

Council for Research in Education as an outgrowth of the earlier National Advisory Committee on Educational Research. This Council provides liaison among its constituent bodies and its objectives are to initiate, encourage and develop research in education, to publish a national journal and to act as a clearing-house for the dissemination of information about research activities in this field.

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 related 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.

During the past decade there have been several provincial Royal Commissions appointed to inquire into education as a whole or into some phase of it. Many of these have made use of research techniques as well as submissions received from interested bodies and individuals. One field of education which is currently the subject of considerable investigation and research is that of programmed learning, that is, the use of teaching machines or similar mechanical, electrical or electronic devices to assist the learning process. One session of the 1961 Conference of the Canadian Education Association was devoted to programmed learning and later in the year the Canadian Teachers' Federation held a three-day seminar on the same subject. The Canadian Association for Adult Education held a similar seminar early in 1962.

In June 1961, an invitational meeting of persons engaged in or interested in research in education was held at Macdonald College, sponsored jointly by the Canadian Education Association and the Canadian Council for Research in Education. Papers presented formed the basis for a booklet published later under the auspices of the Canadian Conference on Education. The second meeting of the Canadian Conference on Education was held in Montreal in March 1962. This Conference touched on all aspects of the educational scene and embraced both professional and lay organizations.

Section 2.—Statistics of Schools, Universities and Colleges

Elementary and secondary schools may be conveniently classified as publicly controlled, privately controlled, and federal. Municipal and provincial schools, most numerous by far, include elementary and high schools, vocational institutes, trade schools, teacher-training colleges, and schools for the blind and deaf, and provide as well for correspondence courses. Private schools may be academic, business or other vocational schools, or correspondence schools. Federal schools refer to schools for Indians, schools for residents of the Northwest Territories, and overseas schools for children of members of the Armed Forces or for Armed Forces personnel. Higher education is attained at universities and colleges, which may be provincial institutions, church institutions, independent, or federal military colleges. Continuing or adult education takes a variety of forms and reaches all levels from the basic English courses provided for newly arrived immigrants to courses leading to a university degree. Most organized classes for adults function under the auspices of universities, colleges, local school boards, churches and other community organizations.

Table 1 shows the number of schools, teachers and pupils for all types of education institutions, classified by province, for the academic year 1960-61. 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. About eight years later the children born during the War were entering high school and four years later they began entering university. 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.