

these schools and institutions are members of the Civil Service. They teach under a school law and regulations similar to those in effect in the province concerned and the Federal Government utilizes provincial facilities whenever possible.

The Government of Canada contributes to the construction and maintenance of vocational training facilities, recognizing vocational training as an important factor in the economic development of the country. Such contributions affect practically every phase of publicly sponsored vocational training in Canada, although the degree of the contribution varies. A great impetus to such training has resulted from the passing of the Technical and Vocational Training Assistance Act (SC 1960-61, c. 6) which, among other things, provides for direct federal financial contribution of 75 p.c. of the total amount expended by a province on the building and equipping of vocational training facilities up to the fall of 1963.\*

Higher education, to a far greater extent than elementary and secondary education, is free from government regulation or control, although the Federal Government through its Department of National Defence does operate three service colleges for the training of officers for Canada's Armed Services. The Federal Government contributes to higher education by means of direct grants to universities for current operating expenditures and capital projects through its agency, the Canada Council, and by providing scholarships and grants in aid of research to universities and individuals through such federal departments and agencies as the Canada Council, the National Research Council, the Defence Research Board, the Department of National Health and Welfare and the Department of Agriculture. In 1959-60 the Federal Government contributed 24 p.c. of the universities' current operating income (including research) and, over the four-year period 1956-59, about 8 p.c. of the universities' income for capital purposes.

## Section 2.—Interesting Aspects of Education

**New Techniques in Education.**—Rapid growth in school enrolments, and difficulty in meeting staff requirements and in financing school construction and upkeep, has stimulated a searching inquiry into traditional methods of school administration and teaching. Research is being undertaken to determine whether new techniques may not effect economies in the operation of schools and at the same time speed up the learning process. In particular, standard classroom size and a rigid grade system of promotion are under close scrutiny. Experimental work continues in pupil streaming, in the elimination or grouping of certain grades with more opportunity for pupils to progress at their own speeds, in the building of schools with flexible classrooms, and in team teaching, which may involve such a hierarchy of staff as head teacher to co-ordinate the whole effort, subject specialists, junior or assistant teachers, and clerical or technical assistants to keep attendance and other records, set up laboratory equipment, operate projectors and generally look after the various forms of visual aid, etc.

This experimentation in new techniques is stimulated by new media for teaching, such as educational television, language laboratories, and teaching machines, which are just beginning to have a significant impact on education in Canada. Some schools have been experimenting with television for spot lessons in certain classes for several years, but the first province-wide application of television for instructional purposes in a public school system occurred in 1962 when Nova Scotia introduced a series of television lessons throughout the full school year in Grade 11 mathematics and science. Plans are to extend the program to include French in the school year 1963-64. About the same time two universities in Montreal introduced a number of television courses for credit, some in English and some in French. Television has the advantage of bringing expert instruction to a much wider range of students and to larger classes.

\* The subject of vocational training is covered in detail in an article entitled "Recent Developments in Public Technical and Vocational Education in Canada" appearing in Chapter XVI on Labour (see Index).