

west Territories. Expansion is taking place in school accommodation and basic elementary and secondary education is being provided for all children in the Territories and for Eskimo children in northern Quebec, as well as vocational training for them and for young adults showing interest and special aptitude. The program, which is an integrated one for the children of all races in the North, provides for the construction of schools and student residences, curricula designed for a northern environment, bursaries and other student aids, and special vocational training projects appropriate to both local craftsman-ship and mechanical trades in such fields as construction, transportation and mining.

### Higher Education

Canada not only is a bilingual country but also has two cultural traditions. As a consequence, two somewhat different systems of higher education have developed. One, originally patterned on the French system before the secularization of higher education in France, with the majority of the institutions under control of Roman Catholic orders or groups, has in recent years adapted more and more to such North American higher education traditions as may be considered to exist while still retaining French characteristics. The other system was originally designed more according to English, Scottish and United States practices, instruction being given in English and the institutions controlled by a variety of groups—religious denominations, governments and private non-denominational bodies. Institutions comprising a third small group and giving instruction to both English-speaking and French-speaking students are operated or controlled mainly by Catholic groups. The first such bilingual institution to be established, the University of Ottawa, developed from a Catholic college opened in Ottawa in 1848. In 1965, the University of Ottawa, still bilingual, was reorganized under a non-denominational board of governors.

Large universities, with numerous faculties and provision for graduate study in many fields, are comparatively recent phenomena. Until the middle of the nineteenth century, higher education in Canada included little more than arts and theological training. From that time, more instruction in science and certain professional fields was gradually introduced. Graduate studies, to judge by the number of earned doctorates, did not acquire importance until after 1920. Only for the past 20 years or so have more than 100 earned doctorates been granted annually.

Women today comprise about 27 p.c. of full-time university enrolment; the first women students were enrolled around 1870-80 and by 1920 they accounted for 15 p.c. of the total enrolment. Most universities are co-educational, although there are numerous private Roman Catholic arts colleges for men or for women.

As there is no federal ministry of education, national planning for higher education has been hampered. Each province makes plans for the future of higher education within its own boundaries although the Federal Government does contribute to higher education costs. In addition, various national organizations attempt to study and influence certain aspects of higher education at the national level. An example of the latter is the announcement in 1963 by the Canadian Universities Foundation\* of a commission to study the financing of higher education in Canada, with particular reference to the decade ending in 1975. The Commission released its report in October 1965. The study was financed by a \$100,000 Ford Foundation grant and approximately the same contribution from Canadian business and industry.

Civil legislation regarding the establishment of new institutions, or changes in existing ones, is usually enacted by provincial legislatures, except for federal military colleges and a few institutions originally established by Act of the Canadian Parliament. Once an

\*On Aug. 1, 1965, the Canadian Universities Foundation became the Association of Universities and Colleges of Canada.