

de Langue française, the Industrial Foundation on Education, the Canadian Universities Foundation, etc. In addition, certain of the departments of education and city school boards have research officers who, for the most part, conduct research into curricula examinations, promotion policies, use of visual aids, and related problems.

Operation or action research which developed during the Second World War has been adapted to many fields including education and is aimed at carrying out a certain operation as well as possible with the means available. Administrators and others are making considerable use of such procedure but it is difficult to decide just when such action should properly be designated as research.

One of the most promising portents for the future of research in education is the formation of provincial or regional councils to provide co-ordination of effort, to ensure professional advice, to publicize research findings, and to encourage research into imminent problems. Three such councils are well organized and publish journals. Several national bodies interested in research in education have formed a National Advisory Council on Educational Research which has provided liaison among its constituent bodies and is considering expanding its services through publications and advisory services.

During the past decade there have been several provincial Royal Commissions appointed to enquire into education as a whole, or some phase of it. Many of these have made use of research techniques as well as receiving submissions from interested bodies and individuals.

A number of longitudinal studies covering secondary pupils in one or several provinces are assessing the utilization of student resources related to university graduation. Other extensive studies have been, or are, related to school administration, visual aids and school finance. In addition, a limited amount of institutional research is being undertaken by several universities.

Section 2.—Statistics of Schools, Universities and Colleges

Education institutions may be grouped in the following categories: publicly controlled schools, privately controlled schools, universities and colleges, and federal schools. The publicly controlled schools, by far the largest group, include, in addition to all publicly controlled elementary and secondary schools, vocational institutes and trade schools, teacher-training colleges, correspondence courses, and schools for the blind and deaf. Private schools may be academic, business or trade schools, or correspondence schools. The universities and colleges may be provincial institutions, church institutions, or independent. The federal schools include those for Indians, schools in the Northwest Territories and schools overseas for children of members of the Armed Forces or for Armed Forces personnel. Evening courses may be given by public schools, usually assisted by provincial grants, by private schools, by universities or colleges, or by other organizations.

Table I shows the number of schools, teachers and pupils for all types of education institutions classified by province, for the academic year 1958-59. In all types of schools, the number of pupils has been increasing. The increase was first noticed at the elementary level some six years after the birth rate began to rise during the war years. In about eight years the children born during the War were entering high school and four years later they began entering university, swelling the ranks already greatly increased by an influx of veterans. The number of teachers is rather closely related to the number of students although the trend is toward larger classes. On the other hand, the number of schools has remained fairly constant, the increase caused by the construction of new and larger schools in urban areas being counterbalanced by the closing of many one-room rural schools.