

The Canadian Education Association, at its convention in 1946, devoted time to a consideration of the problem of teacher supply and expedients to overcome the shortage, including the preparation of booklets setting forth facts and figures relating to the teaching profession and showing advantages from joining its ranks. In Alberta, the Normal Schools were absorbed by the College of Education so that all teachers are now college entrants on the way to obtaining a degree in education. They may interrupt their college course at the end of any year to engage in teaching and return at any time to pick up additional credits. The Alberta Government has made provision for paying tuition amounting to about \$145 for promising students. Saskatchewan now credits training in Normal as one year in college. The College of Education offers an undergraduate degree while continuing their classes for graduate students towards the M.Ed. degree. Saskatchewan offers veterans a short Normal course of six months if enough apply to ensure a class of 12. Twenty units have employed veteran teachers in an audio-visual capacity to provide film shows for schools and adult groups in the district.

Manitoba has provided the first residential Normal School in Canada capable of housing sufficient students for replacements in the teaching profession. By making provision for the students to work part time and to borrow money where necessary, no student is kept from professional training by lack of funds and each is sure of a position when graduated.

The in-service training of teachers has received considerable attention and varies from planning institutes culminating in convention programs to better supervision and library facilities. Teachers are still encouraged to attend summer schools, take extra-mural classes and enroll for advanced work. Departmental and other libraries have been provided, from which teachers are encouraged to borrow professional books. New courses are being organized for summer schools stressing rural sociology, citizenship training, shopwork and industrial arts while more opportunity is given for diversification in high-school courses through the organization of composite high schools, and municipal or other larger unit high schools in rural areas. Increased and improved supervision has been effected to raise the standard of teaching.

Teachers' Salaries.—To offset the serious exodus of teachers from the profession, considerable headway has been made in adjusting salaries to a scale more in keeping with the duties and responsibilities involved and so making the profession more attractive to those who have the ability and character to make it a life-work.

While a comparison of average salaries in pre-depression years with those received now is not possible for all provinces, available data for certain provinces are indicative of trends although they do not tell the whole story. In New Brunswick in the school years ended in 1930, 1940 and 1945, male third-class teachers received an average of \$534, \$391 and \$611, respectively, while female third-class teachers received \$519, \$391 and \$593. Second-class male teachers received \$762, \$499 and \$860 while female teachers received \$666, \$510 and \$815 for the same years. The same trend is shown for first-class teachers although the grouping of first-class and superior-school teachers in 1945 makes a comparison of salaries more difficult. Grammar-school teachers on an average received \$2,042, \$1,918 and \$2,380 for 1930, 1940 and 1945, respectively.

In Ontario the principal of a secondary school received average salaries of \$3,293, \$2,942 and \$3,169 for the school years ended in 1930, 1940 and 1945, respectively. The averages for male assistants for the same years were \$2,698, \$2,325 and \$2,627