

and Protestant Quebec has been essentially organized into larger units. In Roman Catholic Quebec, one board of commissioners administers all Roman Catholic schools in a school municipality, whether rural or urban, while secondary education is being consolidated more and more into larger central secondary schools. In that province, there have always been more private residential schools established by religious groups than elsewhere.

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. 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.

The increasing enrolment, resulting partly from an increase in the university-age population and partly from the higher proportion of young persons seeking university training, has caused an unprecedented expansion of facilities as well as an extension of colleges into universities and the establishment of new institutions. Most of the universities have conducted financial campaigns for expansion at some time during the past ten years and indications are that many more such campaigns must be undertaken in the near future. Despite expansion and modernization, there are still some old and crowded buildings in use which contrast sharply with the new well-planned, roomy, permanent structures on spacious campuses. All Canadian universities are expanding, whether they are located in the cramped heart of a city, have begun again in suburban areas or were fortunate enough to have ample room on their first campus sites.

Federal Involvement in Education.—Although formal education at the elementary and secondary levels is the prerogative of the provinces, the Federal Government is responsible for the education of: Indians on reservations within the provinces; Indians, Eskimos and whites in the Yukon and Northwest Territories; families of members of the Armed Services in Canada and overseas; and inmates of the penitentiaries. Teachers in