

At the secondary level, efforts have been made to ensure that all teachers are university graduates with an additional year of professional training; where possible, they have been required to be honours graduates or specialists. In some provinces candidates enroll in a four-year university course, like elementary teachers, with one-fifth of the subject-matter professional training and the rest being in the selected teaching areas.

During 1963-64, there were 185,273 teachers and principals in the public elementary and secondary schools. Of these, 64 per cent were women and, of the women, 56 per cent were married. Outside Quebec, for which data were not available, 27 per cent of all teachers taught secondary grades only. About three-quarters of the secondary teachers had one or more university degrees, compared with better than one in ten for the elementary teachers. The average teacher had been teaching seven or eight years and had held his or her present position for three or four years.

In the colleges and universities, staff members are selected mainly because of their academic qualifications and knowledge of research. For the higher ranks, a record of publication is also a factor. It is generally assumed that a professor will communicate his knowledge to the class successfully without special professional training. In 1962-63, 45 per cent of university teachers held a doctorate, 33 per cent had a master's degree and the remaining 12 per cent, with a few exceptions, employed for special duties, were graduates.

During 1963-64, there were 124 normal schools, teachers' colleges and university faculties engaged in teacher preparation (107 in Quebec), and 25 degree-granting schools or faculties that were an integral part of colleges or universities.

Most teachers are now paid according to a local salary schedule that provides for a basic beginning salary with increments for superior qualifications, experience, and additional responsibilities. University teachers are likewise on salary schedules, though, in exceptional cases, a professor may be paid as much as is necessary to retain his services.

Most teachers belong to a professional association and have reasonable security. The work of these associations is divided between efforts concerned with pay, security and the like, and the professional development of the staff. All associations publish a professional journal. The number of supervisors and specialists is increasing and, in most provinces, "in-service" training is being used more and more. The largest number of summer-school students continues to come from the teaching ranks, both the salary schedules and opportunities for advancement providing an incentive to such efforts.

Higher Education

Since pioneer days, Canada's English-speaking and French-speaking populations have established institutions of higher education. In the Atlantic Provinces, in some instances, and in Quebec and Ontario, these institutions were generally established by members of a community or church congregation or by