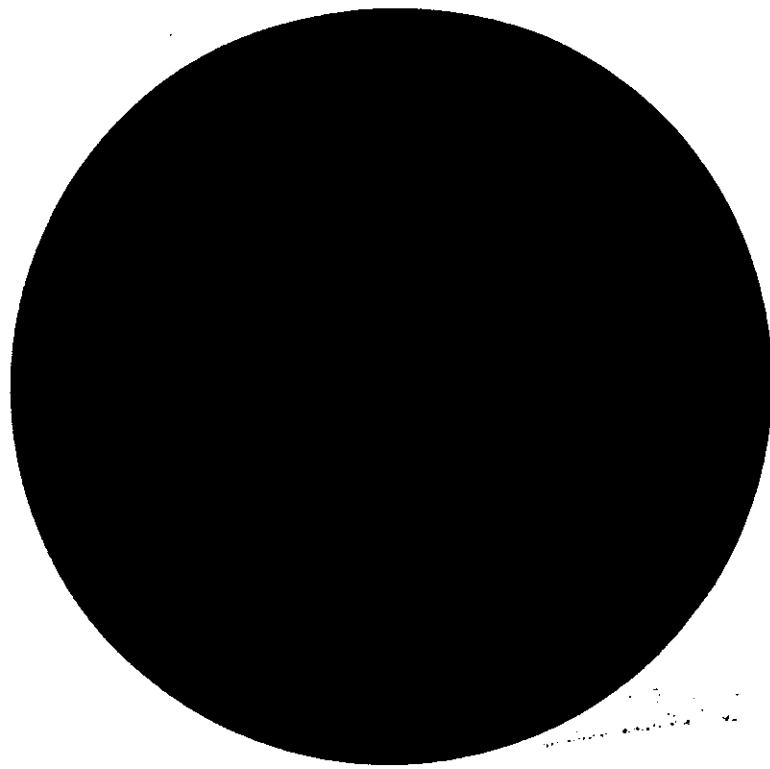




**PROPOSING
THE
CREATION
OF A
COLLEGE
OF
GENERAL EDUCATION**

(LIBERAL ARTS COLLEGE) ORILLIA ONTARIO

SIMCOE COLLEGE

A PROPOSAL BY THE SIMCOE COLLEGE FOUNDATION

A BRIEF SUBMITTED BY
THE SIMCOE COLLEGE FOUNDATION
TO
THE COMMISSION ON POST-SECONDARY EDUCATION IN ONTARIO

PROPOSING THE CREATION OF A COLLEGE OF
GENERAL EDUCATION (LIBERAL ARTS COLLEGE)

ORILLIA, ONTARIO

AUGUST, 1970.

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IS A NON-PROFIT ORGANIZATION
INCORPORATED
DECEMBER 1965

BY

LUCILLE DOROTHY MULCAHY, INSURANCE AGENT;
WHARTON DUNCAN RUSSELL AND NORMAN LYLE
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EXECUTIVE; DONALD GORDON FOURNIER,
OPTOMETRIST; AND WILFRID McLEOD STOLL,
TEACHER; ALL OF THE TOWN OF ORILLIA,

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THE CREATION AND MAINTENANCE
OF A UNIVERSITY OR COLLEGE
IN OR ABOUT
THE SAID COUNTY OF SIMCOE

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I SUMMARY

We recommend the creation, in Orillia, of an innovative 3 year college of general education, with a limited charter. The central features of this proposal are summarized below:

I There is a need in Ontario for innovation and experimentation in higher education, in response to demands from students, faculty and society. We propose the formation of a college based on recent research and experience in undergraduate education. Such a college would be characterized by an "open" approach to knowledge, by interdisciplinary learning and teaching, by strong emphasis upon independent, directed study, by use of proved educational technology, by the vital position accorded to the Arts in the learning process, by a participatory form of university government, by intimate association with the general community and its resources. (See Section II).

II We propose Orillia, in the Georgian Bay region, as the ideal location for the reasons advanced in the brief (see Section V) and summarized below:

1. There is a demonstrated enthusiasm for the college, a large community of informed support, and a lively tradition of educational and cultural activities.
2. Land for the future development of the college has already been purchased.
3. Orillia is ideally situated, geographically, to serve this region.
4. Orillia has just recently been designated as an area for recreational development, thereby insuring its continuing

excellence as a residential centre and the further development of such fine recreational-educational facilities as Geneva Park.

5. There is currently a serious lack of higher education opportunities in the Georgian Bay region. It is the only one of Ontario's ten economic regions without a university.
6. The population of the region is large enough to support a college (See Section VI).
7. The creation of a college would bring much needed social and economic benefits to the area. Moreover, it would provide new ideas and a focus of leadership for the region.

III We propose the immediate formation of a Planning Group, made up of educators, students, planners and architects, citizens, artists, with a full or part-time chairman.

We propose a national seminar on the theme "Creating a College of General Education", involving distinguished educators as well as members of the immediate community.

Both these measures, i.e. the Planning Group and the National Seminar, are essential to the careful, integrated and comprehensive development of a new college. (See Section VIII).

II THE IDEA

This proposal for a three year college of general education, or liberal arts, is made in full awareness of the changing nature of the post-secondary educational scene. Throughout the world in the past decade there have been demonstrations, strikes, protests, and reforms occasioned by existing practices in institutions of higher education. Serious questions are being asked by students, faculty, administrators, the government, and the public about the scope and nature of a university education. In response to this agitation, there have been experiments and innovations in an attempt to design educational experiences which would suit the temper of the times while reflecting the wisdom of the past. There would appear to be a need for a wider range of educational opportunities beyond high school and for the improvement of the quality of instruction at the undergraduate level. We are conscious of the fact that our proposal for a college of liberal arts or general education is made at the time when there is lively discussion about the nature of the education which should be provided in public institutions of higher learning. We regard this high level of interest as most fortuitous and expect to take full advantage of the accumulating research and experience.

The creation of a liberal arts college in Orillia is therefore timely, not only in the development of Orillia and the Georgian Bay region, but in the history of Ontario and, of Canada generally.

This college will benefit from current studies, reforms and experiments in higher education in the areas of university government, curriculum, and community service. Starting afresh, it can incorporate and implement the best advice and practices in all of these areas.

The Purpose

A college is essentially a place of learning, a community of students and faculty, an environment in which opportunities for directed learning should be maximized. Its purpose is to produce, through the total educational experience, the kinds of perceptions and insights, and the kinds of knowledge and understanding which will serve the learner throughout his lifetime.

The emphasis should be upon learning how to learn as well as upon the acquisition of discrete items of knowledge. A college is a place where students and faculty are engaged in the process of discovery and exploration, of examination and criticism, where together they can test traditional knowledge against the exigencies of the times.

"This I conceive to be the advantage of a seat of universal learning considered as a place of education: an assemblage of learned men zealous for their own sciences and rivals of each other, are brought, by familiar intercourse for the sake of intellectual peace to adjust together their claims and relations of their respective subjects of investigation. They learn to respect, to consult, to aid each other. Thus is created a pure and clear atmosphere of thought, which the student also breathes, although in his own case, he only pursues a few sciences out of the multitude. He profits by an intellectual tradition, which is independent of particular teachers, which guides him in his choice of subjects, and duly interprets for him those which he chooses. He apprehends the great outlines of knowledge, the principles upon which it rests, the scale of its parts, its lights and shades, its great points and its little, as he otherwise cannot apprehend them. Hence it is that his education is called "liberal". A habit of mind is formed which lasts through life, of which the attributes are freedom, equitableness, calmness, moderation and wisdom; or what in former discourse I have ventured to call a philosophical habit. This then I would assign as the special fruit of the education furnished at a university, as contrasted with other places of teaching. This is the main purpose of a university in its treatments of its students."

These ideas, expressed by Cardinal Newman on the subject of a liberal education over one hundred years ago, have yet to be improved upon and serve here to define our objectives as distinct from professional and technical education.

For Newman, a liberal education should prepare a student to understand himself and his world; it should equip him, not so much with facts and bits of knowledge, but with a discipline of thought, a style of enquiry, and a habit of mind. It produces a style of life.

"When the intellect has once been properly trained and formed to have a connected view or grasp of things, it will display its powers with more or less effect according to its particular quality and capacity in the individual. In the case of most men it makes itself felt in the good sense, sobriety of thought, reasonableness, candor, self command and steadiness of view which characterize it. In some it will have developed habits of business, power of influencing others, and sagacity. In others it will elicit the talent of philosophical thought." (Newman, The Idea of a University).

Today, a liberal education must prepare young people to process intelligently the vast amount of information with which they are confronted. There is an increasingly urgent need for the development of "generalists" as distinct from specialists; that is, for the training of people who can make sense of what is going on around us and within us, who can synthesize and connect the disparate elements of our civilization. Specialists of course are still needed but even they should be well grounded in the humanities and basic sciences.

James Perkins, President of Cornell University has up-dated Cardinal Newman's definition of a liberal education, without violating its spirit. For Perkins, the purpose of study in the liberal arts is

"...to learn to know nature, society and ourselves; to acquire certain skills such as clear expression and a grasp of scientific method and discipline; and finally, to embrace certain values, such as intellectual honesty, tolerance, and the capacity for wise judgement." (Perkins, The University in Transition).

The college is a community institution, serving its community and being served by the community. It maintains its relevancy by interaction with that community, utilizing all of its resources in providing learning experiences for the students. The university of today is not an isolated institution but rather a centre of significant learning for the population it serves. Significant learning here is understood as general education and though its final shape would be determined by the total university community it would consist of studies in the humanities that are truly humanizing, fine arts that are dynamic and perceptive, social sciences that are relevant, and it would include a familiarity with the physical and biological sciences essential to understanding the modern world.

A college, such as the one we are proposing, would be an asset to any community or region, developing, as it does, an appreciation of the past, an awareness of the present, and a vision of the future. It is, however, especially needed in the Georgian Bay Economic Region, the only region which does not now have a college or university in Ontario. The establishment of an institution of higher education in this region would add not only to the cultural and intellectual life of the region, but also to its economic well-being. Although time is running out, we believe we still have an opportunity to anticipate future needs in our planning instead of belatedly reacting to problems.

The Form

The quality and character of a college of liberal arts must evolve through the collaboration of students, staff and community. We can however, indicate the objectives and some of the guidelines to be followed to reach those objectives. The direction in which we should like to develop can perhaps be best discerned in the quotations

and comments which follow, added to those which have already been given. We have found Newman always worth listening to:

"... a university training is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power, and refining the intercourse of private life. It is the education which gives a man a clear conscious view of his own opinions and judgement, the truth in developing them, an eloquence in expressing them, and a force in urging them. It reaches in to see things as they are, to go right to the point, to disentangle the skein of thought, to detect what is sophisticated, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility."

How can these highly desirable objectives be reached? What kind of an institution, what methods of learning, what range of resources are necessary to reach the goals stated by Newman?

Undoubtedly, these objectives are more easily stated than achieved. Fortunately there are guidelines and suggestions about what should be studied and how it should be studied. A.N. Whitehead reminds us that "You cannot put life into any schedule of education unless you succeed in exhibiting its relation to some essential characteristic of all intelligent or emotional perception". More specifically, "... a liberal education is an education for thought and for aesthetic appreciation. It proceeds by imparting a knowledge of the master-pieces of thought, of imaginative literature and of art". (Whitehead, The Aims of Education).

Escott Reid, former principal of Glendon College, describes the matter and purpose of a liberal education as follows:

"There are, I believe, two halves to a liberal education in this last third of the twentieth century. One half consists in gaining and understanding the world we live in so we may help to make that world a better place to live in. The other half 'consists in breaking the influence of the world we live in and finding deliverance from the tyranny of the immediate, the novel and the transitory'. These two halves are mutually.

nourishing. Each is the necessary consequence of the other.
(From a convocation address.)

A college of general education addresses itself more to the why of life and less to the how and thereby is distinct from professional, technical and "practical" training.

Claude Bissell, the President of the University of Toronto calls for a synthesis of the humanities and the arts, so that the humanities can resume their integrating role in society and so that the arts can lead us to new perceptions and a new awareness of our potential.

"What we need in short, is the integration of the arts into the humanities and a rapprochement would help to save the humanities from the constant danger that they will become an extension of the scientific method concerned with the elaboration of the historical context and the refinement of verbal analysis".
(Bissell, The Strength of a University)

The modern college of general education must seek new models and must experiment with new ways of learning. The cloistered hall, the ivory tower, the quiet retreat are luxuries which our society cannot afford. Instead, the college of general education today is the centre of intellectual examination and exploration. It is a resource to which students can come for information, for knowledge, for stimulus and for direction. To facilitate this function it must be flexible and adaptable and it must utilize the best of proved educational technology so that the learner can be aided in a variety of ways in his process of development.

The Method

Three separate quotations will outline the distinctive features of our proposal for a college of general education.

1. Margaret Mead reminds us of something of which we are already aware - this is an age of rapid change:

"That we have failed to recognize the new character of change is apparent in a thousand ways. Despite the fact that a subject taught to college freshmen may have altered basically by the time the same students are seniors, it is still said that colleges are able to give students 'a good education' - finished, wrapped up, and sealed with a degree.... Consistent with these ideas and our conception of what a student is, our educational institutions are places where we keep "children" for a shorter or longer period Once they have left, we regard them as in some sense finished, neither capable of, nor in need of, further "education", for we still believe that education should come all in one piece, or rather, in a series of connected pieces, each presented as a whole at the elementary school, the high school, the college level Thus we avoid facing the most vivid truth of the new age: No one will live all his life in the world into which he was born, and no one will die in the world in which he worked in his maturity".

The nature of our society and the demands it places upon us require that more emphasis be given to learning how to learn, so that the student will not be burdened with obsolete knowledge and outworn facts but will rather be able to seek his own way with well developed learning skills and critical abilities.

2. Logan Wilson describes the learning processes appropriate to this age and especially appropriate to a college of general education:

"If we conceive of them (students) as supplicants gathering to be taught we place the emphasis on a relatively small part of our population as being active agents. On the other hand, should we think of them as learners, they become the essential engines of the educational process, and we unleash ten times as much intellectual power as is assumed in the alternate view. Moreover, we place emphasis upon the exercise of acquiring mental muscles rather than upon the storage capacity of the subject - student. We place the emphasis upon the process of discovery and creation rather than upon preservation and retention. Preservation and retention are appropriate ideals for a society that has known a golden age and is satisfied with its own times or content with the hope of recovering the glories of a departed era. But I doubt that it would be of much satisfaction to the present generation of either leaders or students. When we underline the role of discovery and creation and conceive of the teacher as one helping the learner understand the processes of discovery and creation, the roles of research and

teaching take on new relationship, and the discord and conflict disappears". ("The Professor and His Roles", in Improving College Teaching)

3. The final quotation describes the larger environment of learning which emphasizes the learning of principles rather than facts.

"This will mean the abandonment of the "survey" approach of many introductory studies, in favour of the "problems" approach - to teach a method, a stance, in conceptual grasp of a discipline that will be used long after all the current information is out of date. This approach, by and large, calls for the discussion, experimentation, emulation, and the cultivation of personal discovery rather than formal indoctrination; it suggests an expanded role of the teacher as guide, explicator, counsellor and critic rather than as a formal lecturer. Some of the time for this highly expensive kind of teaching activity will be bought by cancelling many of the unnecessary informational courses that are now routinely offered, along with a good deal of the tedious numbers game of grading and credit-keeping that goes with them. We are discovering that 'contact hours' does not equal education.

But there will never be enough professors to go around. And the university will have to augment its teaching power from other sources. New technology may be of some help, especially with the irreducible busy work and with whatever rote learning and drill work survive in the curriculum. But the major new teaching assistance will come from the students themselves, in the form of discussion groups, seminars led by the more experienced, and a great deal of independent study. Current experiments in this direction are prompted by the hypothesis that the deepest kinds of learning require less constant presence of the teacher than we have hitherto imagined.

Another major source of university teaching power will be the surrounding community of scientists, technicians, artists and cultivated people of all sorts. Many can be brought in on a part-time basis to exchange their professional knowledge for the pleasure of teaching. Furthermore, if the university is forced to concentrate on teaching general principles, the up-to-the-minute professional details will have to be left to institutes and training centres close to industry, government and the professions". (Muscatine "The Future of University Education as an Idea". in Ong. J. (Editor) Knowledge and the Future of Man)

If Muscatine is correct in his analysis - and there is growing evidence to prove that he is - then we have some guidelines for the kind of education which should be offered at a three year college of general education.

These quotations, particularly the last three, have been included to suggest the kinds of educational innovation which Simcoe College would

be implementing. Other viewpoints would be solicited, other ideas would be tested, other experiences would be assessed, thereby leading to the creation of a distinctive educational experience.

The Content

Although the final design of the curriculum including subject matter designations and instructional methods is best left to the planning group and to the university community itself, there are several ideas which we should like to express to indicate the general direction in which the college should develop.

We should like to see much more emphasis placed upon independent learning, undertaken with guidance and with access to educational resources. Learning would not be restricted to the classroom but would take place in the community and through whatever stimuli the environment, both social and physical, provides.

Our proposal for a college for general education envisages the deliberate use of the total environment in the learning experience in addition to well planned resource centres in which the student can pursue his interests with the best possible advice and guidance. Recent experience and research can translate Newman's idea of a university into a reality and we would hope that our graduates would develop those habits of mind and those disciplines of enquiry which would make them valuable citizens whether they choose a professional career or whether they choose to enter immediately business, industry, or government service.

One possible arrangement of subject matter is the three divisions indicated in the Hall-Dennis Report: Environmental studies, Humanities, Communications. Another possible division which is more traditional but which still permits for the necessary inter-disciplinary study is:

1. Fine Arts. 2. Humanities. 3. Social Sciences. 4. The Sciences.

It should be understood that the sciences would be studied not as practical lab courses but with emphasis upon the impact of science and technology upon our society, regarded more from the historical and philosophical perspective. This would also include some basic theory in the sciences and would not necessarily preclude at some later date modest laboratory facilities.

One of the most distinctive features of education provided at Simcoe College would be the central position accorded in the "doing and under-going" of the arts, as outlined by John Dewey in Art As Experience. We are led to this conclusion not only by a growing awareness of the importance of the arts as an approach to reality, especially in the experience of the younger people, but by the remarks of such men as A.N. Whitehead and Claude Bissell, both of whom insist upon a need for the development of the aesthetic mode of perception as a means of understanding our world.

III THE HALL DENNIS REPORT

The kind of educational experience which is proposed here is consistent with the spirit which informed the Hall-Dennis report, Living and Learning. Without ignoring other philosophies of learning, post-secondary education in Ontario must reflect the changes in primary and secondary education which the Hall-Dennis report either identified or recommended. There must be understanding and liaison amongst all levels of education if integrated progress and smooth articulation are to be facilitated.

A few excerpts from the abridged version of the Hall-Dennis report will indicate the similarity of ends and of means between our proposal and the recommendations of the Hall-Dennis report:

"One condition becomes increasingly apparent in the learning process, that is the shifting emphasis from content to experience.

Some commonly-accepted characteristics of learning are:
Learning involves many processes; learning is a personal matter; learning limitations are not rigidly established at birth; learning is continued throughout life; learning can take place anywhere; learning is not always visible to the observer; learning does not follow a set daily timetable; learning takes personal effort.

The gap between learning theories and classroom experience has been incredibly wide. The theoretical approaches to the learning process seem to fall into two frames of reference: Those approaching learning as observers of behavior, in the traditional behavioristic, stimulus-response or modified Pavlovian conditioning tradition; and, those approaching learning from the learners point of view, giving emphasis to the holistic-gestalt-perceptual activity of the mind, and particularly recognizing that the total response of child to a barrage of stimuli is more than the mathematical sum of the parts.

This report emphasizes a dynamic child-centred theory of learning rather than the stimulus-response and conditioning approach".

"The lock-step structure of past time must give way to a system in which the child will progress from year to year throughout the school system without the hazards and frustrations of failure. His natural curiosity and initiative must be recognized and developed. New methods of assessment and promotion must be devised. Counselling by competent persons should be an integral part of the educational process. The atmosphere within the classroom should be positive and encouraging. The fixed positions of pupils and teachers, the insistence on silence, and the punitive approach

must give way to a more relaxed teacher-pupil relationship which will encourage discussion, enquiry, and experimentation and will enhance the dignity of the individual.

The curriculum must provide a greater array of learning experiences than heretofore. Classes must be more mobile, within and beyond the local environment, and the rigid position of education must yield to a flexibility capable of meeting new needs. These and other innovations will be aimed at developing in the child the sense of personal achievement and responsibility commensurate with his age and ability, to the end that going to school will be a pleasant growing experience, and that as he enters and passes through adolescence he will do so without any sudden or traumatic change and without a sense of alienation from society".

This approach to education where "the learning experience of each child becomes the basic nucleus of teaching" has far-reaching implications for education at the post-secondary level. The philosophy, principles and the practice must be continued beyond high school if the total learning experience is to have any meaning to the student. Those responsible for the design of undergraduate curricula must be more concerned with the learning experience of the student than with the instructional performance and the research capacity of the teacher.

The Hall-Dennis report draws our attention to the developments in educational technology, that is, programmed learning, computer assisted construction, educational media etc.:

"A whole new field of exciting educational aids and facilities is becoming available for our use. Educational television is currently the most spectacular of these but the media may be as old as the cave drawings or as new as computer-assisted instruction. Educators ought to employ every conceivable device and means that society can make available".

It is obvious that children educated by these means will expect the same kind of resources at the post-secondary level and so it would be our intention to make full use of all proved aids to education.

The Hall-Dennis report has made important recommendations about the organization of subject matter within the curriculum, emphasizing an inter-disciplinary approach:

"Three areas of emphasis which serve as a curriculum base: Communications, embracing all aspects of learning that relate to man's interchange of thought with his fellows; environmental studies, concerning man and his environment; humanities, concerning man's ideas and values".

Simcoe College could adopt these three divisions within which the more traditional subject matter disciplines would fall.

"GEORGIAN BAY ECONOMIC REGION"

40 miles 25 miles

IV THE REGION



Simcoe College would serve the Georgian Bay Region which is made up of four counties (Bruce, Grey, Dufferin and Simcoe) and two districts (Muskoka and Parry Sound).

The Georgian Bay Region is in effect the link between the metropolitan and highly industrialized areas of southern Ontario bordering Lake Ontario and Lake Erie, and the partially settled resources of the northern areas. It is bordered by the French River and Lake Nipissing on the north, by the effective barrier of Algonquin Park to the east, by the shore of Lake Simcoe and the northern fringes of the metropolitan region (the counties of Ontario, York and Peel) on the south, and by the midwestern region (the Counties of Wellington and Huron), which enclose the Perth-Waterloo centres of Kitchener-Waterloo and Stratford on the west. The Georgian Bay region is thus essentially the shoreline and hinterland of Georgian Bay. The land area of the region is 11,500 square miles.

The Ontario Government has divided the Province into ten economic regions, and the Georgian Bay Region usually ranks last in all economic measurements, including the educational level of its people. See Table 1 and note especially item 1 - population over 5 years with a university education: Georgian Bay ranks last; item 5 - percentage change in population: Georgian Bay ranks last; item 6 - average family income: Georgian Bay ranks last; item 7 - persons between ages of 20-40 as percentage of population (1961): Georgian Bay ranks last; item 17 - per capita disposable personal income: Georgian Bay ranks last.

An examination of Table 2 is also instructive as it compares the ten economic regions with respect to certain educational advantages. It can be assumed that raising the standard of education in this region

and increasing post-secondary educational opportunities would facilitate a rise in the level of other socio-economic factors. At present, Georgian Bay is the only region without a university. This lack of adequate higher education facilities in this region also forces young people to seek better opportunities elsewhere.

It is worth noting that in a submission to the Regional Development Branch - a report prepared by the Centre for Resources Development at the University of Guelph - a recommendation was made for the creation of a college or university:

"There is a wide-spread need in the region for a "College of Human Development". In effect, the people of the region are looking for the establishment of a regional university and then hoping that the new university and the community college will form a consortium of forces specifically directed to the human development of the people and the resources of the Georgian Bay Region. This is a special challenge to the institutions, but it has definite meaning for, and real benefits for the people of the region.

And again,

"There is a real lack in the Georgian Bay Region: there is no autonomous established regional university. With the creation of a community college in the Barrie-Orillia area, it has been urged by the region that an Orillia university be established. In the long run subsidiary colleges or special facilities might also be needed in the Parry Sound and Owen Sound wings of the region, but at the present the clearest indication is that the Orillia area would be the logical and essential place for a new university." (page 123)

V
THE CITY - ORILLIA

A look at the map on page 20A will reveal that Orillia is ideally located geographically as the site of the new college. Situated on two lakes, Lake Couchiching and Lake Simcoe, it is an important tourist and recreation centre and a highly desirable residential area. Orillia is located on highway 11 for north-south travel, and on highway #12 for east-west travel. It is served by both C.N. and C.P. Railways and functions as the economic centre of a region stretching into the Townships of Dalton, Carden, Rama and Mara of Northern Ontario County, the Muskoka Region, and the most heavily populated parts of Simcoe County. About one hundred thousand people live within a twenty-five mile radius of Orillia and either work or shop in Orillia and send their children to Orillia's secondary schools. Driving times from the centres of Barrie, Midland, Penetang and Gravenhurst are all within thirty minutes.

Orillia is sufficiently removed from Toronto to have an identity and a life of its own, a life which would nourish and be nourished by a college in its midst. Not only are its general facilities more than adequate to the demands which would be placed upon the city, it also has a large diversity of attractions and recreational facilities in both winter and summer to provide a distinct sense of community.

For development purposes, Orillia has recently been recognized as a tourist and recreation centre and this should result in the further development of the excellent facilities already in existence, many of which are now being used for residential educational programmes, summer camps, field trips, etc. Such educational facilities as are provided by the Y.M.C.A. at Geneva Park, by the Youth and Recreation Branch, and by the Athletic Association, are an invaluable asset to the undergraduate student body.

Cultural and Educational Features

As important as its strategic location and its attractive residential features is the lively interest shown by its citizens in cultural and educational matters. Its most famous citizen is Stephen Leacock, interest in whom has developed the Leacock Associates, a group of local citizens dedicated to gathering, preserving and exhibiting Leacock's writings. They have restored the Leacock home on Brewery Bay which has now become a major tourist attraction. Each year a Leacock award for humour is presented to a Canadian writer at the annual Leacock Dinner. This has developed a strong interest in Orillia's recent and more distant history, an interest that has been largely cultivated by the Orillia Historical Society which has a distinguished record of service to the community.

There is an excellent public library which in recent years has also served the more specialized educational needs of the schools and of the students attending the extension classes arranged by Waterloo Lutheran University. It has a book stock of fifty thousand volumes and a yearly circulation of over three hundred thousand. It is connected by telex with the Toronto library system.

In addition to the usual primary and secondary school activity there is now in existence a centre for continuing education operated under the direction of Georgian College and an adult retraining programme operated in conjunction with the Canada Manpower Centre. There is also an active night school programme offered by the Simcoe County Board of Education. In addition, Waterloo-Lutheran University has conducted for several years evening classes and summer school programmes primarily for teachers wishing to upgrade their qualifications.

Orillia's interest in the arts is partly reflected in its sponsorship of the largest musical festival in the area, the Orillia Music Festival, an event this year which involved approximately ten thousand participants, made up of fifteen hundred entries from the area between Toronto and North Bay.

Orillia is proud of its "Opera House" where touring theatre and musical groups regularly perform. Recently there has been formed an Artists Workshop and a Council for the Arts.

Orillia has earned international fame through the Couchiching Conference which each year brings together at Geneva Park an outstanding programme of speakers on current topics of national and international concern.

Industry

There are forty-five manufacturing plants employing over three thousand people in the following enterprises: Iron; steel and alloy castings; porcelain and metal products; machinery; farm equipment; a wide variety of wood specialties; heaters; furniture; bus, theatre and railway seats; diamond drill supplies; chemical and sporting goods. This provides a diversified economic base for the future development of the region which would be further enhanced by the establishment of a college of general education.

Communications

There is one daily paper, the Packet & Times, a radio station, C.F.O.R., and television reception - three stations with antenna and eight stations with cable service.

Recreational Activities

In the summer - fishing, swimming, boating, baseball, golf, riding, water skiing.

In the winter - hunting, snowmobiling, curling, hockey, ice fishing, skiing, bowling, Y.M.C.A.

There is unanimous and enthusiastic support of the college idea in Orillia, and as the idea has developed over the past five years, the citizens of Orillia and the surrounding district have become more informed about the nature of the enterprise. As a result, a climate of understanding and acceptance is being created so that the friction which sometimes occurs between "Town and Gown" should be minimized.

VI THE PEOPLE

The population of the total Georgian Bay Region was confirmed at 327,943 for 1966. Almost half of this population (149,132) lives in Simcoe County which contains the two cities of Barrie (25,000) and Orillia (21,000). The population of Bruce County is 43,085, Grey County 62,592, Dufferin County 17,108, the District of Muskoka - 27,691, the District of Parry Sound - 28,335.

It is estimated that the population of Ontario in the 18-21 year age bracket will rise from 444,919 in 1966 to almost doubt that (685,364) in 1981. Georgian Bay Region will have its proportional share. (See Table 3 - Distribution of the 18-21 Age Population according to the Counties and Districts of Ontario).

The percentage of the 18-21 age group enrolled full-time at universities shows an increase in Ontario from 9% in 1960 to 16.5% in 1967 to an estimated 29% in 1976. Total university enrolment in Ontario in 1960 was 30,733 and rose to 77,797 in 1967 and is estimated to reach something between 239,900 and 247,900 by 1981. (These figures are from a study prepared by the Ontario Institute for Studies and Education on Ontario University and College Enrolment Projections to 1981-82.)

Undergraduate enrolment in the Faculties of Arts in the Province of Ontario has risen from 12,284 or 42.88% of total university enrolment in 1960 to 33,130 or 49.12% of the total enrolment in 1967, and is estimated to reach 64,100 or 45.46% of the total enrolment in 1975.

The O.I.S.E. report on Ontario University and College enrolment projections to 1981/82 (1968 projection) under the heading "Full-Time Graduate and Undergraduate Fall Enrolment in Ontario Universities and Colleges", indicates a 1956 figure of 23,638 rising to 77,797 in 1967 and is estimated to reach approximately 230,000 by 1981 (estimates range

from 212,900 to 247,900).

The same report, in estimating fall enrolment in universities and colleges in Ontario as a percentage of the 18-24 age group, shows a rise from 4.6% in 1956 to 10.18% in 1967 to approximately 20% in 1981 (estimates range from 18.9% to 21.3%).

Secondary Schools in the Georgian Bay Region

The bulk of our students will come from the secondary schools in this region which are distributed as follows: Simcoe - 12; Bruce - 7; Grey - 6; Dufferin - 2; Muskoka - 3; Parry Sound - 3. These thirty-three secondary schools have an approximate student population of 28,500.

STUDENTS FROM THE GEORGIAN BAY REGION NOW ENROLLED (1969-70) IN FIRST YEAR ARTS AND SCIENCE AT UNIVERSITIES IN ONTARIO:

York, (including Glendon)	70
Carleton	13
University of Western Ontario	178
University of Toronto	106
Brock	21
McMaster	58
Queen's	17
Ottawa	3
Waterloo	176
Windsor	9
Waterloo-Lutheran (estimated)	80
TOTAL:	731

It should be understood that this total (731) does not include students from this region registered in advanced years in Arts and Science or in other schools, faculties and departments.

It is impossible to estimate how many of these 731 first year Arts and Science students would have preferred to come to a college in their own region but is noteworthy that a high school population of approximately 28,000 has sent over 700 students to university. How many more students would be encouraged to attend university which would be within commuting distance for the largest proportion of this high school population?

This information should be considered along with that contained in Table 4 "Full Time Undergraduate Enrolment within the Georgian Bay Economic Region and Also the County of Victoria and the Five Most Northerly Townships of Ontario County". The total population between 18 and 21 in these regions is 22,025. If, as expected, 13.06% of that number attended university, there would have been a student enrolment of 2,876 in 1966. Approximately half or 49.59% would have enrolled in the Faculty of Arts which suggests a figure of 1,426. This figure should be compared with the actual enrolment figure of first-year students in Arts in other universities and colleges in Ontario, that is, 731. The potential enrolment would seem to be twice what is indicated by actual enrolments. See also Table 6 and Table 7.

Implications

All these figures indicate not only the inevitable increase in population but a significant increase in the population between the ages of 18 to 21. Moreover, within this 18-21 year age group the percentage enrolling full-time at universities will increase substantially. Not surprisingly, total enrolment at universities will rise sharply and almost half of the undergraduate enrolment will be in the Faculty of Arts. Clearly, there is a need for more institutions of higher learning, especially in the arts and especially in this region. (See Table 5 "Full-Time Enrolment in Ontario Universities by Field of Study", 1961-62 and 1965-66).

Two statements by the Committee of Presidents of the Universities of Ontario (June 1966) from their publication "From the Sixties to the Seventies" underline further the need for expanded educational opportunities in general education or liberal arts:

"Arts and science curricula are offered by all universities in Ontario, whereas some of the professional schools exist in only one or a few universities. By the mid- or late- 1970's some 90,000 to 100,000 undergraduates may be enrolled in Arts and Science. At present about one third are in honour courses, and

assuming no major change in proportion, it is likely that by 1975-80 some 60,000 to 70,000 students will be enrolled in general (3 year) Arts and Science courses".

"Acknowledging the need for professional studies at the university and the need for the university to serve man-power needs for society, the Committee of Presidents of the Universities of Ontario reminds us that "the key role of the university system remains what it has been throughout Ontario's history: to enable capable young men and women to pursue higher education in the Liberal Arts".

VII THE HISTORY

The idea for a university or college located at Orillia is not new. In the 1920's the late Dr. C. H. Hale campaigned vigorously to establish such a college. Unfortunately, his efforts were not successful because of the depression in the late twenties and thirties.

During the late 1950's the idea was revived on two fronts. On the one hand, the men teachers of District 7, Ontario Public School Men Teachers' Federation were pressing for better university facilities in central Ontario, and on the other hand, a committee representing the communities of Simcoe County was formed to establish post-secondary education in Simcoe County.

The teachers were able to convince the University of Western Ontario to establish a summer campus in Orillia on a trial basis. This was carried on successfully for three years, but the university felt that the distance from the campus in London was too great. Waterloo Lutheran University had separated from Western by this time (1961) and agreed to take over the operation of the extension campus. During the 1960's it has grown to be the largest off-campus extension programme in Canada. In the summer of 1970, there will be more than 1,400 courses taken in Orillia and some 50 students will have graduated with Bachelor of Arts degrees.

The Simcoe County Committee was very active during the early 1960's. The former armed forces base at Edgar was thoroughly investigated but the project proved to be unworkable. In 1965 the group split into two factions, with the Orillia-centred group seeking post-secondary education at the University level, and the Barrie-centred group seeking other forms of post-secondary education. The results were two fold. The Barrie group was successful in having Georgian College established at Barrie. The Orillia group has been successful in gaining financial and moral support for a university college in Orillia.

The Simcoe College Foundation

In 1964 a Citizen's Committee for Simcoe University-College was formed to begin studying the possibility of creating a college of general education in Orillia. The group was granted a Charter by the Provincial Government in December of 1965 (see copy attached) and was renamed Simcoe College Foundation, with the following people as Executive Members: Lucille Dorothy Mulcahy, Insurance Agent; Wharton Duncan Russell, and Norman Lyle Booth, Barristers; Donald Burton Smith, Executive; Donald Gordon Fournier, Optometrist; Wilfrid McLeod Stoll, Teacher; all of the Town of Orillia. In 1966 a publicity and finance campaign was conducted to raise money and to involve the entire community with the idea of a college. One thousand and forty-seven subscriptions were received realizing over half a million dollars in the first appeal.

A campus site of 220 acres has been purchased on a height of land on the western boundary of Orillia and will be provided with all necessary municipal services. This site is readily accessible from all directions and is at the intersection of two principal highways.

Twenty-seven organizations representing most of the population of the region nominated senior officers as Patrons of the Capital Funds Programme. The Honourable W. Earl Rowe, the Lieutenant Governor of Ontario, graciously consented to act as Honourary Patron. In June, 1966, a Citizens Information Dinner was attended by more than 750 local commercial and professional citizens, launching the financial programme to the public. The continued support of the public is indicated by the attached list of endorsements.

Assets of the Foundation, including receivables, are in excess of \$1,600,000.

VIII

NEXT STEPS

It is the hope and expectation of this region that Simcoe College will be in operation by the fall of 1972. Until permanent quarters are designed and built on the land already purchased for this purpose we propose to operate from existing facilities in the Town of Orillia.

There are a number of alternatives -

- a) A new high school is expected to be completed by the fall of 1971, and arrangements could be made to use some of its facilities, along with facilities in other high schools for the period of one year.
- b) Existing high school facilities as well as the facilities provided by the new high school could be used by the college after school hours that is from 4:00 p.m. to 10:00 p.m. There is no particular merit in operating a college in the morning and in the afternoon; in fact there are economic advantages in operating in the later afternoon and evening. Also, more adults could have access to the education provided. Moreover, there is a growing preference on the part of students for classes during the evening, leaving the daytime free for study, field projects, etc.
- c) Arrangements could be made with four large churches in downtown Orillia to use their facilities for daytime and some evening activity. The Y.M.C.A. building could be integrated into this programme and administrative office space could be obtained in nearby downtown offices.

By improvising in any of the ways just suggested, capital costs in the initial year could be kept to a minimum, the bulk of the money being spent on the educational process itself.

A rough estimate of costs for the first year are:

Rental	\$ 70,000.00
Equipment, furniture and supplies (including educational media)	200,000.00
Faculty & supporting staff	450,000.00
Library & related materials	100,000.00
Contingencies	<u>50,000.00</u>
TOTAL:	\$870,000.00

These figures are appropriate for a student body of approximately two hundred and twenty-five.

It should be pointed out that Orillia has an excellent public library which is already familiar with the demands of university students since it has provided assistance to those students attending evening classes and summer schools conducted by Waterloo Lutheran University. At the outset the library might handle the university collection or delegate someone to do so.

The Planning Group

We believe that the college must be designed and planned as a whole and that its development must reflect the best advice we can obtain. To ensure this comprehensive approach we intend to form a planning group with a part-time chairman which would begin functioning in late 1970 or early 1971. The chairman must have some related educational and administrative experience and would be responsible along with his colleagues and the Board of Governors of Simcoe College for the total planning of the university, including curriculum, form of government, buildings, staffing, student recruiting, etc. A variety of interests should be represented on this planning council: Students, architects, physical planners, sports and recreation specialists, artists, educational technologists, public school educators, etc. The group would familiarize itself with similar colleges elsewhere, they would review the pertinent literature, they would study current experiments and innovations, they would call in consultants, for example Dr. Bissell of the University of Toronto, Dr. Northrop Frye of the University of Toronto, Dr. Robin Harris and Dr. E. F. Sheffield, both of the University of Toronto Higher Education Group, Professor McGuigan of Erindale College, Dr. W. A. S. Smith of the University of Lethbridge, Dr. Arthur Porter, Academic Commissioner, University of Western Ontario, Mr. Escott Reid,

former principal of Glendon College, Dr. J. Roby Kidd, Head, Department of Adult Education, Ontario Institute for Studies and Education - and others who may be recommended to our attention.

In the course of its work it is expected that likely staff members would also be discovered so that the total group, under the direction of its chairman would begin to recruit staff appropriate to the purpose and method of this particular college.

The National Seminar

To focus the attention of the community on the development of the college and to acquaint ourselves with current thinking about undergraduate education in the liberal arts, we plan to convene a seminar of national interest around the general theme "Creating a College of General Education". This seminar would be arranged for May of 1971 and to it would be invited outstanding educators, primarily from Canada, who would respond to the invitation to tell us how they would go about creating a college of general education. The presentation of their ideas would be followed by discussion and from these presentations and exchanges of opinion we would glean valuable advice and insights. We would seek support for such a seminar from the Ontario Institute for Studies and Education, the Higher Education Group at the University of Toronto, the newly formed National Association of Higher Education, the Post-Secondary Commission on Higher Education in Ontario and the Department of University Affairs in Ontario. Invitations would go out to all institutions, individuals and government departments which would be interested in such a seminar. It is our hope that the seminar would be partly subsidized by one or more of the sponsoring groups. Additional funds would be obtained by assessing a registration fee.

The proceedings of the seminar would be published and in some expanded form might become informal guidelines for similar developments elsewhere in Canada.

We regard such a seminar as an efficient and practical way of availing ourselves of the best experience and advice currently available.

The seminar would be held at the Y.M.C.A.'s residential centre, Geneva Park in Orillia, the director of which has indicated enthusiastic support for the idea.

The citizens of this region would be invited to the workshop and arrangements would be made to have meetings open to the public wherever appropriate. It might also be valuable to have regional organizations represented. We regard this as an important exercise in democratic planning, involving all persons interested in making a contribution to the kind of college they want to see developed.



Province of Ontario

By the Honourable

JOHN YAREMKO,

Provincial Secretary and Minister of Citizenship

To all to whom these Presents shall Come
Greeting

Whereas *The Corporations Act provides that with the exceptions therein mentioned the Lieutenant Governor may in his discretion, by Letters Patent, issue a Charter to any number of persons, not fewer than three, of twenty-one or more years of age, who apply therefor, constituting them and any others who become shareholders or members of the corporation thereby created a corporation for any of the objects to which the authority of the Legislature extends;*

And Whereas *by the said Act it is further provided that the Provincial Secretary may in his discretion and under the Seal of his office have, use, exercise and enjoy any power, right or authority conferred by the said Act on the Lieutenant Governor;*

And Whereas *by their Application in that behalf the persons herein named have applied for the issue of a Charter constituting them a corporation for the due carrying out of the undertaking hereinafter set forth;*

And Whereas *it has been made to appear that the said persons have complied with the conditions precedent to the issue of the desired Charter and that the said undertaking is within the scope of the said Act;*

And Whereas *by The Department of the Provincial Secretary and Citizenship Act, 1960-61 it is provided that the Provincial Secretary and Minister of Citizenship may exercise the powers that were conferred on the Provincial Secretary at the time the said Act came into force;*

Now Therefore Know Ye *that under the authority of the hereinbefore in part recited Acts I do by these Letters Patent issue a Charter to the Persons hereinafter named that is to say:* Lucille Dorothy Mulcahy,

Insurance Agent; Wharton Duncan Russell and Norman Lyle Booth, Barristers; Donald Burton Smith, Executive; Donald Gordon Fournier, Optometrist; and Wilfrid McLeod Stoll, Teacher; all of the Town of Orillia, in the County of Simcoe and Province of Ontario; constituting them and any others who become members of the Corporation hereby created a corporation without share capital under the name of

SIMCOE COLLEGE FOUNDATION

for the following objects, that is to say:

Subject to The Mortmain and Charitable Uses Act and The Charitable Gifts Act:

- (a) TO encourage and foster the creation and maintenance of a university or college in or about the said County of Simcoe; and
- (b) TO do all such things as are incidental or conducive to the attainment of the above objects and in particular: 1. TO use, apply, give, devote or distribute from time to time all or part of the fund or funds of the Corporation and the income therefrom for educational purposes to or for any educational organization which will best promote the objects of the Corporation; 2. TO use, apply, give, devote or distribute

from time to time all or part of the fund or funds of the Corporation and the income therefrom for educational purposes by such means as may from time to time seem expedient to its directors, including research, publication and education and the establishment and maintenance of educational activities, agencies or institutions and the aid of any such activities, agencies or institutions already established; 3. For the further attainment of the above objects, to acquire, accept, solicit or receive, by purchase, lease, contract, donation, legacy, gift, grant, bequest or otherwise, any kind of real or personal property, and to enter into and carry out agreements, contracts and undertakings incidental thereto; 4. For the further attainment of the above objects, to hold, manage, sell or convert any of the real or personal property from time to time owned by the Corporation and to invest and re-invest any principal in such investments as the directors in their absolute discretion may deem advisable, without being limited to investments authorized by law for the investment of trust funds, and to retain any real or personal property in the form in which it may be when received by the Corporation as permanent investment or for such length of time as may be deemed best; 5. For the further attainment of the above objects, to exercise all voting rights and to authorize and direct the execution and delivery of proxies in connection with any shares or obligations in any company or corporation owned by the Corporation; 6. For the further attainment of the above objects, in connection with any company or corporation in which the Corporation may at any time hold shares or obligations, to take up the proportion of any increased capital to which as holders of such shares or obligations it may be

entitled and to purchase any additional shares or obligations in such company or corporation; to join in any plan for the reconstruction or reorganization of such company or corporation or for the amalgamation of such company or corporation or for the sale of the assets of such company or corporation or any part thereof and, in pursuance of such plan, to accept any shares or obligations in lieu of or in exchange for the shares or obligations held by the Corporation in such company or corporation to enter into any pooling or other agreement in connection with the shares or obligations held by the Corporation in such company or corporation and, in case of sale thereof, to give any options considered advisable; to give consent to the creation of any mortgage, lien or indebtedness by any company or corporation whose shares or obligations are held by the Corporation; and to retain as an investment for such length of time as may be considered advisable any shares or obligations acquired by the Corporation through the exercise of the powers hereinbefore given the Corporation; 7. For the further attainment of the above objects, to acquire, by purchase, lease, devise, gift and other title, and to hold any real property necessary for the carrying on of its undertaking and for the purpose of drawing a revenue therefrom, and to sell, lease, mortgage, dispose of and convey the same or any part thereof as may be considered advisable; and 8. For the further attainment of the above objects, to employ and pay such assistants, clerks, agents, representatives and employees, and to procure, equip and maintain such offices and other facilities, and to incur such reasonable expenses, as may be necessary;

PROVIDED, however, that it shall not be lawful for the

Corporation hereby incorporated directly or indirectly to transact or undertake any business within the meaning of The Loan and Trust Corporations Act;

THE HEAD OFFICE of the Corporation to be situate at the said Town of Orillia; and

THE FIRST DIRECTORS of the Corporation to be Lucille Dorothy Mulcahy, Wharton Duncan Russell, Donald Burton Smith, Donald Gordon Fournier, Norman Lyle Booth and Wilfrid McLeod Stoll, hereinbefore mentioned;

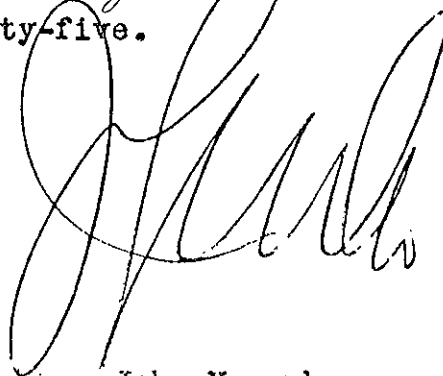
AND IT IS HEREBY ORDAINED AND DECLARED that the Corporation shall be carried on without the purpose of gain for its members and any profits or other accretions to the Corporation shall be used in promoting its objects;

AND IT IS HEREBY FURTHER ORDAINED AND DECLARED that the directors shall serve without compensation, and no director shall, directly or indirectly, receive any profit from his position as such; reasonable expenses incurred by any director in the performance of his duty may be paid;

AND IT IS HEREBY FURTHER ORDAINED AND DECLARED that, upon the

dissolution of the Corporation and after the payment of all debts and liabilities, its remaining property shall be distributed or disposed of to charitable organizations which carry on their work solely in Ontario.

*Given under my hand and Seal of office at the City of Toronto
in the said Province of Ontario this twenty-eighth
day of December in the year of Our Lord one
thousand nine hundred and sixty-five.*



John Yaremko
Provincial Secretary and
Minister of Citizenship

X

E N D O R S E M E N T S

The Proposal by the Simcoe College Foundation to create an independent College of Liberal Arts has received the formal approval of the following municipalities, organizations and groups which have financially subscribed for an amount in excess of \$1,600,000. A number of subscriptions are held in abeyance pending the commencement of construction.

HONOURARY PATRON at the commencement of the Financial Campaign:

Honourable W. Earl Rowe

MUNICIPALITIES:

Some nineteen municipalities have passed financial supporting by-laws from the areas of the County of Simcoe, the District of Muskoka and the County of Ontario for which Orillia represents the central municipality.

Town of Bala
Town of Bracebridge
Draper Township
Macauley Township
Mara Township
Medora-Wood Townships
Monck Township
Morrison Township
Muskoka Township
McLean Township

Oakley Township
City of Orillia
Orillia Township
Village of Port Carling
Village of Port Sydney
Rama Township
Ridout Township
County of Simcoe
Village of Windermere

TEACHERS ORGANIZATIONS:

Financial contributions of these groups relate to the establishment of a library for the university.

Ontario Public School Women Teachers' Federation - Prov. Branch
Ontario Public School Men Teachers' Federation - Prov. Branch
Ontario Public School Men Teachers' Federation - Local Branch

SERVICE CLUBS - who have made financial contributions.

Orillia Rotary Club
Kiwanis Club of Orillia Inc.
Lions Club of Orillia Inc.
Lions International Club -
(Gravenhurst)

Orillia Y's Men's Club
Independent Order Daughters of the
Empire - Lady Margaret Chapter.
Quota Club of Orillia

GENERAL ORGANIZATIONS - who have given financial support.

Beta Sigma Phi Sorority	Business & Professional Women's Club
Guardian Angels Catholic Women's League	Huron Women's Institute
Orillia District Real Estate Board	Ladies Auxilliary Lions Club of Orillia
Price's Corners Women's Inst.	Orillia Jaycees
Queen Elizabeth L.O.B.A. #1250	Orillia Masonic Lodge #192
Simcoe East Women's Institute	Orillia Soldiers Memorial Hospital
	Nurses Alumnae
	University Women's Club

LABOUR GROUPS - who have given financial support.

Adult Occupational Centre, Edgar
 Ontario Hospital School, Orillia
 Orillia Water, Light & Power Commission
 Orillia Soldiers Memorial Hospital
 Clarke Motors (Orillia) Limited
 Strathdee Transport
 Building Service Employees' International Union
 Farmer's Union
 Orillia Public Employees Federal Union 512 T.L.C.
 United Steelworkers Union

FINANCIAL MEMORIALS: - Number twenty-one (21).BUSINESS & PROFESSIONAL:

Approximately 1,400 business and professionals make subscriptions to Simcoe College Foundation.

TABLE 1

SELECTED ECONOMIC MEASUREMENTS FOR THE PROVINCE OF ONTARIO AND
THE GEORGIAN BAY REGION

* Reversed Rankings (ie lowest figure ranked as 10)

	<u>Total Ontario</u>	<u>Georgian Bay</u>	<u>Rank</u>
(1) Population Over 5 Years of Age with a University Education - Percentage....	6.0	3.2	10
(2) Retail Sales, 1951-1961 - Percentage Change.....	69.3	52.1	9
(3) *Agricultural Employment 1961- Percentage of Industrial Employment.....	7.1	20.2	10
(4) Total Population, 1961 - Thousands.....	6,236.1	318.7	9
(5) Population, 1951-1961 - Percentage Change.....	35.6	16.6	10
(6) Average Family Income 1961 - Dollars.....	5,868	4,576	10
(7) Persons 20 to 49 Years of Age, 1961 - Percentage of Population.....	40.0	34.4	10
(8) Wage Earners making more than \$6,000 a year, 1961 - Percentage of Total Wage Earners.....	10.4	4.7	10
(9) *Wage Earners making less than \$1,000 a year, 1961 - Percentage of Total Wage Earners.....	12.3	17.8	10
(10) Average Income of Employees in Manufacturing, 1961 - Dollars.....	4,330	3,298	10
(11) Immigrant Population, 1961 - Percentage of Total Population.....	21.7	9.7	10

	<u>Total Ontario</u>	<u>Georgian Bay</u>	<u>Rank</u>
(12) Value Added in Manufacturing per Employee, 1961 - Dollars	9,084	5,806	10
(13) King's Highways, 1961 - Miles.....	9,536	1,084	5
(14) Motor Vehicle Registrations, 1951-1961 - Percentage Change.....	79.2	46.3	10
(15) *Homes in Need of Major Repair, 1961 - Percentage of Total Homes.....	4.5	6.9	8
(16) Urban Population, 1961 - Percentage of Total Population.....	77.3	44.4	10
(17) Per Capita Disposable Personal Income, 1961 - Dollars.....	1,640	1,160	10
(18) Labour Force, 1961 - Percentage of Total Population.....	38.4	35.0	8

TABLE 2

COMPARISON OF THE TEN ECONOMIC REGIONS
WITH RESPECT TO CERTAIN EDUCATIONAL FACTORS

	A	B	C	D
Eastern Ontario	4.9	20.9	3	8.7
Lake Ontario	2.2	-	1	4.7
Central Ontario	4.5	29.1	4	19.9
Niagara	2.6	-	2	10.2
Lake Erie	2.8	-	1	8.1
Lake St. Clair	2.6	-	1	-
Midwestern Ontario	-	-	3	14.2
Northeastern Ontario	1.9	14.4	3	2.1
Northwestern Ontario	1.8	13.8	1	3.2
Georgian Bay	1.7	14	None	2.9
Ontario (overall)	3.4	19	19	11.6

Column

- A shows proportion of people over 15 years of age in the region with a university degree.
- B shows proportion of people 15 years of age and over and not now at school who have completed four or five years of secondary education.
- C shows universities in the regions.
- D shows percentage increase in population.

REFERENCE: Economic Regions of Ontario 1968

Regional Development Branch Ontario.

DISTRIBUTION OF THE 18-21 AGE POPULATION ACCORDING TO THE COUNTIES AND DISTRICTS OF ONTARIO

COUNTY/DISTRICT	18-21 Age Population 1966	18-21 Age Population 1971	18-21 Age Population 1976	18-21 Age Population 1981
Algoma	7,340	9,226	11,598	13,048
Brant	6,129	6,904	7,451	7,718
Bruce	2,284	3,445	3,599	3,296
Carleton	28,370	31,080	38,752	42,889
Cochrane	6,361	7,768	8,896	8,845
Dufferin	1,010	1,314	1,378	1,267
Dundas	1,088	1,212	1,274	1,061
Durham	2,768	3,834	4,312	4,531
Elgin	3,900	4,523	4,846	5,027
Essex	18,148	21,736	26,549	27,364
Frontenac	7,797	6,923	8,372	9,114
Glengarry	1,118	1,547	1,452	1,192
Grenville	1,444	1,831	2,148	2,278
Grey	3,529	4,691	4,723	4,263
Haldimand	1,862	2,443	2,817	2,793
Haliburton	364	612	647	533
Halton	8,072	11,680	18,192	21,580
Hastings	5,831	7,487	8,956	8,847
Huron	3,774	4,111	4,344	4,181
Kenora	3,443	4,133	4,917	5,353
Kent	6,474	7,787	8,937	9,663
Lambton	6,795	8,692	10,607	10,764
Lanark	2,651	3,511	3,627	3,215
Leeds	3,205	3,482	4,060	4,123
Lennox and Addington	1,458	2,035	2,389	2,520
Lincoln	9,558	11,228	13,541	14,449
Manitoulin	563	823	867	707

REFERENCE: Economic Analysis Branch, Economic & Statistical Service Division,
Department of Treasury and Economics - March, 1970

COUNTY/DISTRICT	18-21 Age Population 1966	18-21 Age Population 1971	18-21 Age Population 1976	18-21 Age Population 1981
Middlesex	17,109	17,801	22,120	24,782
Muskoka	1,439	2,027	2,326	2,051
Nipissing	4,472	6,112	7,589	7,784
Norfolk	3,124	4,064	4,304	4,209
Northumberland	2,622	3,726	4,181	4,311
Ontario	10,684	13,592	17,919	21,411
Oxford	4,677	5,644	6,536	6,572
Parry Sound	1,562	2,292	2,339	2,113
Peel	10,073	13,362	20,103	26,054
Perth	3,818	4,545	4,926	4,856
Peterborough	5,556	6,646	7,495	7,441
Prescott	1,738	2,314	2,259	2,049
Prince Edward	1,326	1,522	1,613	1,509
Rainy River	1,561	2,109	2,126	1,892
Renfrew	5,418	7,554	9,057	9,024
Russell	1,307	1,922	2,124	2,130
Simcoe	9,809	12,172	14,411	14,242
Stormont	4,079	4,764	4,953	4,807
Sudbury	11,482	14,533	18,516	20,318
Thunder Bay	9,325	11,308	13,017	13,321
Timiskaming	2,864	3,679	3,600	3,034
Victoria	1,817	2,437	2,365	2,366
Waterloo	15,321	16,411	19,861	22,050
Welland	11,634	13,969	16,139	16,427
Wellington	6,228	7,175	8,477	8,946
Wentworth	25,477	28,072	33,896	35,594
York	125,061	133,187	169,688	195,450

NOTE: Due to Rounding, Figures May Not Add To Totals.

TABLE 4
1966 - 1981
POTENTIAL
FULL TIME UNDERGRADUATE ENROLMENT
Within
THE GEORGIAN BAY ECONOMIC REGION
And Also
THE COUNTY OF VICTORIA AND THE FIVE MOST NORTHERLY TOWNSHIPS OF ONTARIO COUNTY

COUNTIES/DISTRICTS	R: 1 POPULATION 18 - 21 AGE GROUP				R: 3 UNDERGRADUATE ENROLMENT AT PROJECTED % OF AGE GROUP				R: 4 UNDERGRADUATE ENROLMENT IN FACULTIES OF ARTS AT PROJECTED % OF UNDERGRADUATE POTENTIAL			
	1966	1971	1976	1981	R: 3 13.06% 1966	20.4% 1971	25.5% 1975	30.5% 1981	49.59% 1966	51.52% 1971	51.77% 1976	55.08% 1981
Parry Sound	1,562	2,292	2,339	2,113	204	467	596	644	101	241	309	355
Muskoka	1,439	2,028	2,326	2,051	188	414	593	626	93	213	307	345
Simcoe	9,809	12,172	14,411	14,242	1,281	2,483	3,675	4,344	635	1,279	1,903	2,392
Dufferin	1,010	1,314	1,378	1,267	132	268	351	386	65	138	182	213
Grey	3,529	4,691	4,723	4,263	461	957	1,204	1,300	229	493	623	716
Bruce	2,284	3,445	3,599	3,296	298	703	918	1,005	148	362	475	553
Victoria	1,817	2,437	2,365	2,366	237	497	603	722	118	256	312	398
SUB TOTALS:	21,450	28,379	31,141	29,598	2,801	5,789	7,940	9,027	1,389	2,982	4,111	4,972
	R:2 Note 1	R:2 Note 2	R:2 Note 2	R:2 Note 2								
Ontario North Twsp. of Scott, Brock, Thorah, Mara, Rama	575	761	831	790	75	155	212	241	37	80	110	133
TOTALS:	22,025	29,140	31,972	30,388	2,876	5,944	8,152	9,268	1,426	3,062	4,221	5,105

REFERENCES:

R: 1 - Economic Analysis Branch, Economic and Statistical Services Division,
Department of Treasury & Economics - Special Study - March, 1970.

R: 2 - Census of Canada - 1966 - Catalogue Number 92 - 632 - Page 71.

Note 1-Calculated at the rate of 40% 15/19 age group plus 40% of the 20/24 age group.

Note 2-Calculated at the rate of population growth or decline for the Georgian Bay Economic Region.

R: 3 - O.I.S.E. - Ontario University and College Enrolment
Projections to 1981/82, Page 17, Table 9, Estimate 5f.

R: 4 - O.I.S.E. - Ontario University and College Enrolment
Projections to 1981/82, Page 27, Table 1, Estimate 2.

TABLE 5

FULL-TIME ENROLMENT IN ONTARIO UNIVERSITIES BY FIELD
OF STUDY, 1961-62 AND 1965-66

UNDERGRADUATE DEGREE AND DIPLOMA COURSES			GRADUATE DEGREE AND DIPLOMA COURSES	
1965-66	1965-66		1961-62	1965-66
16,881	31,641	Arts and science	1,600	4,264
693	769	Agriculture	99	110
193	239	Architecture	25	34
1,467	2,168	Business	297	483
609	485	Dentistry	25	41
763	914	Education	a	113
4,113	5,631	Engineering	257	835
99	91	Forestry	12	22
327	512	Household science	-	6
91	169	Journalism	-	-
913	1,627	Law	6	10
109	179	Library science	-	1
1,703	1,826	Medicine	438	329
113	284	Music	5	21
814	1,086	Nursing	12	9
373	407	Pharmacy	6	24
547	698	Physical and health ed.	-	7
		Physio- and occupational therapy	17	17
232	270	Secretarial science	-	-
96	139	Social work	a	83
154	181	Veterinary medicine	15	24
322	285	Other	55	221 b
	182			
30,612	49,783		2,869	6,654

NOTES: (a) Included in undergraduate enrolment.
 (b) Community planning, 13; landscape architecture, 2; hospital administration, 12; hygiene, 104; public administration, 67; unclassified, 23.

SOURCE: Dominion Bureau of Statistics, Fall Enrolment in Universities and Colleges, omitting students in theological colleges of chiropractic and optometry, the Royal Military College and the "estimate for all other institutions in the province."

TABLE 6

1966
DISTRIBUTION OF POPULATION BY SELECTED AGE GROUPS
Within The
SIX COUNTIES AND DISTRICTS OF THE GEORGIAN BAY ECONOMIC REGION
And Also
THE COUNTY OF VICTORIA AND THE FIVE MOST NORTHERLY TOWNSHIPS OF ONTARIO COUNTY

Column:	1	2	3	4	5	6	7	8	9	10
COUNTY/DISTRICT	0-4	5-9	10-14	15-17	Total	18	19	20	21	Total
Parry Sound	2,840	3,143	3,225	1,672	10,880	524	413	345	280	1,562
Muskoka	2,427	2,879	2,830	1,545	9,681	433	451	301	254	1,439
Simcoe	15,338	17,406	16,532	8,636	57,912	3,017	2,835	2,139	1,818	9,809
Dufferin	1,673	1,813	1,866	908	6,260	315	268	214	213	1,010
Grey	5,877	6,334	6,419	3,577	22,207	1,086	1,007	796	640	3,529
Bruce	4,180	4,654	4,778	2,531	16,143	750	621	494	419	2,284
Victoria	2,840	3,110	3,125	1,790	10,865	559	497	398	363	1,817
Sub Total:	35,175 R:1	39,339 R:1	38,775 R:1	20,659 R:1	133,948	6,684 R:1	6,092 R:1	4,687 R:1	3,987 R:1	21,450
Ontario North Twsp. of Scott, Brock, Thorah, Mara, Rama.	1,041 R:2	1,137 R:2	1,101 R:2	552 R:2/ Note 1	3,831	184 R:2/ Note 2	184 R:2/ Note 2	104 R:2/ Note 3	103 R:2/ Note 3	575
Totals:	36,216	40,476	39,876	21,211	137,779	6,868	6,276	4,791	4,090	22,025

REFERENCES:

R:1 Economic Analysis Branch, Economic and Statistical Services Division, Department of Treasury & Economics, Special Study, March, 1970.

R:2: Census of Canada, 1966 - Catalogue Number 92-632, Page 71.

NOTE 1: Calculated at the rate of 60% of the Total Population of the 15/19 years age group.

NOTE 2: Calculated at the rate of 20% of the Total Population of the 15/19 years age group.

NOTE 3: Calculated at the rate of 20% of the Total Population of the 20/24 years age group.

P O T E N T I A L
FULL TIME UNDERGRADUATE ENROLMENT IN ONTARIO UNIVERSITIES
BY ECONOMIC REGIONS
1966 - 1981

C O U N T I E S / D I S T R I C T S B Y E C O N O M I C R E G I O N S	R E G I O N A L U N I V E R S I T I E S	P O P U L A T I O N 1 8 - 2 1 A G E G R O U P				P O T E N T I A L FULL TIME UNDERGRADUATE ENROLMENT IN ONTARIO UNIVERSITIES BY ECONOMIC REGIONS 1966 - 1981			
		R: 1 1966	R: 1 1971	R: 1 1976	R: 1 1981	ACTUAL AT 13.06% OF AGE GROUP R: 2 1966	ESTIMATED AT 20.40% OF AGE GROUP R: 2 1971	ESTIMATED AT 25.50% OF AGE GROUP R: 2 1976	ESTIMATED AT 30.50% OF AGE GROUP R: 2 1981
EASTERN ONTARIO ECONOMIC REGION Glengarry - Stormont - Dundas - Grenville - Leeds - Frontenac - Renfrew - Lanark - Carleton - Russell - Prescott	Carleton Ottawa Queens	58,215	66,140	78,078	81,882	7,603	13,493	19,910	24,974
LAKE ONTARIO ECONOMIC REGION Lennox and Addington - Hastings - Peterborough - Durham - Haliburton - Northumberland - Prince Edward - Victoria	Trent	21,742	28,299	31,958	32,058	2,840	5,773	8,149	9,778
CENTRAL ONTARIO ECONOMIC REGION Ontario - York - Peel - Halton	Toronto Scarborough Erindale York	153,890	171,821	225,902	264,495	20,098	35,051	57,605	80,671
NIAGARA ECONOMIC REGION Wentworth - Lincoln - Welland Brant - Haldimand	Brock McMaster	54,660	62,616	73,844	76,981	7,139	12,774	18,830	23,479
LAKE ERIE ECONOMIC REGION Oxford - Norfolk - Elgin - Middlesex	Western	28,810	32,032	37,806	40,590	3,763	6,535	9,641	12,380
LAKE ST. CLAIR ECONOMIC REGION Kent - Essex - Lambton	Windsor	31,417	38,215	46,093	47,791	4,103	7,796	11,754	14,576
MIDWESTERN ONTARIO ECONOMIC REGION Wellington - Huron - Waterloo - Perth	Guelph Waterloo Waterloo- Lutheran	29,141	32,242	37,608	40,033	3,806	6,577	9,590	12,210
GEORGIAN BAY ECONOMIC REGION Bruce - Grey - Dufferin - Simcoe - Muskoka - Parry Sound	None	19,633	25,942	28,776	27,232	2,564	5,292	7,338	8,306
NORTHEASTERN ONTARIO ECONOMIC REGION Nipissing - Timiskaming - Algoma - Cochrane - Manitoulin - Sudbury	Laurentian Algoma Nipissing	33,082	42,141	51,066	53,736	4,321	8,597	13,022	16,389
NORTHWESTERN ONTARIO ECONOMIC REGION Thunder Bay - Rainy River - Kenora	Lakehead	14,329	17,550	20,060	20,566	1,871	3,580	5,115	6,273
TOTALS:		444,919	516,998	631,191	685,364	58,108	105,468	160,954	209,036

REFERENCES:

R: 1 - Economic Analysis Branch, Economic & Statistical Service Division, Ontario Dept. of Treasury & Economics, March, 1970.
R: 2 - O.I.S.E., Ontario University & College Projections to 1981/82 Page 17. Estimate 5f.

SIMCOE COLLEGE IN PERSPECTIVE



THIS AREA PURCHASED
FOR THE ESTABLISHMENT OF
SIMCOE COLLEGE.

MILEAGE TO SIMCOE COLLEGE

FROM:

Coldwater	-	16 Miles
Midland	-	35 Miles
Penetang	-	40 Miles
Barrie	-	22 Miles
Collingwood	-	59 Miles
Gravenhurst	-	25 Miles
Bracebridge	-	34 Miles
Huntsville	-	54 Miles
Brechin	-	14 Miles
Beaverton	-	26 Miles
Alliston	-	43 Miles
Camp Borden	-	35 Miles

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