

and designers of new school buildings have paid greater attention to functional architecture, to the use of modern light-weight materials, and to equipment possibilities. Gone are basements, towers, expensive trim and waste space but more expensive heating, plumbing and ventilation systems have been incorporated. Flexibility has been introduced through non-bearing interior walls, easily movable desks and other equipment. Well-organized, smartly tailored rooms are common, featuring acoustic and glazed tile, terrazzo flooring, metal partitions, suspended ceilings and fluorescent fixtures. Warm colours are used for north rooms, cool colours for sunny rooms. Special rooms are designed for such courses as home economics, mechanics, music and chemistry.

Teachers and Teachers' Salaries.—Candidates for teaching certificates at the elementary level are generally required to have high school graduation or better, plus one year of professional training. Teacher training is given in provincial teacher-training colleges in courses lasting one school year or occasionally two, or in the universities where the training is usually combined with arts and science classes in a regular three-year or four-year university course. Secondary school teachers must have university graduation plus one year of professional training, or a special four-year university course in education.

In 1961-62 there were 126 normal schools and teachers' colleges preparing teachers, and 28 university faculties of education; together, these institutions expected to graduate more than 18,000 teachers at the end of the school year. In this same school year there were an estimated 175,000 full-time teachers in the elementary and secondary schools of the nation, of whom the majority were between 24 and 45 years of age. Exclusive of Quebec province, about 60 p.c. of these teachers were women, of whom more than half were married.

Teachers are generally employed according to a local salary schedule, belong to a provincial superannuation scheme and are members of a professional organization.

Higher Education.—The jurisdiction of provincial departments of education embraces only the elementary and secondary levels, which provide for the education of youths up to age 17 or 18. At these levels public education is free in the sense that the costs are met out of general taxation. The extension of general education beyond the secondary to the college or university level is referred to as "higher" education, at which point the student is offered a wide diversity of courses in the arts, sciences, humanities and professions. The organization as well as the financing of higher education is noticeably different from that of elementary and secondary education.

Canadian universities are English-language, French-language or bilingual. The French-language institutions are mostly church-related and have been patterned after those of some European countries. Until recently, they stressed the classics as preparation for the professions but they are changing and an increasing emphasis is being placed on pure and applied science. The older English-language universities stemmed from a variety of needs and desires on the part of the provincial governments, churches, and settlers from England, Scotland and elsewhere who also wished to establish institutions similar to those with which they were familiar.

In Eastern Canada, institutions of higher learning have tended to develop at different periods in response to these needs. The result is that a variety of small and middle-size degree-granting colleges and universities exist today. This is especially true in the Maritime Provinces. In Western Canada, on the other hand, the policy has been to establish one large provincial university with sole degree-granting powers within the province. Whether this policy of one degree-granting institution for the province will suffice in the face of the increasing demand for higher education is a matter of speculation. There is already some pressure in British Columbia for the establishment of a second university with degree-conferring powers. In Alberta and Saskatchewan branch campuses of the provincial universities are in operation, and legislation for the establishment of junior colleges has been passed in British Columbia and Alberta.