Francisco or Vancouver, which creates problems in the handling of luggage. Interviews with students reveal that the wisest course is to send luggage direct by express freight from the wharf at Vancouver or San Francisco after clearing customs. Luggage should be at a minimum, and in the form of suitcases rather than trunks. It is pointed out that one can receive help with suitcases but trunks are too large to move easily, and that students make many moves into and out of residence.

Because of the relative cost of clothing in Hong Kong and Canada it is advisable to purchase summer clothing in Hong Kong, but to delay the purchase of winter clothing until arrival in Canada. Chinese students hearing of the cold Canadian climate tend to bring too many winter clothes, and are ignorant of the effect of heated houses and buildings in reducing the need for bulky winter clothes. The Chinese quilted jacket is an exception - it is warm, cheap,

and fashionable. Female students would find it advisable to purchase cheung-sams and brocade jackets in Hong Kong. Even the kind of laundering which clothes would need should be considered, both from the viewpoint of laundry charges and for ease of home laundering.

Cost also enter into the purchase of other articles. Cameras, radios, typewriters, books, stationery, eyeglasses are all cheaper in Hong Kong, but this cheapness must be weighed against transportability in deciding where they should be bought. Many students expressed difficulty in obtaining replacements cheaply for eyeglasses and advised that students who normally wear glasses should bring two pairs rather than one.

Chapter 7

Adjustment in Canada

Academic and Social

On entering university the student is faced with the choice of degree programme to follow, and the choice of courses within that programme. His years in school will not have given him much experience of such choices. Reading and re-reading of the University Calendar is recommended; it helps, too, to consult with other students who may be more familiar with the contents and requirements of the various courses. It is to the advantage of the student to ensure that he has taken the necessary survey courses before starting more specialised courses. Students are particularly fortunate when they can plan out the whole degree programme in advance, but many students are unable to plan for more than a single year at a time.

The entering student has to be aware of the frequency of tests and examinations, the writing of essays, reports and term papers. Planning for the allocation of time is most important. To be successful in study as well as active in extracurricular activities depends upon effective study habits and the efficient use of time. Hong Kong students will be familiar enough with essays and reports but the writing of term papers is outside their experience. It is important to realise not only the great amount of outside reading

which is required, but the more critical approach which is necessary. One distinctive feature of the term paper which is unsettling to Hong Kong students, and possibly to others, is the use of footnotes and bibliographies which are necessary.

The amount of reading which has to be done may well prove unsettling. In particular, since the reading is of English texts, and is done in competition with Canadian rather than Hong Kong students, the results may well seem to be disappointing. Many students in their first year do not find this too disturbing; the greatest surprise comes to those who, successful in Hong Kong, and with high expectations, enter directly into the second year of a Canadian university. The shock is perhaps greatest for those who attempt to specialise in English because they have been successful in English when in Hong Kong.

Psychologically, the first year is very important to the student. Success in the first year gives confidence to the student, and reassures him of his own capabilities. Many Hong Kong students, particularly those with a technical background, found that the first year of Engineering at McGill was a repetition of work that they had previously done. For them, the challenge of second year when it arrived was sometimes not properly met because of the ease with which they had passed the first year; they were psychologically unprepared for the difficulties of the second year.

Apart from study, the student must also be prepared for campus life. Aside from the fact that such activities provide opportunity

for leadership, it gives many chances for Chinese students to show some aspects of Chinese culture to Canadian students. For this reason it is hoped that the Chinese student will be familiar with the more important details about Hong Kong and China, to satisfy the curiosity of other students. Equally, students should not be disappointed if they are not immediately given much opportunity to talk about their own country. Some students find it helpful if they know Chinese folk songs and dances, which they may contribute to the programmes organised by and for foreign students. On the other hand, some regard this as an attempt at exploitation of their own culture, as something rather bizarre. The survey showed that many Chinese students took little part in campus life - thus earning for themselves the reputation for being aloof and withdrawn. It was among these that one heard accounts of such cultural exploitation.

It may be appropriate to examine here some of the differences in social behaviour which distinguish Chinese and Canadian students. New students ought to be aware of some of these differences, in order to be prepared for university life in Canada. The Canadians are friendly, frank, and outspoken. They do not have the false modesty which the Chinese have; they can accept compliments graciously, whereas Chinese students would refuse them as a sign of humility. Equally the Canadians are more generous with praise, in contrast to the sparing use of praise in Chinese life. Sometimes the praise is not felt to be deserved by the Chinese recipients, so

that feelings of hypocrisy may arise. However, Chinese students should learn not to be embarrassed by compliments, or mind too much when their Canadian friends speak openly and directly what may be in their minds.

Linked to this is the curiosity of Canadians about the East. Many questions are asked about this. Opportunities are provided for answering such questions, particularly at the "hospitality" programmes. Although many students do not like the sound of this word, it does provide useful opportunities for cultural exchange. Visiting homes and having close friendships with Canadians and other foreign students also help to make students more liberal minded and tolerant.

Compared to the Chinese customs and traditions, the Canadian way of life seems to be simpler and more casual. However, it has its own etiquette and behaviour, of which the Hong Kong students, as strangers in the country, should be more observant so as not to "feel out of place" in their society. Among these customs the habits associated with dressing are particularly noticeable. For each occasion there seems to be an appropriate dress, sometimes highly formal, sometimes quite informal. It is as embarrassing to be overdressed as to be underdressed - it is therefore wiser to enquire from one's friends the correct dress for the occasion for which one is preparing to attend.

In social activities, young Canadians, men and women, act more maturely than do Chinese youths of the same age. They are more

sociable; they know ~~how~~ to take charge of situations. Dancing is one of their more important social activities, and a Chinese student who does not know how to dance may find himself in an awkward position in formal and informal parties. Drinking and smoking, both abhorred by the Chinese, are accepted activities among gatherings of young Canadian people, though some universities prohibit drinking, at least on university premises. This poses problems for the female Chinese student, since refusal to drink may embarrass both parties.

Chinese students are encouraged to be more sociable and to adapt themselves to Canadian habits and manners, but on the other hand, they must not forget that they are Chinese and should retain their own identities at all times. Their greatest difficulty comes in attempting to deal with male-female relationships. Canadians tend to be casual and off-hand in this respect; the Chinese are more reserved and more modest. To behave as freely as the Canadian would be to earn censure in the eyes of other Chinese. To be as reserved as at home, would earn the censure of the Canadians. One further aspect of this is worth noting - most Chinese students being graduates are older than the majority of Canadian students, although it is less easy for a Westerner to judge the age of a Chinese than it is to judge the age of a Canadian. Hence the male Chinese graduate student will behave more maturely but look just as young as undergraduates. This increases the

difficulty which he experiences in meeting and dealing with Canadian female students.

Physical Conditions

Enough has been presented in print about the Canadian climate so that all Hong Kong students know some of the details. (More details are given in Appendix Y). The most common misapprehension is of the range of temperature experienced in a single day. Another lack of information concerns the dryness of the atmosphere particularly in winter. Yet in terms of physical discomfort Chinese students suffer from parched lips, dry skin, dry hair, dandruff, and frequent nose bleeds. Some of these troubles occur in the very cold spells which are experienced in various regions of Canada at different times. Nose bleeds, in Hong Kong, are attributed to the "heat" in the body, attributable, in turn, to too much fried foods. Many students bring with them their own Chinese herbs with which to combat such unhappy occurrences and to serve as their "general first aid".

Food remains a problem to many. Hong Kong students are not used to cold cuts, salads, and overcooked vegetables. Some experience difficulty with milk also, possibly because of its low temperature. In spite of such difficulties, the general Canadian diet is one on which many Chinese students gain in weight. The effect upon their Hong Kong made suits is soon noticed. Students living out find satisfaction in cooking their own meals; such skill

may add quite a lot to one's popularity. Yet there is difficulty in obtaining fresh fish and fresh vegetables, particularly in small towns which have no market for such foods.

Financial Considerations

The attitude of Canadian students to work represents another major difference. There is no distinction by classes - rather the major question is to the length of the job and the amount which it will pay, particularly in the summer. A longer job may be more sought after than a more transient and temporarily more remunerative one. Canadian students find fun in work, particularly where a great many students are working at the same time. This is so in holiday camps, in summer resorts and in some hotels. On the other hand the Hong Kong student finds it difficult to consider himself as a table waiter or a truck driver. The Hong Kong student has also been led to believe that summer work is very plentiful in Canada, but fails to realise that there are now more Canadian students, university and high school, now seeking summer employment, at a time when Canada has been attempting to even out the work and so render employment less seasonal. Undue reliance on university Placement Services may leave one without work for the summer, and students who do not have easy access to a telephone may also find themselves waiting in vain for employment offers.

Student Guidance Services

The Placement Service, referred to above, is the form of Guidance Service best known to Hong Kong students. Yet universities provide a range of services from personal counselling to group guidance. Some offer the professionally trained guidance counsellor whose duty it is to help the students to solve their many problems, whether academic, social or emotional, and the Hong Kong student may have such problems. He is apparently more reluctant than his Canadian counterpart to seek outside help to solve his problems. The foreign student advisor, who functions so well on American campuses, is also to be found in some Canadian universities, though here he may have other duties as well. Not sufficient is known about Canadian university guidance services, or at least, insufficient is known by Hong Kong students. The fault may lie equally with the university and with the student. Certainly, the major contacts of Hong Kong students with guidance activities is through the Placement Service and through the Housing Bureau.

Many orientation programmes are sponsored by student bodies, often in conjunction with the Guidance Office. Such programmes usually include activities designed to make the new students get acquainted with former, or senior students. Some committees, notably the National Committee for Friendly Relations with Overseas Students, arrange to welcome such students at airports, seaports and railroad stations, to conduct them to their campus, and if

necessary to help them to secure accommodation. Some universities have Associations of Chinese Students, and these make similar arrangement to greet and help newcomers. With such programmes, the Hong Kong student, in spite of the great transition which he has to make the life with which he is familiar to the newer life in Canada, which demands more from him in initiative and courage, should be able to settle down to study and to friendly relations with the many Canadian students he will meet on campus.

Summary and Conclusions

From the time of the Greeks, students have gone abroad for purposes of study, some in search of eminent masters under whom to study, and some to acquire "social polish". Study abroad is no longer the perquisite of the sons and daughters of rich families. Many students now must study abroad because of a lack of facilities in their own country. Host countries are pleased to accept such students as an instrument of foreign policy.

From the middle of the nineteenth century, when China sent its first student to an American university, many Chinese students have come to North America to study. They form a large proportion of the students from Far Eastern countries studying in America. At one time they were drawn largely from mainland China, but since the political changes in China, the majority of these Chinese students come from Formosa and Hong Kong. It is with one group of these students from Hong Kong that this report and study is concerned.

Since Hong Kong University and the Chinese University of Hong Kong are unable to admit all the students from the Hong Kong schools who are qualified for admission, a great many Hong Kong students are forced to seek their higher education elsewhere. Their preferred countries have been the United States, Britain, Canada and Australia.

The educational system of Hong Kong resembles that of Britain, and this, coupled with the large number of overseas examinations conducted by English University examining bodies, ensures that Hong Kong students have few problems in being accepted into Commonwealth universities. Many of the United States universities are pleased to accept such evidence, also. This educational system, with its two aspects of Anglo-Chinese schools, and Chinese language schools, was described to illustrate why students from Anglo-Chinese schools prefer to go to English speaking countries. Of the students mentioned in this report, the vast majority were from such schools.

Questionnaires were sent to a large number of students whose home address, in university Students' Handbooks, was listed as Hong Kong. A fair return of completed questionnaires permitted the gathering of information about the position of the Hong Kong student in Canadian universities. Such information has been collected under the headings of: academic background, academic work, social life, daily life, physical adjustment, financial status, and general relation to Canada. Some attempt has been made to find out ways in which such students could be helped to make an even smoother transition to Canadian university life.

It was found that, on the whole, the Hong Kong students believed that they would have no problems with English as a language of instruction. However, they did have some difficulty in meeting the higher standards required, those set by students whose first

language was English. Many Hong Kong students in Canada confess to academic problems. Help was seldom sought from Counsellors, though advice was obtained from their professors. For the vast majority, first year in a Canadian university was not a great step ahead of the work of the sixth form, though having to take certain compulsory subjects offered some difficulty to students who had ceased to study these subjects years before.

More difficulty was found with the social life at the university and the range of activities in which they participated was restricted. Food, and Canadian dietary preferences, caused some minor upsets, but their physical adjustment was quite good. There was no adverse reaction to the cold weather of Canadian winters.

Particularly striking was the friendliness which they attributed to Canadian students. The great majority claimed to have two or more Canadian friends, to have visited Canadian homes, and to have shared rooms with them in residences. Many students preferred to live out of residence because of the cost, and since a great proportion depended upon financial support from home, this reduction of cost played an important part in their decision. Few students accepted part-time work, except for that associated with their own studies, such as laboratory assistance or demonstration activities. Summer work was obtained by many, but few earned enough to cover the cost of the next year's expenses.

A sample of respondents was interviewed, and substantiated the responses given in the questionnaires. From such evidence it

has been possible to compile a list of suggestions which might be of value to other prospective students. There is need for such help and assistance, particularly in the need for up to date information about academic matters, about living costs, and about life in Canada, before students leave Hong Kong. At the moment such information as is available tends to be of a very informal nature. In a matter so important to the individual student leaving his own country for study abroad, there is need for much more.

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Appendix A

Graduate Awards

1. World University Service of Canada Awards for Overseas Students to Study in Canada.
Field of Study: Depends on the sponsoring university.
Value: From \$1,500 to \$2,000 according to university.
Number: 8.
Duration: 1 academic year.
Conditions: Open to graduates, men or women.
Apply to: National World University Service in student's home country or to Assistant Secretary, World University Service of Canada, 22 Willcocks St., Toronto 5, Ontario.
2. University of Alberta Graduate Research Assistantships.
Field of Study: Generally in the Science Department, but some others available.
Value: \$1,740 approximately for first year, and \$2,160 for subsequent years, some for 8 month period.
Number: 60.
Conditions: Open to qualified graduates of any recognized university. Applicants whose language is not English may be required to show they are capable of using English effectively for purpose of instruction. Application should be made preferably by March 1, but will be considered until positions are filled.
Where tenable: University of Alberta.
Apply to: Head of Department concerned, University of Alberta, Edmonton, Alberta.
3. University of Alberta Graduate Teaching Assistantships.
Field of Study: In most departments in which graduate work is carried on.
Value: \$1,800 to \$2,400 for 8 months. Additional inter-session assistance available in some departments.
Number: 150.
Conditions: Open to qualified graduates of any recognized university. Applicants whose language is not English may be required to show they are capable of using English effectively for purpose of instruction. Application should be made preferably by March 1, but will be considered until positions are filled.
Apply to: Head of Department concerned, University of Alberta, Edmonton, Alberta.

4. Assumption University of Windsor Graduate Fellowships and Assistantships.
 Field of Study: Master's level in Economics, English, History, Philosophy, Psychology, Biology, Chemistry, Mathematics, Physics.
 Value: Fellowship - \$500 to \$2,000. Assistantship - not specified.
 Duration: 1 academic year.
 Conditions: Open to graduates of any university proceeding to a Master's degree in Arts and Science. Assistantship normally requires certain teaching or other duties.
 Where tenable: Assumption University of Windsor.
 Apply to: The Registrar, Assumption University of Windsor, Windsor Ontario or Head of Department concerned.

5. University of British Columbia Graduate Assistantships.
 Field of Study: Many departments.
 Value: Upward from \$400.
 Number: Not specified.
 Duration: 1 academic year.
 Conditions: Open to students proceeding to studies beyond the Bachelor's degree level. Part-time duties are involved.
 Where tenable: University of British Columbia.
 Apply to: Head of Department concerned, University of British Columbia, Vancouver, British Columbia.

6. University of British Columbia - The Queen Elizabeth Scholarships.
 Field of Study: Graduate study in any field.
 Value: \$1,000.
 Number: 5.
 Duration: 1 academic year.
 Conditions: For graduate study and research leading to a Master's or Doctor's degree. Applicants must be accepted for candidacy for the degree; have high academic standing and show promise of ability in research.
 Where tenable: The University of British Columbia.
 Apply to: The Dean of Inter-Faculty Affairs, University of British Columbia, Vancouver 8, British Columbia before March 15

7. Dalhousie University - University Teaching Fellowships.
 Field of Study: Unrestricted.
 Value: \$1,500 to \$1,800.
 Number: 3.
 Duration: 1 academic year.
 Conditions: Honour graduates of approved universities.
 Where tenable: Dalhousie University.
 Apply to: The Dean, Faculty of Graduate Studies, Dalhousie University, Halifax, N.S. before March 1.

8. McGill University Fellowships.
Field of Study: Any department.
Value: \$1,200 plus fees.
Number: 20.
Duration: 1 academic year.
Conditions: Open to graduates of any university proceeding to a higher degree at the University in any field of study.
Where tenable: McGill University.
Apply to: The Dean, Faculty of Graduate Studies, McGill University, Montreal, P.Q. prior to February 1.
Awarding Agency: McGill University.
9. McGill University - Graduate Scholarships.
Field of Study: Any department..
Value: \$500.
Number: 8.
Duration: 1 academic year.
Conditions: Open to graduates of any university proceeding to a higher degree at the University in any field of study.
Where tenable: McGill University.
Apply to: The Dean, Faculty of Graduate Studies, McGill University, Montreal, P.Q. prior to February 1.
Awarding Agency: McGill University.
10. McGill University Instructorships and Demonstratorships.
Field of Study: Several departments.
Value: \$100 upward.
Number: Not specified.
Duration: 1 academic year.
Conditions: Open to students proceeding to a higher degree at the University.
Where tenable: McGill University.
Apply to: The Chairman of department of major interest, McGill University, Montreal, P.Q. prior to March 1.
11. McGill University - Dow Hickson Fellowships.
Field of Study: Theoretical Philosophy (1) and Physics (1).
Value: \$1,700 or more.
Number: 2.
Duration: 1 academic year; renewable for second.
Conditions: Tenable by a graduate of any approved university proceeding to a higher degree in theoretical philosophy or any branch of physics, at McGill University or by a McGill graduate pursuing such studies elsewhere.
Where tenable: McGill University (or elsewhere for McGill graduates).
Apply to: The Dean, Faculty of Graduate Studies, McGill University, Montreal, P.Q. prior to February 1.
Awarding Agency: McGill University.

12. McGill University - David Stewart Fellowships.
Field of Study: Biological or Physical Sciences.
Value: \$1,400 to \$1,800 plus fees.
Number: 2.
Duration: 1 academic year.
Conditions: Open to students proceeding to a higher degree at the University in the above fields.
Where tenable: McGill University.
Apply to: The Dean, Faculty of Graduate Studies, McGill University, Montreal, P.Q. prior to February 1.
Awarding Agency: McGill University.
13. McGill University - Arthur C. Tagge Fellowship.
Field of Study: Humanities and Social Sciences.
Value: \$1,200 plus fees.
Number: 1.
Duration: 1 academic year.
Conditions: Graduate of any approved university awarded for the first year but exceptions to this rule are not excluded.
Where tenable: McGill University (or elsewhere for McGill graduates).
Apply to: The Dean, Faculty of Graduate Studies, McGill University, Montreal, P.Q. prior to February 1.
Awarding Agency: McGill University.
14. McGill University: University Fellowships.
Field of Study: Humanities and Social Sciences.
Value: \$1,500 each.
Number: 8.
Duration: 1 academic year.
Conditions: Graduates of any approved universities who have been admitted to candidacy for a higher degree in these fields including the M.A., M.C.L., LL.M., S.T.M., or Ph.D.
Where tenable: McGill University (or elsewhere for McGill graduates).
Apply to: The Dean, Faculty of Graduate Studies, McGill University, Montreal, P.Q. prior to February 1.
15. McMaster University Sessional Assistantships and Scholarships.
Field of Study: PhD. level in Biology, Chemistry, Geochemistry, Mathematics, Metallurgy, and Metallurgical Engineering, Physics, Psychology.
Master's level in Biology, Chemistry, Chemical Engineering, Classics (Greek and Latin), Electrical Engineering, English, Geography, Geology (including Geochemistry), German, History, Mathematics, Mechanical Engineering,

Metallurgy and Metallurgical Engineering,
Philosophy, Physics, Political Economy and
Politics, Psychology, Romance Language (French
Language and Literature), Sociology, also
Department of Medical Research (use of
isotopes in diagnosis and treatment of disease)
for Physicists, Chemists, Biochemists and
Medical doctors - no degree work given.

Value: \$1,100 to \$2,000.

Number: Not specified.

Duration: Academic session - 8 months.

Conditions: Open to qualified students in the above departments
including a few opportunity each year for medical research as
stated above.

Where tenable: McMaster University.

Apply to: Head or Chairman of Department concerned, McMaster
University, Hamilton, Ontario, preferably before April 1.

16. McMaster University Summer Research Scholarships.

Field of Study: A number of above 15 named departments.

Value: \$800.

Number: Not specified.

Duration: 4 summer months.

Conditions: Open to qualified graduates for the summer preceding
or following the academic session in which they are registered
for graduate studies.

Where tenable: McMaster University.

Apply to: The Head or Chairman of Department concerned,
McMaster University, Hamilton, Ontario.

17. Memorial University of Newfoundland Graduate Fellowships.

Field of Study: Master's level in English, History, Biology,
Chemistry, Geology, Physics.

Value: \$1,200.

Number: 10.

Duration: 1 academic year.

Conditions: Awarded to students working towards the Master's
degree of Memorial University. Fellowships may be required
to perform departmental duties. Open to graduates of any
university upon the recommendation of the Committee on
Graduate Studies.

Where tenable: Memorial University of Newfoundland.

Apply to: Committee on Graduate Studies, Memorial University of
Newfoundland, St. John's, Newfoundland.

18. University of New Brunswick Readerships in Arts, Demonstratorships in Science and Non-teaching Scholarships.
Field of Study: Chemistry, Biology, Classics and Ancient History, Economics and Political Science, English, Geology and Mineralogy, German, History and Anthropology, Mathematics, Philosophy, Physics, Psychology and Sociology, French.
Value: \$850 to \$1,200 with tuition remission.
Number: Not specified.
Duration: 1 academic year renewable.
Conditions: Available to properly qualified graduate students.
Where tenable: University of New Brunswick.
Apply to: The Registrar, University of New Brunswick, Fredericton, New Brunswick, not later than March 31.
19. University of Saskatchewan Graduate Assistantships.
Field of Study: Agricultural Engineering, Anatomy, Animal Husbandry, Biochemistry, Biology, Chemistry, Dairying, Educational Engineering, Farm Management, Field Husbandry, Geology, Mathematics, Pharmacy, Physics, Physiology, Plant Ecology, Poultry Husbandry, Soil Science.
Value: \$1,500.
Number: 18.
Duration: 1 academic year.
Conditions: Open to qualified graduate students.
Where tenable: University of Saskatchewan.
Apply to: Head of Department concerned, University of Saskatchewan, Saskatoon, Saskatchewan, prior to March 1.
20. University of Saskatchewan - University Scholarships.
Field of Study: Humanities or Social Sciences (Classics, Economics and Political Science, English, French, German, History, Psychology, Philosophy).
Value: \$800 plus tuition fees.
Number: 5.
Duration: 1 academic year.
Conditions: Open to graduate students proceeding to the M.A. degree.
Where tenable: University of Saskatchewan.
Apply to: The Registrar, University of Saskatchewan, Saskatoon, Saskatchewan, prior to March 1.
21. University of Toronto Graduate Class Assistantships, Teaching Fellowships, etc.
Field of Study: Most departments.
Value: Not specified.
Number: Not specified.
Duration: Not specified.

Conditions: Open to suitably qualified graduates.
Where tenable: University of Toronto.
Apply to: The Head of Department concerned, University of
Toronto, Toronto 5, Ontario.

22. University of Toronto Open Fellowships.
Field of Study: All departments.
Value: \$1,800, \$1,500, \$1,250 plus academic fees.
Number: Number varies.
Duration: 1 academic year.
Conditions: Open to all qualified applicants who have demonstrated a capacity for graduate work.
Where tenable: University of Toronto.
Apply to: The Secretary, School of Graduate Studies, University of Toronto, Toronto 5, Ontario, prior to March 1.
23. University of Toronto - George Sidney Brett Fellowship.
Field of Study: All departments.
Value: \$725.
Number: 1.
Duration: 1 academic year.
Where tenable: University of Toronto.
Apply to: The Secretary, School of Graduate Studies, University of Toronto, Toronto 5, Ontario, prior to March 1.
24. University of Toronto - Sir Joseph Flavelle Fellowships.
Field of Study: All departments.
Value: Up to \$1,000.
Number: 2.
Duration: 1 academic year.
Conditions: Open to all qualified applicants who have demonstrated a capacity for graduate work.
Where tenable: University of Toronto.
Apply to: The Secretary, School of Graduate Studies, University of Toronto, Toronto 5, Ontario, prior to March 1.
25. University of Western Ontario - Fellowships and Demonstratorships
Field of Study: Fellowships - Arts; Demonstratorships - Science, Botany, Chemistry, Economic and Political Science, English, Geography, Geology, Geophysics, History, Mathematics and Astronomy, Philosophy, Physics, Psychology, Romance Language, Zoology.
Value: Fellowships - \$1,600 junior, \$1,700 senior.
Demonstratorships - \$1,800 junior, \$2,000 senior.
Number: Variable.
Duration: 1 academic year, renewable.
Conditions: Open to qualified graduates of any university
Where tenable: University of Western Ontario.

Apply to: The Head of Department concerned, University of
Western Ontario, London, Ontario.

Source: D.B.S. Awards for Graduate Study and Research. 1962.
pp. 21-35.

Appendix B

Students from Other Countries in Canadian Universities and Colleges:-

Academic year	Total full time students enrolments in Canadian universities and colleges	Total students enrolments from other countries	Percentage of students from other countries to the total students enrolments in Canadian universities and colleges
1940 - 41	36,319	2,056	5.7%
1945 - 46	63,550	2,346	3.7%
1950 - 51	68,316	3,188	4.7%
1955 - 56	72,737	4,385	6.0%
1956 - 57	78,504	4,627	5.9%
1957 - 58	86,754	5,364	6.2%
1958 - 59	94,994	5,988	6.3%
1959 - 60	101,934	6,433	6.3%
1960 - 61	113,864	7,251	6.4%
1961 - 62	128,894	7,900	6.1%
1962 - 63	141,388	8,544	6.0%

Source: D.B.S. Survey of Higher Education 1961-62.
p.34.

Extra data provided by F.E. Whitworth,
Head of Educational Section, D.B.S.

Appendix C

The Chinese Immigration Act 1906

7. Every person of Chinese origin, irrespective of allegiance, shall pay into the Consolidated Revenue Fund of Canada, on entering Canada, at the port or place of entry, a tax of five hundred dollars, except the following persons who shall be exempt from such payment, that is to say,

3E.VII., c.8, s.1.

3. Persons of Chinese origin claiming on their arrival to be students but are unable to produce the requisite certificate as hereinto-fore provided for, shall be entitled to a refund of the tax exacted from them on the production within eighteen months from the date of their arrival in Canada of certificates from teachers in any school or college in Canada showing that they are and have been for at least one year bona fide students in attendance at such school or college.

3E.VII., c.8, s.6.

This Act was amended in July 1908.

The relevant section dealing with students was repealed and the following substituted:-

"A student of Chinese origin who upon first entering Canada has substantiated his status as such to the satisfaction of the controller, subject to the approval of the Minister, and who is the bearer of a certificate of identity, or other similar document issued by the Government or a recognized official or representative of the Government whose subject he is, and who at that time satisfies the controller that he is entering Canada for the purpose of securing a higher education in one of the recognized universities, or in some other educational institution approved by the Governor in Council for the purposes of this section, and who afterwards furnishes satisfactory proof that he has been a bona fide student in such university or educational institution for a period of one year shall be entitled to a refund of the tax paid by him upon his entry into Canada."

Source: Annual Reports: Department of Interior: 1886 - 1917.

Department of Immigration and Colonization: 1913 - 1936.

Appendix D

Immigration of Orientals into Canada by Ethnic Origin 1886-1956.

By 5 Year Periods.

<u>Period</u> (1)	<u>Chinese</u>	<u>Japanese</u>	<u>East Indians</u>
1886 - 1889	1,530	-	-
1890 - 1894	10,863	-	-
1895 - 1899	12,131	-	-
1900 - 1904 (2)	20,834	-	-
1905 - 1909	4,876	12,414	5,158
1910 - 1914	27,160	3,052	116
1915 - 1919	6,841	3,702	1
1920 - 1924 (3)	6,110	2,531	121
1925 - 1929	4	2,094	289
1930 - 1934	3	743	262
1935 - 1939	1	420	78
1940 - 1944	0	44	10
1945 - 1949 (4)	908	24	280
1950 - 1954	10,668	145	665
1955 - 1956 (5)	4,705	226	581

Notes:

- (1) Four year period.
1886 - \$50 head-tax imposed on Chinese immigrants.
- (2) 1904 - The head-tax increased to \$500.
- (3) 1924 - The head-tax legislation repealed; Chinese immigrants excluded with the exception of merchants.
- (4) 1947 - The Chinese Immigration Act, 1923, repealed; Asian relatives of Canadian citizens admissible as immigrants.
- (5) Two year period ending December 31, 1946.

Source: Annual Reports: Department of Interior: 1886-1917.
Department of Immigration and Colonisation: 1918-1936.
Department of Mines and Resources: 1937-1949.
Department of Citizenship and Immigration: 1950-1956.

Appendix E

Chinese Immigration

Under the Chinese Immigration Act of 1923

IMMIGRANTS		NON-IMMIGRANTS	
<u>Year</u>	<u>Merchants</u>	<u>Students</u>	<u>Temporary permits under Sec. 9</u>
1924 - 25	-	-	54
1925 - 26	-	-	64
1926 - 27	-	2	88
1927 - 28	-	2	60
1928 - 29	1	3	61
1929 - 30	1	1	80
1930 - 31	-	2	67
1931 - 32	-	1	56
1932 - 33	1	-	26
1933 - 34	2	2	15
1934 - 35	-	2	24
1935 - 36	-	2	19
1936 - 37	1	3	42
1937 - 38	-	4	49
1938 - 39	-	5	57
1939 - 40	-	5	69
1940 - 41	-	24	79
1941 - 42	-	2	37
1942 - 43	-	N/A	55
1943 - 44	-	N/A	29
1944 - 45	-	25	46
1945 - 46	-	15	59
1946 - 47	2	2	131

Source: Annual Reports of the Chief Controller of Chinese Immigration 1923-1947 (included in: (1) Annual Reports of the Department of Immigration and Colonization for the period from 1923 to 1936; (2) Annual Reports of the Department of Mines and Resources, for the period from 1937 to 1947).

Appendix F

Chinese and Japanese Population of Canada

By 10 Year Census Intervals

A. Chinese Population

(1) Chinese Population of Canada

<u>Year</u>	<u>Total Population</u> (Canada)	<u>Chinese Population</u>	<u>Per Cent</u>
1921	8,787,949	39,587	4.5
1931	10,376,786	46,519	4.5
1941	11,506,655	34,627	3.0
1951	14,009,429	32,528	2.3

(2) Chinese Population of British Columbia

<u>Year</u>	<u>Total Population</u>	<u>Chinese Population</u>	<u>Per Cent</u>
1921	524,582	21,820	4.2
1931	694,263	27,139	3.9
1941	817,861	18,619	2.3
1951	1,165,210	15,933	1.4

(3) Chinese Population of Canada

<u>Year</u>	<u>Total</u> (Canada)	<u>British Columbia</u>	<u>Other Provinces</u>	<u>Per Cent</u> <u>in B.C.</u>
1921	39,587	21,820	17,767	55.1
1931	46,519	27,139	19,380	58.3
1941	34,627	18,619	16,008	53.8
1951	32,528	15,933	16,595	48.5

Source: Department of Immigration and Colonization: 1918-1936.
Department of Mines and Resources: 1937-1949.
Department of Citizenship and Immigration: 1950-1956.

Appendix G

Number of Hong Kong Students at McGill University in Selected Years
Their Ranking in Total in Comparison with Students from Other
Countries (Excluding U.S.A.):—

Academic Year	Ranking			
1950 - 1951	(1) Jamaica 124	(2) U.K. 93	(10) Hong Kong 4	
1952 - 1953	(1) U.K. 53	(2) Jamaica 50	(7) Hong Kong 15	
1954 - 1955	(1) Jamaica 66	(2) U.K. 48	(3) Hong Kong 27	
1956 - 1957	(1) Jamaica 73	(2) U.K. 66	(3) Hong Kong 49	
1958 - 1959	(1) U.K. 137	(2) Hong Kong 105	(3) Jamaica 82	
1960 - 1961	(1) Hong Kong 156	(2) U.K. 137	(3) Trinidad 75	
1962 - 1963	(1) Hong Kong 145	(2) U.K. 139	(3) Jamaica 82	

Source: Selected McGill University Annual Reports. 1950-1962.

Appendix H

Courses Offered at Ten Selected Universities:-

University Courses	Alberta	British Columbia	Dalhousie	Manitoba	McGill	Newfound- land	New Bruns- wick	Ottawa	Saskatchewan	Toronto
Agriculture	V	V		V	V				V	V
Anthropology		V		V	V	V	V			V
Architecture		V		V	V					V
Biochemistry	V	V		V	V			V	V	V
Botany	V	V	V	V	V		V	V	V	V
Business; Commerce	V	V	V	V	V	V	V	V	V	V
Chemistry	V	V	V	V	V	V	V	V	V	V
Classics	V	V	V	V	V	V	V	V	V	V
Dentistry	V		V	V	V					V
Economics	V	V	V	V	V	V	V	V	V	V
Education	V	V	V	V	V	V	V	V	V	V
Engineering (Chemical)	V	V			V		V	V	V	V
Engineering (Civil)	V	V		V	V		V		V	V
Engineering (Electrical)	V	V		V	V		V	V	V	V
Engineering (Geological)		V		V					V	V
Engineering (Mechanical)	V	V		V	V		V		V	V
Engineering (Metallurgical)	V	V			V					V
Engineering (Mining)	V	V			V					V
Engineering (Petroleum)									V	
Engineering (Physics)	V	V	V	V	V				V	V
English	V	V	V	V	V	V	V	V	V	V

Appendix H (Continued)

University Courses	Alberta	British Columbia	Dalhousie	Manitoba	McGill	Newfound- land	New Bruns- wick	Ottawa	Saskatchewan	Toronto
Entomology	V									V
Fine Arts		V		V						V
Food Chemistry Food Technology		V							V	V
Forestry		V					V			V
French	V	V	V	V	V		V	V	V	V
Genetics	V				V					
Geography	V	V		V	V			V	V	V
Geology		V	V	V	V	V	V	V	V	V
Geophysics	V				V					
German	V	V	V	V	V		V	V	V	V
History	V	V	V	V	V	V	V	V	V	V
Home Economics	V	V		V	V			V	V	V
International Studies		V		V						
Italian		V								V
Journalism										
Law	V	V	V		V		V	V	V	V
Library Science		V			V			V		V
Mathematics	V	V	V	V	V	V	V	V	V	V
Medicine	V	V	V	V	V			V	V	V
Medieval Studies		V								
Microbiology and/or Bacteriology		V		V	V					V
Music	V	V			V				V	V
Nursing	V	V	V		V		V	V	V	V
Nutrition									V	V

Appendix H (Continued)

University Courses	Alberta	British Columbia	Dalhousie	Manitoba	McGill	Newfound- land	New Bruns- wick	Ottawa	Saskatchewan	Toronto
Pharmacy	V	V	V	V					V	V
Philosophy	V	V	V	V	V		V	V	V	V
Physical and Health Education	V	V			V	V	V	V	V	V
Physical and Occupational Therapy	V	V		V	V					V
Physics	V	V	V	V	V	V	V	V	V	V
Physiology	V	V			V				V	V
Political Science	V	V	V	V	V		V	V	V	V
Psychology	V	V	V	V	V		V	V	V	V
Secretarial Science										
Slavonic Studies	V	V		V						V
Social Work		V		V	V			V		V
Sociology	V	V	V	V	V	V	V	V	V	V
Spanish	V	V			V					V
Theology	V			V	V			V	V	V
Veterinary Medicine										V
Zoology	V	V	V	V	V		V		V	V

Ancient Near Eastern Studies -----	University of Toronto
Archaeology -----	University of Alberta
Asian Studies -----	University of British Columbia
Audiology -----	University of Toronto
East Asiatic Studies -----	University of Toronto
Aeronautical Engineering -----	University of Toronto
Industrial Engineering -----	University of Toronto
Interior Design -----	University of Manitoba
Statistics -----	University of Manitoba
Surveying -----	University of New Brunswick
Theatre -----	University of British Columbia

Source: Commonwealth Universities Year Book 1964.

Appendix I

Institutions Offering Instruction in Various Fields of Study

1. Arts and/or Science

Newfoundland

- + Memorial University of Newfoundland, St. John's,
St. Bride's College, St. John's (W).

Prince Edward Island

St. Dunstan's University, Charlottetown.

Nova Scotia

- + Acadia University, Wolfville.
- + Dalhousie University, Halifax.
- University of King's College, Halifax.
- + Mt. St. Vincent College, Halifax.
- + St. Francis Xavier University, Antigonish.
- Mount St. Bernard College, Antigonish (W).
- + St. Mary's University, Halifax (M).

New Brunswick

- + Mount Allison University, Sackville.
- + University of New Brunswick, Fredericton.
- St. Thomas University, Chatham.

Quebec

- + Bishop University, Lennoxville.
- Loyola College, Montreal (M).
- + McGill University, Montreal.
- Sir George Williams University, Montreal.

Appendix I (Continued)

Ontario

- + Assumption University of Windsor, Windsor.
Canterbury College, Windsor.
Essex College, Windsor.
Holy Names College, Windsor (M).
Holy Redeemer College, Windsor.
- + Carleton University, Ottawa.
Holy Rosary Scholasticate, Ottawa.
Laurentian University of Sudbury, Sudbury.
- + McMaster University, Hamilton.
Mount Carmel College, Niagara Falls.
- + University of Ottawa, Ottawa.
- + Queen's University, Kingston.
St. Augustine's Seminary, Toronto (M).
- + University of Toronto, Toronto.
- + University of St. Michael's College, Toronto.
- + Pontifical Institute of Mediaeval Studies, Toronto.
St. Michael's College, Toronto.
Trinity College, Toronto.
Victoria College, Toronto.
York University, Toronto.
- + University of Waterloo, Waterloo.
University of St. Jerome's College, Kitchener.
Waterloo University College of Arts, Waterloo.

Appendix I (Continued)

Ontario (Continued)

- + University of Western Ontario, London.
- Huron College, London.
- St. Peter's Seminary College of Arts, London.
- Ursuline College, London.
- Waterloo College of Arts, Waterloo.

Manitoba

- + University of Manitoba, Fort Garry, Winnipeg.
- Brandon College Inc., Brandon.
- + St. John's College, Winnipeg.
- + St. Paul's College, Winnipeg.
- + United College, Winnipeg.

Saskatchewan

- Notre Dame College, Wilcox.
- St. Charles Scholasticate, Battleford (M).
- St. Thomas College, North Battleford (M).
- University of Saskatchewan, Saskatoon.
- St. Thomas More College, Saskatoon.

Alberta

- University of Alberta, Edmonton and Calgary.

British Columbia

- University of British Columbia, Vancouver.
- Victoria College, Victoria.

Appendix I (Continued)

2. Agriculture

- Prince of Wales College, Charlottetown, P.E.I.
- + Macdonald College, Ste-Anne-de-Bellevue, Quebec.
 - + Ontario Agricultural College, Guelph, Ontario.
 - + University of Manitoba.
 - + University of Saskatchewan.
 - + University of Alberta.
 - + University of British Columbia.

3. Architecture

- Nova Scotia Technical College, Halifax.
- + McGill University.
 - + University of Toronto.
 - + University of Manitoba.
 - + University of British Columbia.

4. Applied Science and Engineering

- Memorial University, Newfoundland.
- Prince of Wales College.
- St. Dunstan's University.
- Acadia University.
- Dalhousie University (1,2).
- + Nova Scotia Technical College (3).
- St. Francis Xavier University (1).
- St. Mary's University.

Appendix I (Continued)

4. Applied Science and Engineering (Continued)

Mt. Allison University.

+ University of New Brunswick.

Loyola College (1).

+ McGill University.

Sir George Williams University (1).

Assumption University of Windsor.

Essex College, Windsor.

Carleton University.

+ McMaster University.

+ University of Ottawa.

+ Queen's University.

+ University of Toronto.

+ University of Western Ontario.

+ University of Manitoba.

+ University of Saskatchewan.

+ University of Alberta.

Mt. Royal College, Calgary, Alberta.

+ University of British Columbia.

5. Commerce and Business Administration

Memorial University of Newfoundland.

Prince of Wales College.

St. Dunstan's University.

Acadia University.

Dalhousie University.

Appendix I (Continued)

5. Commerce and Business Administration (Continued)

St. Francis Xavier University.

St. Mary's University.

Mt. Allison University.

University of New Brunswick.

Bishop University.

Loyola College.

+ McGill University.

Sir George Williams University.

Assumption University of Windsor.

Essex College, Windsor.

Carleton University.

Laurentian University of Sudbury.

McMaster University.

University of Ottawa.

+ Queen's University.

+ University of Toronto.

Waterloo University College of Arts, Waterloo.

+ University of Western Ontario.

Christ the King College, London.

University of Manitoba.

University of Saskatchewan.

University of Alberta, Edmonton campus.

Mt. Royal College, Calgary.

+ University of British Columbia.

Appendix I (Continued)

6. Dentistry

Dalhousie University.

McGill University.

+ University of Toronto.

University of Manitoba.

University of Alberta.

7. Education

Memorial University of Newfoundland.

St. Dunstan's University.

+ Acadia University.

Dalhousie University.

+ Mt. St. Vincent College.

St. Francis Xavier University.

+ St. Mary's University.

+ Mt. Allison University.

University of New Brunswick.

St. Thomas University.

+ Bishop's University.

+ McGill University.

+ MacDonald College.

+ University of Toronto.

Ontario College of Education.

+ University of Ottawa.

Appendix I (Continued)

7. Education (Continued)

- + University of Manitoba.
Brandon College.
- + University of Saskatchewan.
- + University of Alberta.
Canadian Union College, College Heights, Alberta.
Concordia College, Edmonton.
- + University of British Columbia.
Victoria College.

8. Home Economics and Dietetics

- Prince of Wales College.
- Acadia University.
- Mount St. Vincent College.
- St. Francis Xavier University.
- Mount Allison University.
- McGill University.
- MacDonald College (nutrition).
- Assumption University of Windsor.
- University of Ottawa.
- + University of Toronto.
Ontario Agricultural College.
MacDonald Institute.
University of Western Ontario.

Appendix I (Continued)

8. Home Economics and Dietetics (Continued)

University of Manitoba.

University of Saskatchewan.

University of Alberta.

Canadian Union College.

University of British Columbia.

9. Interior Design

University of Manitoba.

10. Journalism

University of King's College. (4)

Mount St. Vincent College. (4)

St. Mary's University. (4)

Carleton University.

University of Western Ontario. (4)

11. Law

Canon Law - + University of Ottawa.

Civil Law - + McGill University.

+ University of Ottawa.

Common Law - + Dalhousie University.

University of New Brunswick.

+ Osgoode Hall Law School.

+ University of Ottawa.

Queen's University.

Appendix I (Continued)

11. Law (Continued)

- + University of Western Ontario.
- University of Toronto.
- + Manitoba Law School (University of Manitoba).
- University of Saskatchewan.
- University of Alberta.
- University of British Columbia.

12. Library Science

- Mount Sant Vincent College. (4)
- St. Francis Xavier University.
- + McGill University.
- + University of Ottawa.
- + University of Toronto.
- + University of British Columbia.

13. Medicine

- + Dalhousie University.
- + McGill University.
- + University of Ottawa.
- + Queen's University.
- + University of Toronto.
- + University of Western Ontario.
- + University of Manitoba.
- + University of Saskatchewan.
- + University of Alberta.
- + University of British Columbia.

Appendix I (Continued)

14. Music

- + Acadia University.
- Dalhousie University.
- Mt. Saint Vincent College.
- Mount Allison University.
- McGill University.
- University of Ottawa.
- + University of Toronto.
- University of Manitoba.
- University of Western Ontario.
- University of British Columbia.

15. Oceanography

- + University of British Columbia.

16. Optometry

- College of Optometry of Ontario.
- University of Toronto.

17. Pharmacy

- + Dalhousie University.
- Maritime College of Pharmacy, Halifax.
- + University of Toronto.
- University of Manitoba.
- University of Saskatchewan.
- + University of Alberta.
- + University of British Columbia.

Appendix I (Continued)

18. Social Work

- + Maritime School of Social Work.
- + McGill University.
- + University of Toronto.
- + University of Manitoba.
- + University of British Columbia.

19. Veterinary Science

- + Ontario Veterinary College, Guelph (University of Toronto)

Note: + graduate studies

- (M) Men only
- (W) Women only
- (1) Final two years for degree taken elsewhere.
- (2) Full degree course in Engineering Physics only.
- (3) Offer final two years of degree course.
- (4) Diploma course only.

Source: Canadian Institutions of Higher Education 1961.
pp. 55 - 62.

Appendix J

Faculties in Which Hong Kong Students are Enrolled at McGill University:-

Faculty Year	Arts	Science	Commerce	Engineering	Architecture	Dentistry	Agriculture	Home Economics	Medicine	Diploma Medicine	Nursing	Library Science	Social Work	Graduate Studies	Partial	TOTAL
1950 - 1951				M 1 W 0					M 2 W 0					M 0 W 1		3 4 1
1955 - 1956		M 7 W 1	M 2 W 0	M 14 W 1				M 0 W 1	M 2 W 2				M 0 W 1	M 1 W 3		26 35 9
1956 - 1957	M 0 W 1	M 16 W 12		M 19 W 1	M 3 W 0	M 1 W 0	M 1 W 0		M 1 W 0	M 1 W 0			M 0 W 1	M 2 W 1		43 49 6
1957 - 1958	M 0 W 1	M 16 W 3	M 1 W 0	M 35 W 0	M 1 W 1	M 2 W 0	M 1 W 0	M 0 W 1	M 3 W 1					M 4 W 1	M 1 W 0	63 70 7
1958 - 1959	M 0 W 1	M 29 W 4	M 2 W 0	M 46 W 0	M 8 W 1	M 2 W 0		M 0 W 1	M 5 W 2					M 3 W 0	M 1 W 0	96 105 9
1959 - 1960	M 1 W 2	M 44 W 4	M 3 W 0	M 47 W 0	M 8 W 1	M 1 W 0			M 11 W 3	M 1 W 0			M 0 W 1	M 3 W 0	M 1 W 0	121 133 12
1960 - 1961	M 0 W 1	M 45 W 6	M 5 W 0	M 54 W 0	M 10 W 0	M 1 W 0			M 15 W 4	M 1 W 0			M 0 W 2	M 9 W 1		140 156 16
1962 - 1963	M 2 W 1	M 37 W 9	M 4 W 0	M 36 W 0	M 7 W 1				M 17 W 3	M 1 W 0	M 0 W 1		M 0 W 1	M 20 W 1	M 3 W 0	128 145 17

Source: Selected McGill University Annual Reports, 1950 - 1962.

Appendix K

Total Enrolments of Hong Kong Undergraduate Students
by Faculties of Seven Universities

Faculties	Academic year				
	1955-1956	1960-1961	1961-1962	1962-1963	1963-1964
Arts	3	8	6	8	10
Science	81	50	31	44	61
Com.	2	3	6	1	2
Eng.	17	20	22	20	16
Arch.	0	0	0	0	7
Mus.	0	0	0	0	0
Ed.	0	0	1	0	1
Dent.	0	2	2	3	2
Phar.	0	0	2	1	1
Law	0	0	0	2	1
Med.	1	14	10	7	7
Lib. Sc.	0	0	0	0	other 1
Social work	4	3	4	4	8
Total	108	100	84	90	117

Note: Seven universities:
University of Western Ontario
University of New Brunswick
McMaster University
Dalhousie University
Carleton University
University of Alberta (Calgary)
University of Manitoba

Source: Registrars' Questionnaires Returns

Appendix L

Hong Kong Undergraduate Student Enrolment in Various Faculties from Seven Universities:-

Academic Year	University	Arts	Science	Comm.	Engin.	Arch.	Music	Ed.	Dent.	Pharm.	Law	Med.	Lib. Sc.	Soc. Work	Other	Total
1955 - 1956	Western Ontario	0	0	0	0							0		0		0
	New Brunswick	1	0	0	1							0		0		2
	McMaster	1	1	1	0							0		3		6
	Dalhousie	1	2	0	0							0		0		3
	Alberta	0	0	0	0							0		0		0
	Carleton	0	0	1	0							0		0		1
	Manitoba	0	##78	0	+16							1		1		96
1960 - 1961	Western Ontario	0	##13	0	0			0				0		0		13
	New Brunswick	2	1	1	8			0				0		0		12
	McMaster	1	2	0	0			0				0		3		6
	Dalhousie	1	18	1	4			1				7		0		32
	Alberta	0	0	0	0			0				0		0		0
	Carleton	3	6	1	0			0				0		0		10
	Manitoba	1	10	0	8			1				7		0		27
1961 - 1962	Western Ontario	0	##5	0	0			0	0			0		0		5
	New Brunswick	2	2	3	10			0	0			0		0		15
	McMaster	0	2	1	1			0	0			0		4		8
	Dalhousie	1	13	1	6			0	0			6		0		27
	Alberta	0	0	0	0			0	0			0		0		0
	Carleton	2	6	1	0			0	0			0		0		9
	Manitoba	3	9	0	5			1	2			4		0		24
1962 - 1963	Western Ontario	0	3	0	2				0	0	0	0		0		5
	New Brunswick	3	1	1	9				0	0	0	0		0		14
	McMaster	2	1	0	1				0	0	0	0		4		8
	Dalhousie	0	9	0	4				3	0	0	4		0		20
	Alberta	0	1	0	1				0	0	2	0		0		4
	Carleton	3	*7	0	*1				0	0	0	0		0		11
	Manitoba	0	22	0	2				0	1	0	3		0	0	28
1963 - 1964	Western Ontario	0	*3	0	1					0	0	2		0	0	6
	New Brunswick	0	1	0	7					0	0	0		0	0	8
	McMaster	2	1	2	3					0	0	0		0	1	9
	Dalhousie	2	12	0	0			1	1	0	1	4		0	0	21
	Alberta	0	1	0	0			0	0	0	0	0		0	0	1
	Carleton	3	8	0	*3			0	0	0	0	0		0	0	14
	Manitoba	3	35	0	2	7		0	1	1	0	3		0	0	52

Source: Registrars' Questionnaires Returns.

Note: # Arts and Science together

* Includes graduates as well

+ Engineering plus Architecture

Appendix M

Hong Kong Students in Canadian Universities and Colleges:-

Academic year	Hong Kong students total enrolments	Percentage of Hong Kong students to other foreign students in Canada	Percentage of Hong Kong students to the total student enrolments in Canada
1958 - 59	613	10.2%	.64%
1959 - 60	594	9.2%	.57%
1960 - 61	676	9.3%	.57%
1961 - 62	674	8.5%	.52%
1962 - 63	609	7.0%	.43%

Source: D.B.S. Survey of Higher Education 1961-62. p.34.

Extra data provided by F.E. Whitworth, Head of Educational Section, D.B.S.

Appendix N

Number of Hong Kong Students by Provincial Divisions:-

Divisions	1958	1959	1960	1961	1962
	- 1959	- 1960	- 1961	- 1962	- 1963
Atlantic Provinces ¹	126	106	83	118	92
Quebec	133	168	205	210	205
Ontario	176	179	228	209	219
Western Provinces ²	178	141	160	137	93
Canada	613	594	676	674	609

Source: D.B.S. Survey of Higher Education 1961-62. p.40.

Note: 1. Includes New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland.

2. Includes British Columbia, Alberta, Saskatchewan, Manitoba.

Appendix O

Full Time Hong Kong Students at McGill University:-

Academic year	Total full time Hong Kong students	Men	Women	Percentage of Hong Kong students to the foreign students
1950 - 1951	4	3	1	0.44%
1955 - 1956	35	26	9	3.78%
1956 - 1957	49	43	6	5.21%
1957 - 1958	70	63	7	6.46%
1958 - 1959	105	96	9	9.01%
1959 - 1960	133	121	12	10.91%
1960 - 1961	156	140	16	12.34%
1962 - 1963	145	128	17	10.32%

Source: Selected McGill University Annual Reports.
1950 - 1962.

Appendix P

Student Questionnaire Sample

4200 St. Andre Street,
Montreal 34, Quebec.

Dear Fellow Student

I am a student from Hong Kong, who came to study in Canada in September 1960. I am now pursuing graduate studies at the Institute of Education at McGill University.

In view of my own experience in Canada, and after many discussions with other Hong Kong students, I decided that it would be of help to all students from Hong Kong who might come to Canada for study if I could gather the opinions of Hong Kong students now in Canada about their experience here. I am hoping therefore that you will co-operate with me by filling in the questionnaire which is enclosed, and returning it to me. I hope to be able to use the results in my own graduate thesis, but mainly want to help other students who will follow us here.

There is no need to put your name on the questionnaire - though if you live in Montreal it would help me to get in touch with you personally. Please be as full and frank in your replies as possible, and I thank you now for your co-operation.

My best wishes for a successful year.

Yours sincerely,

Mabel Young 楊子燕
Mabel Young

March 9th, 1964.

STUDENT QUESTIONNAIRE

Will you please complete the statements below, by writing in the necessary words, or by placing a check mark in the correct space.

I am a student from Hong Kong, of _____ sex, and age _____ years, now attending the following University or College _____

I entered a Canadian University as a Freshman _____ Sophomore _____ Junior _____ Graduate student _____ (place a tick in the correct space).

The highest educational level reached by me in Hong Kong was:-

Form 5 _____ Form 6 Lower _____ Form 6 Upper _____

Chinese Middle School Senior Year _____

Post Secondary college in the _____ Year.

Technical college in the _____ year.

Teaching training college in the _____ year.

Before entering Canada, I possessed the following certificate or certificates:- (place a tick for each one you possessed)

English School Certificate _____ granted in the year _____.

Chinese School Certificate _____ granted in the year _____.

Hong Kong University Matriculation (Ordinary Level) _____ in the year _____ with _____ subjects.

Hong Kong University Matriculation (Advanced Level) _____ in the year _____ with _____ subjects.

London University G.C.E. (Ordinary Level) _____ in the year _____
with _____ subjects.

London University G.C.E. (Advanced Level) _____ in the year _____
with _____ subjects.

In Hong Kong I entered the following school or schools:-
(Write in the names of all which you attended at the levels
given.)

In Form 5 _____

In Form 6 _____

Chinese Middle School _____

Other schools after I was 16 _____

I spent _____ years in school learning English. Outside of school,

I had the following opportunities to practise or to continue to
learn English. (Please write in what opportunities you had.) _____

On coming to Canada I could read English:- (indicate the one answer
which applied to you.)

Fluently ____ easily ____ with some difficulty ____ only with great
difficulty ____

At that time I could speak English so that I could be understood
by Canadians:-

with no difficulty ____ with some difficulty ____ only with great
difficulty ____

At that time I could follow lectures given in English:-

with ease ____ with little difficulty ____ with more than average
difficulty ____ I could not understand the lectures very well ____

On coming to Canada I could write English:- fluently and correctly ____
with difficulty, using a grammar and dictionary ____ hardly at
all ____.

I chose the University I am now attending:- (if you wish to choose
more than one answer, write 1, 2, 3, etc. in the order of their
importance.)

As one out of many to which I applied ____

On the recommendation of a friend ____

On the reputation of the University ____

By knowledge of the area in which it was located ____

By very full and detailed knowledge about the University ____

In choosing my present course of study, I was influenced by:- (if
you wish to choose more than one answer, write 1, 2, 3, in the order
of their importance.)

My interest in the subject or course ____

My ability in the subject during my last year in school ____

The prospects of future employment in the field ____

The decision of my parents ____

PART B

Would you now answer the following questions concerning University activities. Place a check mark against the answer most appropriate for you.

1. Do you like your life at university?

Academically? Yes ____ No ____ Socially? Yes ____ No ____

2. If you had the chance, would you want to transfer to another university at your present level? Yes ____ No ____

My reasons, in brief, would be _____

3. If you are now an undergraduate, would you want to pursue Graduate Study in Canada? Yes ____ No ____ If the answer is yes, would you wish to continue at your present University?

Yes ____ No ____ My reasons, in brief, would be _____

4. Are you resident in student residence ____, Fraternity or Sorority ____, in a boarding house with a Chinese family ____, in a boarding house with a Canadian family ____.

5. Do you cook your own meals? Yes ____ No ____

6. If you had the chance, would you want to change your present way of living (from 4 and 5 above)? Yes ____ No ____

7. Do you take any part in campus activities? Yes ____ No ____

8. Are you a member of any clubs or societies? Yes ____ No ____

If the answer is yes, give the societies and your position, if any,

Society _____ Position _____

9. Apart from attending lectures, about how many hours each week do you study.

About _____ hours.

10. Apart from attending lectures and study, how does your time seem to be spent?

11. How friendly are you with Canadian students?

Friendly with more than two or three? _____

Friendly with just one or two? _____

Not friendly with Canadian students _____

12. Do Canadian students make friends with you? Yes _____ No _____

13. How often have you stayed in the homes of Canadian students?

Often _____ Occasionally _____ Once _____ Never _____

14. Have you shared rooms with them at any time? Yes _____ No _____

15. How do you regard their attitude to us Hong Kong students?

Excellent _____ Good _____ Fair _____ Poor _____

PART C

In order that some advice can be given to other Hong Kong students who will come to Canada, the following information on financial matters would prove most helpful. Would you make the best estimates you can?

16. Estimated expenses for one academic year are as follows:-

Tuition _____ Room and Board _____ Clothes _____
Books and Stationery _____ Amusement _____ Travel _____
Other major expenses _____ (specify) _____

Total expenses (not necessarily the total of the above) _____

17. What amount of financial support do you receive from home?

Entirely supported _____ Supported for about half of my
expenses _____ Some support, but less than half of my expenses _____
From personal savings _____ No support from home _____

18. Are you able to earn money during the summer? Yes _____ No _____

If you do, what kind of employment do you secure? _____

19. If you earn money during the summer, what part of your fees and
expenses does it cover?

Whole _____ More than half _____ Less than half _____ Less than
one quarter _____

20. Do you do any part-time work during the academic session?

Yes _____ No _____ Is the part-time work academic in nature,
assistantship _____ tutoring other students _____ other (please
specify) _____

Is the part-time work as a waiter _____ salesman _____ or other
non-academic work _____ such as _____

21. Do you hold any scholarships or bursaries? Yes _____ No _____

Are these provided from Hong Kong? Yes _____ No _____

Does your present University provide any scholarship for you?
Yes ____ No ____ If the answer is yes, for how long is the
scholarship granted?
For ____ years. The annual value of the scholarship
is ____ Does it also pay your fees? Yes ____ No ____

PART D

This final section deals with some of the difficulties which some
of us have experienced since coming to Canada.

22. Did you find that your level of proficiency in English was any
handicap when you first came? Yes ____ No ____

If you had any difficulty, was it in the comprehension of the
text books? Yes ____ No ____ Was it in understanding
lectures? Yes ____ No ____ Was it in writing examinations?
Yes ____ No ____ Did you have difficulty in conversation with
lecturers? Yes ____ No ____

23. Having been in Canada for at least a year, do you now have the
same difficulty which you may have had before? (as your answer
to 22 showed)

Same difficulty ____ Much less difficulty ____ None at all ____.
The difference, if there is one, can be attributed to _____

24. How hard did you find the courses?

Harder than expected ____ About as hard as expected ____
Easier than expected ____ Much easier than expected ____

25. How many courses are you now taking ? _____
Do you think that number is too great? Yes ____ No ____
26. In which language would you find it easiest to write examinations? English _____ Chinese _____ other (specify) _____

27. Would you consider your progress is being hindered by minor difficulties of the following kinds? Academic ____
Social ____ Physical ____ Mental ____ Financial ____ other ____
(please specify) _____
28. If you meet difficulties of any of the kinds given above, do you seek help from any source? Yes ____ No ____
From a guidance counsellor ____ From a Faculty member ____
From a foreign students' advisor ____ from other source ____
(specify) _____
29. Was such help of value? Yes ____ No ____
30. If you have any further information which might be of value if brought to the attention of any other Hong Kong students who might come to Canada, please add it below.

Mabel Young,
4200 St. Andre Street,
Montreal 34, Quebec.

Appendix Q

Registrar Questionnaire Sample

_____ University.

If this information is readily available elsewhere, please give source and omit this section.

Source -----

A. Enrolment

Years	<u>Total No. of Students</u>	<u>Total Foreign Students</u>	<u>Hong Kong Students</u>
1945	-----	-----	-----
1950	-----	-----	-----
1955	-----	-----	-----
1960	-----	-----	-----
1961	-----	-----	-----
1962	-----	-----	-----
1963	-----	-----	-----

B. Distribution of Hong Kong undergraduate students by faculties:

	1945	1950	1955	1960	1961	1962	1963
Arts	----	----	----	----	----	----	----
Science	----	----	----	----	----	----	----
Engineering	----	----	----	----	----	----	----
Commerce	----	----	----	----	----	----	----
Architecture	----	----	----	----	----	----	----
Dentistry	----	----	----	----	----	----	----
Pharmacy	----	----	----	----	----	----	----

	1945	1950	1955	1960	1961	1962	1963
Education	----	----	----	----	----	----	----
Medicine	----	----	----	----	----	----	----
Music	----	----	----	----	----	----	----
Law	----	----	----	----	----	----	----
Library Science	----	----	----	----	----	----	----
Social Work	----	----	----	----	----	----	----
Other	----	----	----	----	----	----	----

C. Admission requirements for students from Hong Kong:

Below are listed some certificates which may be possessed by students from Hong Kong. Please check the minimum level of certification acceptable for admission to the programmes indicated.

<u>Type of Certification</u>	<u>First year</u>	<u>Second year</u>	<u>Third year</u>	<u>Graduate study</u>
Hong Kong School Certificate	-----	-----	-----	-----
Hong Kong University Matric. with five O level	-----	-----	-----	-----
H.K. U. Matric. with more than two A level	-----	-----	-----	-----
London G.C.E. O level with five subjects	-----	-----	-----	-----
London G.C.E. A level with two subjects	-----	-----	-----	-----
London G.C.E. A level with more than two subjects	-----	-----	-----	-----

<u>Type of Certification</u>	<u>First year</u>	<u>Second year</u>	<u>Third year</u>	<u>Graduate study</u>
Chinese School Cert.	-----	-----	-----	-----
First Year Post- Secondary College	-----	-----	-----	-----
Second Year Post- Secondary College	-----	-----	-----	-----
Third Year Post- Secondary College	-----	-----	-----	-----
Fourth Year Post- Secondary College	-----	-----	-----	-----
First Year Technical College	-----	-----	-----	-----
Second Year Technical College	-----	-----	-----	-----
Third Year Technical College	-----	-----	-----	-----
First Year Teacher Training	-----	-----	-----	-----
Second Year Teacher Training	-----	-----	-----	-----
Degrees from Hong Kong University	-----	-----	-----	-----
Degrees from Taiwan Universities	-----	-----	-----	-----
Degrees from American Universities	-----	-----	-----	-----

D. Other admission requirements

In admitting Hong Kong students, are you guided by any of
the following considerations?

	Undergraduate Level	Graduate Level
Recommendations on referees' reports	-----	-----
Quota of overseas admissions	-----	-----
Quota by sex of applicant	-----	-----
Age limit	-----	-----

E. Residence requirements

Is residence in College, or Hall of Residence required for
male students in:

First Year	Second Year	Third or later years
-----	-----	-----

Is residence in College or Hall of Residence required for
female students in:

First Year	Second Year	Third or later years
-----	-----	-----

F. English Proficiency Tests

Do you require proof of proficiency in English before
admission?

-----.

What form does this proof take?

Language tests	-----
English results in certificate examination	-----
Consular certificate	-----
Referees' reports	-----

G. Weakness in English discovered after admission

In this event, do you

Provide remedial instruction -----

Require attendance at a special course
provided by the English Department -----

Require a pass mark in First Year English-----

Require the student to repeat in English
a course he has taken in his own
language before coming to Canada -----

Require the student to withdraw -----

Our practice is -----

H. Guidance services for students are available in the form of:-

Educational guidance -----

Vocational guidance -----

Employment placement -----

Orientation programme -----

Foreign students' advisory service -----

Appendix R

Level of Admission Required of Hong Kong Students in Seven Selected Universities:-

Types of Certificates	Alberta 1 2 3 G	Carleton 1 2 3 G	Dalhousie 1 2 3 G	Manitoba 1 2 3 G	McMaster 1 2 3 G	New Brunswick 1 2 3 G	Western Ontario 1 2 3 G
Hong Kong School Certificate							
Hong Kong University Matriculation (O.L.)		V	V			V	
Hong Kong University Matriculation (A.L.)	V	V		V	V		V
London General Certificate of Education (O.L.)		V	V			V	
London General Certificate of Education (A.L.)	V	V		V	V	Vt	V
Chinese School Certificate							
Post-Secondary College (1st year)	c	s			a	m	
Post-Secondary College (2nd year)	c	s			a	m	
Post-Secondary College (3rd year)	c				a	m	
Post-Secondary College (4th year)	c				a	m	
Technical College (1st year)					a	m	
Technical College (2nd year)					a	m	
Technical College (3rd year)					a	m	
Hong Kong University degrees	V	u				V	V
Taiwan Universities degrees	V	u				V	V
Canadian Universities degrees	V	V		V		V	V
American Universities degrees	V	V		V		V	V

Source: Returns from the Registrars' Questionnaires.

Note:

- c: Possible advanced credits.
- s: After Hong Kong Certificate.
- u: Depending on undergraduate program and standing.
- a: Level of admission depends on the course sought.
Also the level of achievement makes a difference.
- t: With three advanced level only.
- m: Special consideration if matriculation is satisfactory.

Appendix S

Proof of English Proficiency Demanded of Hong Kong Students by the Seven Universities:-

Proof University	Language Test	English results in Certificate Examination	Consular Certifi- cate	Referees' reports
Alberta	V			
Carleton	V			
Dalhousie	V	V		V
Manitoba	V	V	sometimes	
McMaster	V			
New Brunswick	V			
Western Ontario	V ¹	V ²		

Source: Returns from the Registrars' Questionnaires.

Note: 1. Michigan Language Test chiefly.

2. English Language and Literature: Ordinary or Advanced Level.

Appendix T

Treatment of Weakness in English Discovered in Hong Kong Students After Admission at the Seven Universities:-

Treatment	Al- berta	Carle- ton	Dal- housie	Mani- toba	Mc- Master	New Brun- swick	Western Ontario
Require attendance at a special course provided by the English Department			V			V	
Require a pass mark in First Year English							V
+Provide remedial instruction					V		
Require the student to repeat in English a course he has taken in Chinese before coming to Canada							
Require to with- draw							
Our practice is	V ¹	V ²		V ³		V ⁴	

Source: Returns from the Registrars' Questionnaires.

Note: +On an individual basis.

1. To recommend deferment of Freshman English until second year. The student is then on his own.
2. To ask the student to withdraw from one course which he may take in the following summer session; arrange coaching when possible.
3. Our practice is not to provide remedial courses in English. We do, however, waive the second language requirement for students whose native tongue is Arabic, Chinese, Japanese, Urdu or Hindustani, in order that they might devote a good deal of attention to the regulation on courses in English which, up to the present time have been obligatory in all our curricula.
4. Recommended as capable of carrying on work in English language by testing service of Michigan, Cambridge (England) and Educational Testing Service.

Appendix U

Student Personnel Services Provided at the Selected Universities:-

University	Educational Guidance	Vocational Guidance	Employment Placement	Health Service	Orientation Programme	Housing	Foreign Students Advisor
Acadia			V	V	V		
* Alberta	V	V	V	V		V	
British Columbia	V	V	V	V	V	V	
* Carleton	V	V	V	V		V	V
* Dalhousie	V		V	V			V
* Manitoba			V	V	V		V
McGill	V	V	V	V	V	V	
Newfoundland	V	V	V	V			
* McMaster			V	V	V		V
Mount Allison	V	V	V	V			
Mount St. Vincent College	V	V	V	V			
* New Brunswick	V	V	V	V		V	V
Ottawa			V	V			
Queen's			V	V		V	
St. Francis Xavier				V			
St. Mary's	V	V	V	V			
Saskatchewan			V	V			
Toronto	V	V	V	V	V	V	V
Waterloo			V	V			
* Western Ontario	V		V	V			V
Windsor	V	V	V	V		V	

Source: Unasterisked entries are from University Calendars. 1963 - 64.
Asterisked entries are from registrars' responses.

Appendix V

List of Universities by Location¹, Population of Town², Date of Founding, Religious Affiliation,
Co-education, Student Enrolment³:-

Name of University	Location & Population	Date of Founding	Religious Affiliation	Co-education	Student Enrolment	
Acadia	Wolfville, Nova Scotia. Population 2,323	1838	Baptist	Co-educational	Undergraduate Graduate Total Foreign Student	1,023 9 <u>1,032</u> 10.5%
Alberta	Edmonton, Alberta. Population 337,568 Calgary, Alberta. Population 279,062	Edmonton 1908 Calgary 1945	Provincial	Co-educational	Undergraduate Graduate Total Foreign Student	7,524 471 <u>7,995</u> 2.5%
Bishop's	Lennoxville, Quebec. Population 3592	1843	Anglican	Co-educational	Undergraduate Graduate Total Foreign Student	459 2 <u>461</u> 3.5%
British Columbia	Vancouver, British Columbia. Population 790,165	1908	Provincial	Co-educational	Undergraduate Graduate Total Foreign Student	11,804 798 <u>12,602</u> 4.3%
Carleton	Ottawa, Ontario. Population 429,750	1942	Non-denomina- tional	Co-educational	Undergraduate Graduate Total Foreign Student	1,520 33 <u>1,553</u> 4%
Dalhousie	Halifax, Nova Scotia. Population 1,893,946	1818	Non-denomina- tional	Co-educational	Undergraduate Graduate Total Foreign Student	1,778 155 <u>1,933</u> 7%
Kings' College (associated with Dalhousie)	Halifax, Nova Scotia. Population 183,946	1789	Anglican	Co-educational	Undergraduate Graduate Total Foreign Student	186 - <u>186</u> 8.5%
McGill	Montreal, Quebec. Population 2,109,509	1813	Non-denomina- tional	Co-educational	Undergraduate Graduate Total Foreign Student	7,583 924 <u>8,507</u> 17.2%

Appendix V (Continued)

Name of University	Location & Population	Date of Founding	Religious Affiliation	Co-education	Student Enrolment	
Manitoba	Winnipeg, Manitoba. Population 457,989	1877	Provincial	Co-educational	Undergraduate Graduate Total Foreign Student	4,141 292 <u>4,433</u> 7.1%
McMaster	Hamilton, Ontario. Population 2,109,509	1887	Non-denomina- tional	Co-educational	Undergraduate Graduate Total Foreign Student	1,638 201 <u>1,839</u> 4.9%
Memorial U. of Newfound- land	St. John's, Newfoundland. Population 90,838	1925	Provincial	Co-educational	Undergraduate Graduate Total Foreign Student	1,740 17 <u>1,757</u> 0.4%
Mount Allison	Sackville, Nova Scotia. Population 2,899	1843	United Church	Co-educational	Undergraduate Graduate Total Foreign Student	1,190 6 <u>1,196</u> 6.7%
Mount St. Vincent	Halifax, Nova Scotia. Population 183,946	1925	Roman Catholic	Women only	Undergraduate Graduate Total Foreign Student	439 - <u>439</u> 4.7%
New Brunswick	Fredricton, Nova Scotia. Population 19,683	1800	Provincial	Co-educational	Undergraduate Graduate Total Foreign Student	2,013 143 <u>2,156</u> 7.1%
Nova Scotia Agricultural College	Truro, Nova Scotia. Population 12,421	1905	Provincial	Co-educational	Undergraduate Graduate Total Foreign Student	112 - <u>112</u> 2.6%
Nova Scotia Technical College	Halifax, Nova Scotia. Population 183,946	1907	Provincial	Co-educational	Undergraduate Graduate Total Foreign Student	320 6 <u>326</u> 9.9%

Appendix V (Continued)

Name of University	Location & Population	Date of Founding	Religious Affiliation	Co-education	Student Enrolment	
Ottawa	Ottawa, Ontario. Population 429,750	1848	Catholic	Co-educational	Undergraduate Graduate Total Foreign Student	2,947 <u>347</u> <u>3,294</u> 9.9%
Queen's	Kingston, Ontario. Population 53,526	1841	Non-denominational	Co-educational	Undergraduate Graduate Total Foreign Student	3,071 <u>281</u> <u>3,352</u> 5.3%
St Dunstan's	Charlottetown, Prince Edward Island Population 5,459	1855	Roman Catholic	Co-educational	Undergraduate Graduate Total Foreign Student	426 <u>-</u> <u>426</u> 17.6%
St. Francis Xavier	Antigonish, Nova Scotia. Population 4,284	1853	Roman Catholic	Co-educational	Undergraduate Graduate Total Foreign Student	1,522 <u>2</u> <u>1,524</u> 2.6%
St. Mary's	Halifax, Nova Scotia. Population 183,946	1802	Roman Catholic	Men only; women in Faculty of Education	Undergraduate Graduate Total Foreign Student	573 <u>-</u> <u>573</u> 25.6%
Saskatchewan	Saskatoon, Saskatchewan. Population 95,526	1907	Provincial	Co-educational	Undergraduate Graduate Total Foreign Student	5,267 <u>266</u> <u>5,493</u> 2.7%
Sir George Williams	Montreal, Quebec. Population 2,109,509	1873	Non-denominational	Co-educational	Undergraduate Graduate Total Foreign Student	2,056 <u>-</u> <u>2,056</u> 8.5%
Toronto	Toronto, Ontario. Population 1,824,481	1827	Provincial	Co-educational	Undergraduate Graduate Total Foreign Student	7,541 <u>1,384</u> <u>8,925</u> 10.6%

Appendix V (Continued)

Name of University	Location & Population	Date of Founding	Religious Affiliation	Co-education	Student Enrolment	
St. Michael's College, federated with U. of Toronto	Toronto, Ontario. Population 1,824,481	1852	Roman Catholic	Co-educational	Undergraduate Graduate Total Foreign Student	1,212 <u>33</u> <u>1,245</u> 23%
U. of Trinity College, federated with U. of Toronto	As above	1851	Anglican	Co-educational	Undergraduate Graduate Total Foreign Student	720 <u>-</u> <u>720</u> 4.2%
Victoria U, federated with U. of Toronto	As above	1836	United Church	Co-educational	Undergraduate Graduate Total Foreign Student	1,972 <u>-</u> <u>1,972</u> 1.4%
Waterloo	Waterloo, Ontario. Population 21,366	1957	Non-denominational	Co-educational	Undergraduate Graduate Total Foreign Student	1,063 <u>42</u> <u>1,105</u> 3.9%
Waterloo Lutheran	Waterloo, Ontario. Population 21,366	1910	Lutheran	Co-educational	Undergraduate Graduate Total Foreign Student	876 <u>-</u> <u>876</u> 0.5%
Western Ontario	London, Ontario. Population 181,283	1878	Non-denominational	Co-educational	Undergraduate Graduate Total Foreign Student	3,312 <u>404</u> <u>3,716</u> 4.6%
Windsor	Windsor, Ontario. Population 193,365	1857	Roman Catholic	Co-educational	Undergraduate Graduate Total Foreign Student	1,349 <u>63</u> <u>1,412</u> 14.1%

Source: Canadian Universities and Colleges 1962.

- Note: 1. Only English speaking universities and colleges with the exception of the U. of Ottawa. Members of the National Conference of Canadian Universities and Colleges.
2. Population all based in 1961.
3. Student enrolment includes full time and degree course only in the year 1961 - 1962.

Appendix W

List of Degrees and Diplomas Offered in the Eleven Selected Universities:-

University	Degrees	Years of study	Diplomas	Years of study	Graduate degrees	Years of study
Alberta	B.A.	3 yrs.	Home Economics	2 yrs.	B.D.	A graduate degree through an affiliated theological college
	B.Sc.	3 yrs.	Engineering	3 yrs.		
	B.A. (Hon.)	4 yrs.	Secretarial Science	3 yrs.	M.A.	2 yrs. after B.A. General and 1 yr. after B.A. Honours
	B.Sc. (Hon.)	4 yrs.				
	B.Comm.	4 yrs.	Licentiate of Music	3 yrs.	M.Sc.	ditto
	B.Sc. in Home Economics	3 yrs.			M.Ed.	Time decided by condition
	B.Sc. in Agriculture	4 yrs.			M.D.	4 yrs. after 2 yrs. Pre-Med. course
	B.Sc. in Engineering	4 yrs.			Ph.D.	Minimum 3 yrs.
	B.Ed.	4 yrs.			Dr.Sc.	Minimum 7 yrs. after B.Sc.
	B.Ed. in Industrial Arts	4 yrs.			Doctor of Letters	Minimum 7 yrs. after B.A.
	D.D.S.	4 yrs. after Pre-Dental				
	LL.B.	3 yrs. after B.A. or B.Sc.				
	B.Sc. in Pharmacy	3 yrs. and practical				
	B.Sc. (Hon.) in Pharmacy	4 yrs. and practical				
	B.P.E.	3 yrs.				
	B.Sc. in Nursing	5 yrs.				
	Combination leading to double degrees:-					
	B.A. plus B.Comm.	5 yrs.				
	B.A. plus LL.B.	5 yrs.				
	B.A. plus Engineering	6 yrs.				

Appendix W (Continued)

University	Degrees	Years of study	Diplomas	Years of study	Graduate degrees	Years of study
British Columbia	B.A. General	3 yrs.	Public Health Nursing	1 yr. for graduate nurses	M.S.W.	1 yr. after B.S.W.
	B.A. Honours	4 yrs.			M.A.	1 or 2 yrs.
	B.A. Double Honours	5 yrs.	Clinical Supervision in Schools of Nursing	1 yr	M.B.A.	1 yr. for B.Comm. 2 yrs. for B.A., LL.B., B.Sc., B.S.A., or B.S.P.
	B.Comm.	4 yrs.				
	B.H.E.	4 yrs.	Agriculture-Occupational	1 yr.	M.D.	4 yrs. after B.A.
	B.P.E.	4 yrs.			M.A. Sc. Master of Forestry	1 yr. for B.A. Sc. 1 yr. for B.Sc.F.
	B.Sc. in Pharmacy	4 yrs. plus 1 yr. apprenticeship	Hospital Administration	1 yr.	M.Sc. in Agriculture	2 yrs. for B.Sc. Agric. General 1 yr. for Honours
	B.Ed. (Elementary School Teaching)	1 yr. after B.A. plus 1 yr. experience			Ph.D.	3 yrs. for M.A. or B.A. Honours
	B.Ed. (Secondary School Teaching)	5 yrs.				
	B.S.W.	1 yr. after B.A., field work additional				
	B.Arch.	5 yrs.				
	B.Sc. in Nursing	4 yrs.				
	B.Sc. in Forestry	4 yrs.				
	B.Sc. in Agriculture	4 yrs.				
Dalhousie	B.A.	4 yrs.	Engineering	3 yrs.	M.A.	1 yr. or 2 yrs.
	B.Sc.	4 yrs.	Music Licentiate	3 yrs.	M.Sc.	ditto
	B.Sc. in Engineering Physics	5 yrs.	Pharmacy	2 yrs.	LL.M.	1 or 2 yrs. after LL.B.
	B.Ed.	1 yr. after B.A., B.Sc. or B.Comm.	Education	2 or 3 yrs.		

Appendix W (Continued)

University	Degrees	Years of study	Diplomas	Years of study	Graduate degrees	Years of study
Dalhousie (Cont.)	B. of Laws	6 yrs. (3 in Arts, 3 in Laws)	Public Health Nursing and teaching and supervision in Schools of Nursing	1 yr. after graduate nursing	D.D.S.	6 yrs. (2 in Science, 4 in Dentistry)
	B.Mus.	4 yrs.			M.D.	8 yrs. (3 in Science, 5 in Medicine)
	B.Sc. in Pharmacy	4 yrs.	Psychiatry	3 yrs. after M.D. and 1 yr. internship		
Manitoba	B.A. General	4 yrs.			M.A.	1 yr. after B.A. Honours or 2 yrs. General
	B.A. Honours	5 yrs.			M.Arch.	1 yr.
	B.Sc. in Agriculture	4 yrs. after 1 yr. in Arts and Science			M.Ed.	Varies
	B.Arch	5 yrs. after 1 yr. in Arts and Science			M.Sc.	1 yr. after Honours and 2 yrs. General
	B.Comm. General	4 yrs.			M.S.W.	1 yr.
	B.Comm. Honours	5 yrs.			LL.M.	2 yrs.
	B.Comm. Acturial Mathematics	5 yrs.			M.Arch. Community Planning	1 yr. after B.Arch.
	B.Ed.	2 yrs. after B.A. or B.Sc.			M.Sc. Community Planning	1 yr. after B.Sc. (Engineering)
	B. of Interior Design	4 yrs.			M.D.	7 yrs.
	LL.B.	4 yrs. after 2 yrs. in arts			D.Dental Medicine	6 yrs.
	B.Sc. (Engineering)	5 yrs.			Ph.D.	3 yrs. for Honours graduates
	B.Sc. in Home Economics	4 yrs.				
	B.Sc. (Pharmacy)	5 yrs.				
	B. Fine Arts	4 yrs.				
	B.S.W.	1 yr. after B.A.				

Appendix W (Continued)

University	Degrees	Years of study	Diplomas	Years of study	Graduate degrees	Years of study
Newfoundland	B.A.	4 yrs.	Engineering	3 yrs.	M.A.	1 or 2 yrs. after B.A.
	B.Sc.	4 yrs.	Household Science	2 yrs.	M.Sc.	1 or 2 yrs. after B.Sc.
	B.A. (Ed.)	4 yrs.	Physical Ed.	2 yrs.		
			Graduate diploma in Ed.	1 yr. after B.A. (Ed.)		
			Pre-Med.	3 yrs.		
			Pre-Dental	3 yrs.		
			Pre-Forestry	2 yrs.		
McGill	B.A.	4 yrs.	Dip.in Household Science	1 yr.	M.A.	1 yr.
	B.Sc.	4 yrs.	Dip.Ed.	2 yrs. (2nd. or 3rd. class)	M.Arch.	1 yr.
	B.Comm.	4 yrs.		1 yr. (1st. class)	M.Sc.	1 yr.
	B. of Civil Law	6 yrs.			M.Engin.	1 yr.
	B. of Engineering	5 yrs.	Dip. in Agriculture	2 yrs.	M.Civil Law	1 yr.
	B.Arch.	6 yrs.	Dip. in Public Health	1 yr. after M.D.	M.S.W.	1 yr.
	B.Sc. (Agriculture)	4 yrs.	Dip. in Tropical Med. and Hygiene	1 yr. after M.D.	M.L.S.	1 yr. after B.L.S.
	B.Sc. (Home Economics)	4 yrs.	Dip. in Clinical Specialties	3 yrs. after M.D.	M.S.T.	1 yr. after B.D.
	B.L.S.	1 yr. after B.A.	Licentiate in Music	3 yrs.	M.A. Sc.	1 yr.
	B. Nursing	2 yrs. after Senior Matric. and graduate of approved School of Nursing	Associate in Music	3 yrs.	M.D. and Master of Surgery	4 yrs. after 3 yrs. Arts or Sc.
			Dip. in Physical or Occupational Therapy	3 yrs. after Junior Matric.	D.D.S.	4 yrs. after 2 yrs. Arts or Science
			Dip. in graduate Nurosis, several options	1 yr. after graduation from Nursing School	D.Sc. (Applied)	3 yrs.
					Ph.D.	3 yrs. from bachelor's degree

Appendix W (Continued)

University	Degrees	Years of study	Diplomas	Years of study	Graduate degrees	Years of study
St Dunstan's	B.A.	4 yrs.	Engineering	3 yrs.		
	B.Sc.	4 yrs.				
	B.Comm.	4 yrs.				
New Brunswick	B.A.	4 yrs.	Engineering	3 yrs.	M.A.	2 yrs.
	B.Sc.	4 yrs.			M.Sc.	2 yrs.
	B.Sc. in Engin.	5 yrs.			M.Ed.	1 yr. after B.Ed.
	B.Sc. in Forestry	5 yrs.			Ph.D. in Chemistry	2 yrs. after M.Sc.
	B.P.E.	4 yrs.				
	B. of Civil Law	3 yrs. after B.A.				
	B.Ed.	1 yr. after B.A. or B.Sc.				
Saskatchewan	B.A. General	3 yrs.	Associate in Arts	1 yr.	M.A.	1 yr.
	B.A. Honours	4 yrs.	Dip. in Agric.	2 yrs.	M.Sc.	1 yr.
	B.Sc. (Agric.)	4 yrs.	Ass. in Ed.	2 yrs.	M.Ed.	1 yr.
	B.Sc. (Engin.)	4 yrs.	Dip. in Ed.	1 yr. after B.A.	M.D.	4 yrs. after 2 yrs. Pre-Med. in Arts and Sc.
	B.Ed.	4 yrs.	Ass. in Music	1 yr.	Ph.D.	3 yrs. from Honours undergraduate degree
	B.Sc. in Pharmacy	4 yrs.	Licentiate in Music	2 yrs.		
	B.Sc. in Nursing	5 yrs.	Clinical Lab. Technique	1 yr. after bachelor's degree		
	B.Comm.	4 yrs.	Dip. in Business Administration	1 yr. after bachelor's degree		
	B.Sc. (Home Ec.)	4 yrs.				
	B.LL.	3 yrs. after 2 yrs. in Arts and Sc.				
	B.Sc. (Med.)	1 yr. after 2 yrs. in Medicine				

Appendix W (Continued)

University	Degrees	Years of study	Diplomas	Years of study	Graduate degrees	Years of study
Ottawa	B.A.	4 yrs.			M.A.	3 yrs.
	B.Sc.	4 yrs.			M.S.W.	2 yrs.
	B.Comm.	4 yrs.			M.D.	6 yrs. after Senior Matric. or 3 yrs. after B.A. or B.Sc. Pre-Med.
	B.Sc. (Social Sc.)	4 yrs.				
	B.Sc. Honours	5 yrs.				
	B.Theology	2 yrs. after B.A.				
Toronto	B.A. General	3 yrs.	Public Health	1 yr. for graduate in Med.	M.A.	1 yr. after B.A. Honours or 2 yrs. after B.A. General
	B.Sc. General	3 yrs.			M.Sc.	1 yr. after B.Sc. Honours or 2 yrs. after B.Sc. General
	B.A. Honours	4 yrs.	Industrial Hygiene	ditto	M.Comm.	1 yr.
	B.Sc. Honours	4 yrs.	Medical Radiology	ditto	M.Surgery	2 yrs. after M.D.
	B.Comm.	4 yrs.	Psychiatry	ditto	M.A.S.	1 yr.
	B.Sc. (Med.)	4 yrs.	Dental Public Health	1 yr. for graduate of Dentistry	M.Sc.F.	1 yr.
	B.A. Sc.	4 yrs.			LL.M.	1 yr.
	B. of Household Science	3 yrs. (General) 4 yrs. (Honours)	Dental Oral Surgery and Anaesthesia	1 yr. after 3 yrs. of Dental Surgery	M.Sc. Dentistry	1 yr.
	B.Ed.	1 yr. after B.A. and 1 yr. teaching	Orthodontics	2 yrs.	M.Arch.	1 yr.
	B.Sc. (Forestry)	4 yrs.	Periodontology		D.Vet.Med.	4 yrs.
	B. of Music	3 yrs.	Dental Hygiene		M.D.	6 yrs.
	D.D.S.	5 yrs.	Hospital Admin.	1 yr.	M.Sc. in Agric.	1 yr.
	B.Sc. in Dentistry	1 yr. from second dental yr.	Vet. Public Health	1 yr. for graduate in Vet. Med.	M.Vet.Sc.	1 yr. after D.V.M.
	LL.B.	3 yrs. after 2 yrs. of Arts	Child Study	1 yr. after bachelor's degree	M.S.W.	1 yr. after B.S.W.
	B.Arch.	5 yrs.			M.Ed.	1 yr. after B.Ed.
					M.L.S.	1 yr. after B.L.S.
					M.Music	1 yr.
					M.Sc. (Pharmacy)	1 yr.

Appendix W (Continued)

University	Degree	Years of study	Diplomas	Years of study	Graduate degrees	Years of study
Toronto (Cont.)	B.P.H. Ed.	3 yrs.	Physical and Occupational Therapy	3 yrs.	D.Music	no set time
	B.S.W.	1 yr. after B.A.			D.Vet.Sc.	ditto
	B.Sc.N.	4 yrs.	Town and Regional Planning	1 yr.	D.Ed.	ditto
		3 yrs. for graduate nurses			D.S.W.	ditto
	B.Sc. Pharmacy	4 yrs.	Bacteriology, Speech Pathology, and Audiology	2 yrs. after bachelor's degree		
	B.Sc. Agric.	4 yrs.				

Source: Canadian Universities and Colleges 1962.

Key to abbreviations:

B.B.A. -----	Bachelor of Business Administration
B.P.E. -----	Bachelor of Physical Education
B.S.W. -----	Bachelor of Social Work
B.A. Sc. -----	Bachelor of Applied Science
B.H.E. -----	Bachelor of Home Economics
B.N. -----	Bachelor of Nursing
B.L.S. -----	Bachelor of Library Science
LL.B. -----	Bachelor of Law
D.D.S. -----	Doctor of Dental Surgery
D.Vet.Sc. -----	Doctor of Veterinary Science

Appendix X

Tuition Fees¹ at Ten Selected Universities 1963:-

University	Arts & Science	Comm.	Ed.	Dent. & Forestry	Law	Med. & Nurs.	Arch. P.E.	Pharm.	Mus.	Soc.	Lib. Sc.	Home Econ.	Agriculture	Grad. Level
Newfoundland	Arts \$235 Sc. \$240	\$235	\$235	-	-	-	-	-	-	-	-	-	-	\$240
St. Dunstan's	\$300	\$300	\$300	-	-	-	-	-	-	-	-	-	-	-
Dalhousie	\$465	\$465	\$465	\$585	\$465	\$565	-	Maritime College of Pharmacy	-	Maritime School of Soc. Wk.	-	\$465	-	\$405
New Brunswick	\$475	\$475	\$425	\$485	\$450	\$400	\$410	-	-	-	-	-	-	\$300
McGill	Arts \$525 Sc. \$590	\$525	\$325	\$580	\$525	\$700	\$630	-	\$405 to \$600	\$530	\$530	\$310	\$360	\$530
*Toronto	\$466	\$496	\$253	\$659	\$499	Pre-Med. \$465 Med. \$707	\$654	\$499	\$467	\$489	\$297	\$447	Ont. Agric. Coll.	\$375
Manitoba	\$300	\$300	\$300	\$425	\$300	\$500	\$410	\$350	-	\$300	-	-	\$300	\$250
Saskatchewan	\$220	\$225	\$200	-	\$250	\$425	-	\$225	-	-	-	\$220	\$220	\$175
Alberta	Arts \$250 Sc. \$290	\$290	\$250	\$425	\$340	\$425	\$270 to \$290	-	-	-	-	\$250 to \$290	\$290	\$250 M.A. \$500 Ph.D.
British Columbia	\$346	\$346	\$346	-	\$396	\$551	\$396	\$296	\$446	\$396	\$396	\$346	\$346	\$346

Note: * Men's fees given only.
1. First Year course fees.

Appendix X (Continued)

Residence Fees at Ten Selected Universities 1963:-

University	Residence
Newfoundland	\$600
St. Dunstan's	\$460
Dalhousie	\$573 - \$625
New Brunswick	\$650 (Single) \$625 (Double)
McGill	\$725 - \$835 (men) \$765 - \$910 (women)
* Toronto	\$680 - \$640
Manitoba	\$ 55 per month
Saskatchewan	\$584 (Single) \$552 (Double) \$528 (Triple)
Alberta	\$600 (Single) \$520 - \$560 (Double)
British Columbia	\$437 - \$472 (Campus Res.) \$508 - \$560 (Residence)

Source: Commonwealth Universities Year Book 1964.
Supplemented by University Calendars.

Note: * Men's fees given only.

Appendix Y

The Canadian Climate at Various University Locations:-

British Columbia Coast and Coastal Valleys

Winter: Mild, frequent gales.
Temperature below zero is seldom.
Mean temperature is between 30° F to 40° F.
Little snow.
Heavily clouded.

Spring and Autumn: 10° F from March to May.
15° F from September to November.
Wet season begins end of September
to beginning of March.

Summer: Warm but not hot.
Temperature is about 60° F with bright skies.
Dry season.

The Prairie Provinces

Winter: Extremely cold but snowfall is comparatively
light; snowfalls the whole year except July
and August.
Temperature varies from place to place distinctly.

Spring and Autumn: 30° F from November to March.
Transition period is April to October.

Summer: Temperature from 60° F to 90° F, bright sunshine.
Rainy season from May to early September with
thunderstorms and hailstorms, frequent between
mid-June and August.

Southern Ontario

Winter: Temperature is mildest in area around lakes,
24° - 25° F.
Northwest and east cold, 12° F with freezing point
around slopes of lakes.
Winter dull, with 2 hours of sunshine daily.

Appendix Y (Continued)

Southern Ontario (Continued)

Autumn: Pleasant season, calm, hazy and cool nights.

Summer: Warm, not over 70° F.
Bright sunshine, rare rainfall.

Spring: 50° F Ample rainfall, but wet season not pronounced.

Quebec

Winter: Mean temperature 44° F in south; 15° F in Montreal;
12° F in Quebec City and Eastern Townships.
Interior Quebec, 40° F.
Heavy snowfall.

Summer: Warm, with 70° F in July.

Autumn: Rain heaviest in early autumn.

Spring: Short spring; March is still cold in Montreal;
April is warm.

Maritime Provinces

Winter: Stormy, violent gales and rains changing to snow.
January coldest.
Nova Scotia 24° - 20° F.
New Brunswick 8° F - 14° F.
Prince Edward Island 18° F - 20° F.
Cape Breton 20° F - 24° F.
Snowfall is heaviest in Northwest New Brunswick.

Summer: July warmest.
Nova Scotia 60° F - 65° F.
New Brunswick and Prince Edward Island 64° F - 67° F.
80° F may be expected.
Foggy too.

Appendix Y (Continued)

Newfoundland

Winter: Temperature varies from day to day, and from
east to interior.
Frost free days are 149 - 150 days in south coast.
Interior, 100 days or less; Avalon Peninsula,
110 - 140 days.
Foggy but decrease in summer.
Heavy snowfall everywhere except southern coast.
25° F - 15° F.
Snow storms frequent..

Autumn: Heavy rain, especially in November.
Minimum in April.
Strong winds and gales, cloudy.

Summer: Brief but pleasant.

Spring: Late spring with abundant rain.

Source: Canada Year Book 1962. Various pages.