

mathematical, and physical sciences; (4) geological sciences; and (5) biological sciences. Its obvious models are in part the Royal Society of London for Improving Natural Knowledge and in part the British and French academies. To these influences from the two major traditions of its historical background it has added a peculiarly Canadian emphasis on geology.....

More active, perhaps, are the Canadian Historical Association, the Canadian Political Science Association, the Canadian Geographical Society, the Canadian Institute of International Affairs, and comparable scientific and academic associations, the appearance and far-ranging activity of which have been striking features of Canadian intellectual life during the past few decades.

UNIVERSITIES AND THE STATE

The responsibility for education in Canada rests by statute with the provincial governments. Since the war, however, effective co-operation has been maintained between Federal Government agencies, notably the Department of Veterans Affairs, and the universities, in making possible the large-scale programme of veterans' education undertaken by the Government. Recently, the hope has been expressed by responsible university administrators that an arrangement might be worked out by which the Federal Government could assist in the expansion and secure establishment of institutions of higher learning throughout the country. The need for and the acceptability of such an arrangement were stated in representations made to the Royal Commission on National Development in the Arts, Letters and Sciences during its hearings, 1949-50. The Chairman of this Commission, Mr. Vincent Massey, is also Chancellor of the University of Toronto. The Prime Minister, Mr. L.S. St. Laurent, on the occasion of his receiving the degree of Doctor of Laws (honoris causa) from the University of Toronto on October 27, 1950, spoke of the universities in Canada as follows:

"The Universities are, without question, among the most precious of our national institutions. Now I recognize, and I believe most Canadians recognize, the wisdom of the provision of our constitution which made education perhaps the most important of all those subjects entrusted to the provincial authorities. This provision was designed primarily to safeguard both of the two cultural traditions which we Canadians possess and which, year by year, we are coming to cherish more and more, as we realize how greatly they enrich our national life. The entrusting of education to the provincial authorities has the further advantage of providing a measure of insurance against too great a degree of uniformity in our educational systems. No one with any real respect for our history and tradition would wish to disturb that constitutional position. At the same time, I think many of us recognize increasingly that some means must be found to ensure to our universities the financial capacity to perform the many services which are required in the interest of the whole nation. I hope you, Mr. Chancellor, in association with your colleagues in another of your capacities, will be able to help us to find a proper solution of that difficult problem.

"In seeking a solution of the problem we must never lose sight of the fact that, essential though it is to provide for the training of scientists and of men and women for the professions, this is not the highest national service the universities perform. Their highest service is to educate men and women in that liberal and humane tradition which is the glory of our Christian civilization. The first task of a true University is to keep alive the flame of civilization itself."