

a qualified teacher, prepare a budget for the annual meeting, and present it to the municipal authorities. As towns and cities developed, the original boards remained as units, but provision was made in the acts for urban school-boards with more members, and generally with responsibility for both the elementary and secondary schools, although in some provinces there might be separate boards.

In the rural areas a number of pressures were brought to bear on the organization of rural districts, which were some four miles square, established when local transportation was by ox-team or horses and the school had to be within walking distance of the home. The realization grew that the manner of living had changed, that the farms were much larger and mechanized, that most farmers had trucks and automobiles, that there were fewer children to the square mile and that it would be more efficient and economical to provide central schools and transportation. There was considerable discontent among the teachers as security of tenure was rarely found under the three-man local school boards. Add to this a shortage of teachers, differences among the districts in their ability to pay for education, and a demand for high-school facilities in rural areas, generally of the composite type, and some of the reasons became obvious why larger administrative units were introduced.

It was hoped that a greater degree of equalization could be achieved, that better facilities could be provided at a lower rate and that the short supply of teachers could be met somewhat more effectively. The units were introduced by acts of the legislatures in Alberta and British Columbia and by acts with provision for local option in Saskatchewan and the Maritimes. Southern Ontario has been organizing its rural areas in counties, Manitoba has recently introduced an act to make it beneficial for communities to form larger secondary units, Protestant Quebec is generally organized into larger units. In Catholic Quebec, one board of school commissioners administers all schools in each municipality, whether rural or urban, and there has always been a larger number of private residential schools established by religious communities than found elsewhere. In addition there are more than 100 vocational and agricultural schools, which have lessened the demand for the composite type of school.

In some provinces the local boards were replaced by unit boards; in others the local boards were retained with limited duties and unit boards were established.

The reorganization of local school districts into larger units represents one major achievement in the effort to provide greater equality of educational opportunity. There is variety enough among provincial patterns to indicate advantages and disadvantages and to encourage equalization of assessment and taxation over large areas. Alberta has attempted to solve one problem - that of having municipal units coterminous with school areas - by organizing a limited number of counties and selecting a committee from the municipal council to administer the schools, with the authority and powers usually exercised by the unit board.

The unit boards accept responsibility for providing the necessary staff, buildings and equipment and financing the schools, and may organize either or both elementary and secondary schools and provide transportation. Where local boards remain, they usually function in an advisory capacity, taking an interest in the building and grounds.