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## *Waterloo College and Associate Faculties*

FIRST IN A SERIES OF PERSONAL REPORTS • APRIL, 1958

### *the Waterloo story*

On Saturday, January 25, 1958, newspapers across Canada published a story datelined from Waterloo, Ontario. It was an announcement of national importance. Its subject: the plans for development of Waterloo College and Associate Faculties, representing the united efforts for progress of a thirty year old liberal arts college and of Canada's newest centre of professional education.

For persons cognizant of the problems and increasing needs of higher education in Canada, the Waterloo story is one of deep significance. In essence, it is the introductory chapter in the story of a new \$15 million university.

It is an unusual story, one in which business and industry form a close working partnership with higher education. It is the story, too, of an entire geographic region whose residents are strongly aware of the vital importance of educated men and women in Canadian society and its growth economy.

The Governors of Waterloo College and Associate Faculties take pleasure in initiating the series of personal reports. They sincerely hope that you will find this and subsequent mailings of interest. Naturally, your comments and suggestions are welcomed.

# 200-Acre Campus Bought For Future University Here



## **\$15 Million Waterloo Expansion**

By EARLE WEICHEL

Acquisition of a new 200-acre campus for Waterloo College Associate Faculties was announced today by J. G. Hagey, president.

A \$15,000,000 expansion program involving construction by 1963 of 19 buildings—the first one to be erected this year—was also disclosed.

The program will be a major step in the institution's march toward its goal of becoming a degree-granting university.

The site for the new campus is within half a mile of the present Waterloo College buildings. Purchase of the 200 acres, previously reserved for industrial development, was completed this year by the Associate Faculties.

SEE 3,736 ENROLMENT

Rectangular  
campus  
expansion

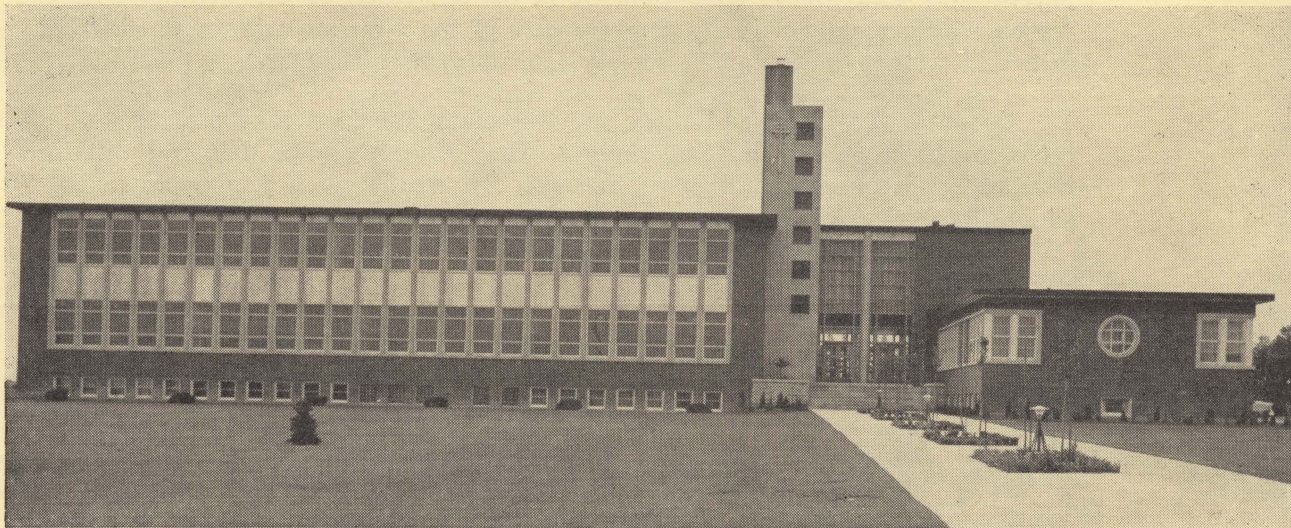


*"Canada is living in a highly competitive world in which the pace of growth and development depends largely on the ability to use the fruits of scientific research, technological improvement and advanced mechanization. In such a world the abilities of scientists, engineers, administrators, and skilled people of all kinds are being called increasingly into play."*

REPORT OF THE ROYAL COMMISSION  
ON CANADA'S ECONOMIC PROSPECTS

### *harnessing new ideas*

Throughout the worlds of business and industry, the harnessing of new ideas constitutes an important, indeed an essential, part of progress. In large measure, it is upon the practical application of new ideas that the



**Arts Building of Waterloo College**

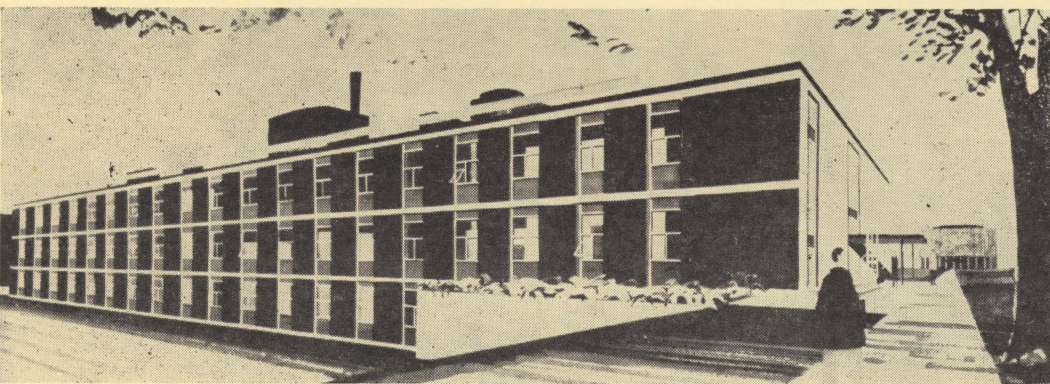
well being of our society and the future prosperity of our economy depend. Ideas and their application are equally important in education — if education at all levels of endeavor is to achieve its purposes in our social and economic structure. Increasingly, in an era of growth, Canada's colleges and universities are being called upon to help fill the nation's manpower needs: to prepare young men and women for the responsibilities of leadership and to train them in the skills of the sciences and professions. In Canada today, education cannot afford to remain static.



## WATERLOO COLLEGE AND ASSOCIATE FACULTIES

Across Canada, the name of Waterloo College and Associate Faculties is becoming linked with a "new idea" in Canadian higher education — the Co-operative Plan.

It is a plan for progress, an uncommon plan in which business and industry form a close working partnership with higher education. It is a plan with many advantages; to students, to business and industrial firms, and to the educational institution.



*Architects' sketch  
of Chemistry Building,  
Waterloo College  
and Associate Faculties  
(in process of construction)*

### *the co-operative plan*

What is the Co-operative Plan? Briefly, it is an educational program based on alternating periods of theory and practice. Specifically, students spend alternating periods at college and in business or industry.

Under the plan, the time, place and nature of students' employment is not left to chance. Students enrolled in cooperative programs are placed in selected firms for practical application and observation — in fields related to their college courses. "In-plant" work in no way replaces the academic program; rather, it supplements it. A satisfactory employment record is necessary for students to progress to the succeeding college period.

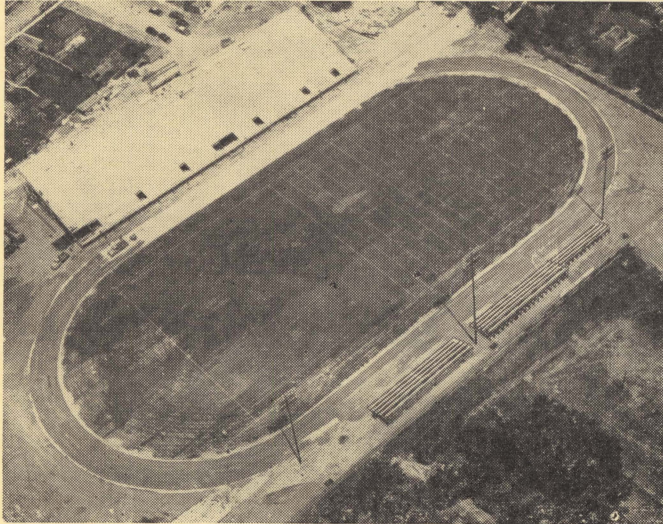
For co-operating firms, the alternating periods of study and work mean that students working in pairs provide the equivalent of one individual's full-time service — rather than part-time service on a "summer job" basis. Students fulfill the responsibilities of a regular job at regular rates of pay.

For the college, each dollar invested in plant and equipment provides accommodation for twice the usual number of students. Facilities are in use the year around. Increased operating income makes possible higher faculty salaries and up-to-date teaching and research equipment.

## *why Waterloo?*

In Canada, the Co-operative Plan in higher education is unique at Waterloo College and Associate Faculties. Here, professional engineering courses

are offered on a co-operative basis leading to degrees in five branches of engineering: mechanical, chemical, electrical, civil, and engineering physics. Although the first in Canada, Waterloo's Co-operative Plan has its parallels in the United States. There, "co-operative education" dates back to 1906 and currently is offered at more than fifty institutions, among them Cornell University, Northwestern University, Antioch College and the Massachusetts Institute of Technology.



**Aerial photograph  
of the new Seagram Stadium  
adjoining the Waterloo College  
and Associate Faculties campus**

Canada? The answer, of course, lies in the newness of the Associate Faculties — of which Engineering is the first to be established. In formulating its curriculum, the Faculty of Engineering examined and evaluated engineering courses at universities across Canada. By comparison, the Waterloo program — in operation since last July — shows substantially more emphasis on humanistic and basic scientific disciplines — regarded as increasingly essential by educators everywhere.

The next in this series of personal reports will discuss the educational philosophies in evidence at Waterloo College and Associate Faculties, together with a brief historical sketch.

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*Additional copies of this and other publications of Waterloo College  
and Associate Faculties are available upon request to:*

**WATERLOO COLLEGE AND ASSOCIATE FACULTIES**

**WATERLOO, ONTARIO**