

willing students, were recruited to man the schools. With the close of the War and demobilization only a small percentage of teachers returned to the classrooms although their positions had been held open for them. The majority either made use of their education credits to take advanced work on their return or found more lucrative posts in the industrial world.

Teachers' salaries increased slowly during the war years and it was not until 1944 and 1945 that they increased more than the cost of living. By 1946, the majority of the provinces had set minimum wages varying from \$800 to \$1,200 for qualified teachers. Rural school teachers' salaries are almost twice what they were during the 1930's.

In an attempt to attract desirable recruits to the teaching profession Alberta has organized all teacher-training under one professional organization connected with the university and leading to a degree in education. Under such organization Normal training and summer-school classes all lead towards an education degree.

The in-training of teachers suffered during the war years but summer schools curtailed or dropped are resuming regular schedules again in some provinces. It is interesting to note that, supplementing the usual classes in methods and physical education, classes are designated as: Guidance, New Curriculum, Enterprise, Education, Recreational Leadership, School Library Organization and Administration, Audio-Visual Education, Workshop in Health, and others. Other valuable innovations are: appointment of visiting supervisors from the Normal Schools to help rural teachers with their problems; libraries which provide free professional books for teachers (see p. 1049); grants from which Normal School students may borrow, etc.

**School Buildings.**—During the depression years of the 1930's few new schools were erected while those already constructed were allowed to fall into a state of disrepair. Then came the war years when scarcity of supplies and lack of skilled help curtailed new construction and any but the most needed repair jobs. During this period certain of the provinces encouraged districts to set aside funds for building and repair when the war ended. However, a pressing demand for housing and the continued scarcity of materials and labour slowed down new construction in the public building field. Nevertheless, there has been considerable planning and a few schools have been erected, in some of which are incorporated radical changes in unit organization to fit them to the modern conception of education and to the embodiment of new principles of construction or use of newer materials.

**Equipment.**—Despite past shortages of equipment, such as film projectors, radio equipment, etc., considerable progress has been made in the use of these modern aids. Film depots have been set up in all the provinces, radio programs have been organized in co-operation with the Canadian Broadcasting Corporation for regions for all of Canada and some films and recordings have been made in local schools.

The paper shortage has limited the number of texts and reference books available but many new books on the market are based on a more scientific approach to the needs of the child. A committee of the Canada-Newfoundland Education Association has recommended a course of study for all Canadian schools which, if found acceptable to the provinces, would effect some degree of uniformity and a fuller understanding of Canada as a whole.