

time, equipment and instructors have prevented many schools from taking advantage of this opportunity, and have kept the curricular offerings within the limits prescribed for normal school and university entrance. Composite high schools in the larger centres, and county high schools with or without dormitories, are attempts to remedy this situation. There is a growing need for junior colleges for those who want more than high school but not university work.

In every province schools have been amalgamated for administrative purposes. Establishment of larger units by the consolidation of schools and the abolition of many school districts has been gaining impetus, particularly in organizing the rural districts of Alberta, Saskatchewan and the Peace River area in British Columbia, and in the formation of county units in the Maritime Provinces.

The Financing of Education.—Statistical studies have indicated a close relationship between the amount of money expended and the progressiveness of school services. Sparsely settled rural areas on marginally productive lands supporting schools with low enrolment have a high cost per pupil and a high tax rate but can supply few services. On the average, schools able to pay the highest wages will get the best qualified teachers. Ability to pay is one of the limiting factors, and varies greatly from district to district, rural to urban area, and province to province. The larger units now organized have resulted in equalizing the tax burden over the area but have not solved the problem of equalizing the ability to support schools. In an effort to aid the weaker districts, several provinces have set aside equalization funds which are distributed largely according to need. This need is most difficult to determine unless mill rates are known and assessment valuations are uniform; Saskatchewan, for example, has done considerable work in reassessing land to effect such uniformity.

Within the provinces there has been considerable demand for increased grants from the Provincial Governments. Present practice, in this respect, varies considerably from province to province, as does the proportion of provincial income spent on education. Prince Edward Island is unique in that the Legislature provides about two-thirds of the money used for education whereas other Provincial Governments provide from 18 to 36 p.c. of the total. The Maritimes issue salary grants direct to teachers and there has been some tendency to supplement regular grants with grants for specified purposes, e.g., New Brunswick provides additional grants of from 60 to 75 p.c. of the cost of vocational education to encourage schools to organize new classes. Other provinces, through grants, are encouraging the purchase of such equipment as radios, moving picture projectors, etc.

The War gave a new impetus to health education and practical projects connected with it. British Columbia has recently added to their health work by instituting special grants to provide hot noon meals for pupils. Experiments conducted in various parts of Canada indicate that many children are under-nourished and vitamin-starved and that the addition of a hot, nutritious noon meal would do much to improve their health and aid growth.

Teachers and Teaching.—No matter how good the organization, how apt the pupil, it is impossible to have good schools without good teachers. A shortage of qualified teachers began shortly after the opening of hostilities and became continuously more acute as more teachers joined the Armed Forces. Many schools remained open only because ex-teachers, most of whom were married women or