

and for female assistants \$2,175, \$1,994 and \$2,207 For the same years a male teacher in a public school received averages of \$1,720, \$1,434 and \$2,023 and a female teacher received \$1,190, \$1,077 and \$1,355. A male public-school teacher in a city received \$2,320, \$2,257 and \$2,586 and a female teacher received \$1,514, \$1,559 and \$1,652; a male teacher in a rural district received \$1,195, \$888 and \$1,335 and a female teacher in a rural area \$997, \$714 and \$1,167, respectively, for the same years.

In Saskatchewan urban male first-class teachers received, on an average, \$1,768, \$1,019 and \$1,840 (estimate), respectively, and female teachers received \$1,245, \$525 and \$1,440 (estimate) for school years ended in 1929, 1939 and 1945. Rural male first-class teachers received \$1,774, \$598 and \$1,300 and female rural first-class teachers received \$1,057, \$525 and \$1,250 for the same periods. Second-class urban male teachers received \$1,358, \$849 and \$1,565 and similarly qualified female teachers \$1,130, \$822 and \$1,359; males with similar qualifications in rural schools received \$1,040, \$574 and \$1,262 and females received \$822, \$524 and \$1,207, respectively, for the same years.

The number of teachers on the staffs of provincially controlled schools, classified according to salary, is given in Table 5, p. 285.

**Adult Education.**—For many years “adult education” was concerned only with the provision of night classes for adults who had not had the advantage of public-school education. Classes were at first in charge of day-school teachers who repeated lectures prepared for their day classes. At a later date secondary-school academic subjects were offered and while such classes have been continued they now represent but a small part of adult education as we know it. Courses offered in the secondary schools have increased in scope to include a wide variety of languages, technical and hobby pursuits, drama, art, journalism, public speaking and many others. The “lighted schoolhouse” idea is spreading to remote areas.

The essential values and satisfactions found in meetings of adult members of a community for debate and discussion have multiplied and leadership is received from the Canadian Association for Adult Education. The most important functions of that Association are: to organize a national workshop, to co-ordinate the work of the major adult educational agencies in Canada, to provide ideas and motivation, to make available existing aids and supplies and to conduct experiments and research. At present the major part of the activity comes under: the National Farm Radio Forum; the Citizens’ Forum; the publication of *Food for Thought* and the study outlines prepared for Citizens’ Forum; the preparing of an integrated pattern of adult education in co-operation with other national organizations in the field of adult education and general leisure-time activities; and the planning of conferences, etc. The work has been expanding so rapidly that the financing of it has become a difficult task.

Universities from coast to coast provide extension courses in general education which vary from lectures and demonstrations to correspondence courses. St. Francis Xavier, for example, fosters co-operative organizations which benefit Nova Scotia and in this regard has earned for itself an international reputation.

In several provinces the Provincial Governments provide directors who help to organize groups in the Province. Saskatchewan fosters action-study-groups, in part as a reaction to studying for studying’s sake.