

of the provincial departments having some responsibility for certain school programmes, departments of industry, which operate apprenticeship programmes, agricultural departments, which operate certain school programmes, departments of welfare, which operate reform schools, departments of lands and forests, which operate forest ranger schools, and departments of mines, which conduct inspectors' courses.

From the beginning, each department of education has had its own special staff. It provides for the training and certification of teachers; it provides courses of study and prescribes school texts; it provides inspection services to help maintain specified standards; it assists in financing the schools through grants and services; and it makes rules and regulations for the guidance of trustees and teachers. In addition, each department receives regular reports from the schools, which are tabulated, government grants to schools were based on such factors as the number of teachers, enrollment, days in session and attendance. Somewhat later, special grants were introduced in order to provide for a variety of expenses, such as the construction of the local school, the obtaining of special classes, providing transportation for pupils, school lunches, and other contingencies. A number of provinces made provision for special grants, and recently three have introduced a combined operation grant.

The work of the departments of education has grown considerably. Many have expanded their services in the fields of adult and vocational education, and pre-vocational and trade courses. At the same time there has been a move towards the delegation of greater authority to local boards and school districts. One illustration of this tendency is a reduction in the number of departmental (external) year-end examinations. Few provinces now provide for more than one or two such examinations -- at the end of the third, and in some cases also at the end of the second year of the secondary school course. Another illustration is the increasing substitution of fairly extensive lists of approved books in place of lists of prescribed texts. Courses of study are now being planned by one or two experts in the department; instead they result from conferences and workshops including active teachers and other interested individuals or bodies. In most provinces "curriculum construction" is considered to be a continuous procedure. In Ontario, a number of the larger cities have been given permission to use experimental curricula in certain grades. In Alberta and British Columbia the number of options has been increased and courses may be selected on a point system rather than by years.

### Local Units of Administration

In all provinces school laws provide for the establishment and operation of schools by local education authorities, which operate under the public school act and are held responsible to the provincial government and resident taxpayers for the school operation of the local schools. Through the delegation of authority, education has become a provincial-local partnership with the degree of decentralization reviewed tentatively. Questions concerning the extent to which curricula development, local supervision, and personnel of the education board should be local rather than provincial will probably occupy the minds of legislators for decades to come, as well as problems such as the optimum size of local school districts.

From the beginning, the provincial departments delegated authority to locally-elected or appointed boards, which functioned as corporations under the school laws and regulations. These three-man boards were expected to establish and maintain school, select