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Addressing the National Conference of Canadian Universities and Colleges at the Royal Military College, Kingston, Ontario, on June 3. Mr. Donald Fleming, Minister of Finance, Observed that the "creative influence" of the Canadian universities "reaches into every sector of our Canadian society...." This influence, he said, was exerted in a variety of ways- through general-degree courses, professional schools, extension departments, Workers' educational associations and farmers' institutes, and by sponsoring the publication of books and learned journals.

Mr. Fleming pointed out that the importance of the Canadian universities not only as teaching institutions but as research centres was a fairly recent development in their histories. "The creation of the Honorary Advisory Council for Scientific Research in 1916," he Said, "and more particularly its formal organization in 1927 as the National Research Council and its admission to the National Conference of Canadian Universities in 1928, was a significant event in Canadian history... The founding of the Canada Council in 1957 represented another major step forward toward

the fields of the arts and letters, the humanities and social sciences...." After these introductory remarks, the Speaker proceeded to discuss the role of the Federal Government in relation to university

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education, as follows:

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ROLE OF THE FEDERAL GOVERNMENT

"The British North America Act has confided exclusive jurisdiction over education to the provinces. Confederation could hardly have been possible on any other basis. The Federal Government must avoid any trespass upon the exclusive jurisdiction of the provinces over education.

"The growing importance of universities as institutions engaged in fundamental applied research has nevertheless given them significance for the entire nation. From its earliest days the National Research Council has devoted a considerable part of its annual budget to grants-in-aid and other forms of assistance to research in the universities. This policy has been pursued because, while there is a place for specialized research institutes, generally speaking, research and teaching should be and must be intimately related.

"Because of their important role in national development, the Dominion Government has for several decades been providing a great variety of forms of assistance to universities in Canada. Federal interest in particular forms of education was evinced early in the century. Assistance in the promotion of agricultural training extends back to prior to World War I, and assistance matched by provincial grants for technical and vocational training is one of the oldest forms of federal aid, dating from 1919. It was the impact of