

university graduates who have taken an additional year of professional training in a college of education, or who have graduated with a degree in education. The trend is for the government departments of education to give the universities responsibility for the training of elementary school teachers as well as secondary school teachers. In Newfoundland, Prince Edward Island, Manitoba, Alberta and British Columbia all teacher training is conducted at the university, where three or four different courses leading to a degree are provided. About three quarters of the time is devoted to academic courses in arts and science and the remainder to professional courses. In some of the other provinces, close contact is maintained between teacher training college and university.

In 1964-65 there were 122 normal schools and teachers' colleges and 26 faculties or colleges of education engaged in teacher training with a total enrolment approaching 38,000. In the same year there were 191,000 full-time teachers in the public elementary and secondary schools throughout the 10 provinces and 12,000 in the private schools.

Most teachers in these schools are paid according to a local salary schedule based on years of training and experience; they contribute to a provincial superannuation scheme and are members of a provincial professional organization. In 1964-65 about 66 p.c. of them were women, of whom a little more than half were married. The median salary of all teachers and principals in the nine provinces other than Quebec was \$4,954, an increase of 4.9 p.c. over the previous year. Apart from teachers in Quebec concerning whom adequate data were not available, about 11 p.c. of those in elementary schools and about 72 p.c. of those in secondary schools had university degrees.

Higher Education

Out of the two distinct cultures upon which the Canadian nation is founded have arisen two somewhat different systems of higher education. One, originally patterned on the French system before the secularization of higher education in France with the majority of the institutions under control of Catholic orders or groups, has in recent years adapted more and more to North American traditions but still retains distinctively French characteristics. The other was originally designed more according to English, Scottish and United States practices, instruction being given in English and 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, although the first such bilingual institution to be established—the University of Ottawa—was reorganized in 1965 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 numerical importance until after 1920. Only for the past 20 years or so have more than 100 earned doctorates been granted annually.

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 institution is legally chartered, control is vested in its governing body, the membership of which is indicated in the charter. The line of authority runs from the board of governors through the president (or *recteur*) to the senate and deans and the faculty as a whole.

The composition of the board of governors varies according to the type of institution. Provincial universities normally have government representation; church-related institutions have clergymen. Nearly all boards have either direct representation from the business community, alumni associations and other organizations, or are advised by these groups through advisory boards or committees. The size of the board varies from a very few to over forty. It has ultimate control of the university and normally reserves to