

of Education. Its director, at the annual meeting in 1938, reported that the number of people following more or less formal courses, apart from the regular school and university enrolment, was in the neighbourhood of 200,000. The Association aims to assist the various agencies whose work is represented by this enrolment, as well as to encourage more informal types of adult education. It is collaborating with the Canadian Broadcasting Corporation, for instance, in its attempt to train leaders for listening groups and make radio a more influential educational factor. It is co-operating with the National Film Society in the development of Canadian cultural and educational films. The Film Society, set up in 1935, has a national office in Ottawa and branches in the larger cities from coast to coast where regular programs of special films are screened. The Association for Adult Education also takes an active interest in library problems.

Some of the most distinctive work of Canadian universities has been done by their extension services on behalf of the population at large. The University of Alberta is outstanding in the variety of services offered, while others have won an international reputation for work of a specialized kind—notably St. Francis Xavier University in Nova Scotia with its more than one thousand study groups, which aim at bettering the economic and social condition of communities through the formation of co-operative enterprises. The extension service of the University of Toronto has given particular attention to assisting the Workers' Educational Association, which began as an Ontario organization but now has classes in larger centres throughout the country. It is not possible to describe here the extent of adult education activities of the universities, but their increasing importance is indicated.

The provincial Departments of Education, too, are giving greater attention to the educational needs of the adult population. The biennial conference of their representatives in 1938 (the Canadian Education Association) took adult education for its central theme. Due in some measure perhaps to the Association's interest in adult education, the Association was joined by Newfoundland and became the Canada and Newfoundland Education Association.

**Research in Education.**—The many changes of recent years, completed or contemplated, in Canadian education have led educators to feel a greater need for scientific investigation of their problems, and, since most of the problems are common to a majority of the provinces, they have thought in terms of creating a medium through which they could collaborate in research. Plans have been on foot for a considerable period and resulted, during the early months of 1939, in the formation of a Canadian Council for Educational Research. This Council was supported by Departments of Education through the medium of the Canada and Newfoundland Education Association, by the provincial teachers' organizations through the agency of the Canadian Teachers' Federation, and with assistance, for the initial years, from the Carnegie Corporation of New York. The Council is composed of seven members: five on a regional basis (one from each of British Columbia, the Prairie Provinces, Ontario, Quebec, and the Maritime Provinces), the Director of Research for the Canadian Teachers' Federation, and the Chief of the Education Branch of the Dominion Bureau of Statistics.

A record of the first topics proposed for the Council's consideration indicates some of the problems currently to the fore in the minds of Canadian educators: