

Complete statistics are not available for the year 1943, but indications are that the increase in salaries between 1942 and 1943 is more than the increase of the first three war years combined. For example, the median salary in Manitoba in rural schools of one room in 1942 was \$637. In 1943 it was \$732.

In 1943 the shortage of teachers became so serious that National Selective Service undertook measures to relieve it. By order-in-council on July 17, 1943, teachers were frozen in their profession. Under the order a teacher must continue at the teaching profession during the school year and may not leave to take other full-time employment, except in agriculture, unless under permit from Selective Service. Such permits are issued only in rare cases where the teacher's services happen to be more urgently needed than in the teaching profession. Teachers may still, however, leave school to join the armed services without a permit. They may also engage in temporary employment during summer vacations and in part-time employment during the school year so long as such work does not interfere with their teaching hours.

At present the shortage in the teaching profession has shifted from one of quantity to one of quality. Public elementary and secondary schools are now suffering from a shortage of qualified teachers rather than from a shortage in the number of teachers. During the academic year 1943-44 more than 100,000 Canadian children were taught by teachers with less than full professional qualifications. Since the war began, more than 5,000 stop-gap instructors have been employed. About 635 classrooms have been closed. As a result, there has been a noticeable lowering of standards throughout the Dominion, particularly in rural elementary schools. Forty per cent of the one-room rural schools in one province are now in the hands of youth fresh from high school. The work of the secondary schools has also suffered, especially since 1942, in the charge of persons with little or no training or experience in the subject fields of science and mathematics. In one province it has been estimated that the efficiency of teaching mathematics in the high schools has deteriorated at least 25%.

Some conception of the reduced efficiency of teaching on the elementary and secondary school levels is gained by directing attention to the tenure of teachers. The percentage of the total teaching group which has had one year's experience or less at the close of a school year indicates the rate of total net turnover in the profession. This turnover should be rapid enough only to facilitate the cultural and professional growth of the teachers. Beyond this it reduces the efficiency of the schools which are forced to accept an unduly large proportion of inexperienced teachers or teachers with very brief experience.

The rate of total net turnover in the teaching profession on the elementary and secondary school levels in Canada has risen considerably during the war years. Comparable statistics for the period are not available, but as early as 1941 the percentage of teachers who had one year's experience or less at the end of the school year ranged in rural schools from 27 in one province to 10.32 in another; in city schools, from 8.6 to 0; in all schools, from 24.5 to 7.6. For the whole Dominion the percentages were: Rural schools 13.3%, city schools 3%, all schools 10.2%.

Although teachers on the university level have never been subject to compulsory military service under the mobilization regulations, most universities are at present understaffed. Many staff members have entered the armed services voluntarily. Many have gone into war research projects which could not be conducted at their own universities. Many have gone into important government work for the duration of the war.

The drain on university staffs has been particularly heavy in the fields of science, economics and psychology, but there are few departments that have not suffered severely.