

In 1960-61 there were 126 normal schools and teachers' colleges preparing teachers, and 22 university faculties of education; together these institutions expected to graduate more than 17,000 teachers at the end of that school year. In 1959-60 there were 147,688 full-time teachers in the elementary and secondary schools and 7,550 in universities and colleges; about 73 p.c. were women and 38 p.c. of these were married. The majority were between 24 and 45 years of age.

Teachers are generally employed according to a local salary schedule, belong to a provincial superannuation scheme and are members of a professional organization.

Research in Education.—The wide variety of research at present being undertaken in the field of education is expanding in scope and increasing in variety of method, and involves large numbers of personnel. Among the types found are historic and other studies, surveys, projects in applied research including action research, and a limited amount of basic or pure research. Most of the pure research is conducted in the universities by individuals or teams of professors and graduate students and the same personnel may conduct applied research. Applied research is also conducted by such organizations as the Canadian Education Association, the Canadian Teachers' Federation, the Education Division of the Dominion Bureau of Statistics, l'Association canadienne des Édicateurs 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 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 efforts through publications and advisory services.

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.

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.

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