

of teacher training or including the equivalent.'

"It has been a period of emergency measures. Most provinces have run short courses of initial orientation to teaching--in the summer between high school or college graduation and the assumption of teaching duties in the fall. Financial aid to teacher-trainees has been made freely available. Married women have been encouraged to return to teaching. Rich provinces have raided poorer provinces, and most of them have recruited in the United Kingdom. Many teaching permits have been issued to people with no professional training. Departments of education have operated on the self-contradictory principle that 'it is the duty of government to see that children are not denied an education because of an inadequate supply of teachers'.

"The situation is improving, however. Enrolment in teacher-training institutions is rising (more than 20,000 were enrolled in 1958-59) and some short courses have been discontinued recently. Other positive developments have included revision of teacher-training programmes to raise the standards required for admission (notably in Quebec). Also, the universities have assumed a larger role in the preparation of teachers. As a footnote it should be added that since 1950 most English-language 'normal schools' have been redesignated 'teachers' colleges'....

"I need not remind this group of what has happened to teachers' salaries: they have soared. Median salary in 1950-51 was \$2,050. In 1957-58 it was \$3,470. In 1959-60 it is likely to be nearly \$4,000--just about double the average ten years ago--and high time, too!

#### FACILITIES

"If for every additional 40 pupils a new classroom had been built during these ten years, the total number of new units would be 33,000. I do not know that a count has been made, but it is evident that school boards have not been able to keep up with the demand. There has been overcrowding in many communities. A few years ago I visited a grade one classroom in which there were 84 children! Some schools have accommodated their pupils in shifts--often two, and in some cases three shifts a day.

"School consolidation has continued, but it is unlikely that the one-room rural school will ever completely disappear. It is estimated that between 10 per cent and 15 per cent of pupils now attend such small schools....

"Developments in school architecture have been particularly interesting. A large proportion of the new schools are one storey. Much use has been made of glass to make them light, and of colour to make them attractive. The creation of building advisory services in provincial departments of education has encouraged both economy and good design.

#### FINANCE

"While enrolment in elementary and secondary schools has increased by half, costs have nearly trebled. Expenditure in 1950 was about \$350 million. This year it will be close to a billion dollars. The expenditure per pupil has risen by 80 per cent, from \$142 to \$256. Local school boards, depending on municipal taxes, have continued to bear the brunt of the financial burden, with provincial governments providing a slightly smaller, though increasing, share. Expenditure by the Federal Government on the education of Indians and Eskimos has increased significantly during the decade. The central power has shown no intention of giving direct aid to elementary and secondary education under provincial control, although such action has been promoted by many groups, one notable exception being the Government of the Province of Quebec....

#### ORGANIZATION AND ADMINISTRATION

"Early in the 1950's Newfoundland raised the legal school-leaving age from 14 to 15. In Quebec it is still 14, but there is agitation to raise it. In other parts of the country some people are wondering whether it should not be lowered from 16 to 15 or 14. They ask what can be done with pupils who 'can't study, won't work and can't leave.'....

"Notable progress has been made during the past ten years in the provision of facilities for the education of exceptional children, especially those who are mentally retarded or suffering from cerebral palsy. The first thorough statistical survey of the field was made by the Dominion Bureau of Statistics for the year 1953-54. Forty-two thousand exceptionals were reported in receipt of special schooling from 1,900 teachers....

"Lively interest in the development of the North has been accompanied by the initiation of a federal programme for the education of Indians and Eskimos in the Territories. At the beginning of the decade there were, in addition to mission schools, three government day schools for Eskimos. Now there are nearly a score, including some residential schools, and another score of part-time schools. Until 1955 the Department of Citizenship and Immigration looked after the education of Indians in the North as well as in the provinces. In that year the Department of Northern Affairs and National Resources took over the care of Indians as well as Eskimos in the Territories. Its budget for 1959-60 is \$9,900,000. Meanwhile the Department of Citizenship and Immigration has been encouraging the attendance of Indians at non-Indian schools in the provinces, and in the decade the numbers doing so have increased significantly.

"Another interesting new Federal Government activity in the field of education began in 1954 when schools were opened in France,