

being that there is unity of control over all schools under the same board."

While conditions in Manitoba are radically different from those of British Columbia, there can be no reasonable doubt that the adoption of the municipal system in Manitoba would work out equally as successful here as in British Columbia. In the first case, the larger board with its greater responsibilities is more likely to attract men and women who are better informed and who have a broader outlook on education. Exercising control, as they do, over a wide area, and with opportunities for studying and comparing the achievements of a number of schools and teachers, their wider experience tends towards a broader outlook; the salaries, promotions and transfer of teachers all receive more attention. Owing to the larger area of assessment funds will be more readily available for improvements in equipment and for bringing all the schools up to a higher, uniform standard of efficiency. The tax rate over the municipality will be uniform, thus removing one great injustice under which the small district stands.

I will not transgress further on your space by enumerating the many advantages which would follow the adoption of the Municipal School Board system, but I will deal briefly with one or two criticisms which might be put forward.

The first of these is that the municipal trustee cannot, in the nature of things, exercise the same close personal

supervision over the affairs of the schools as do the local trustee boards. I am not sure that this argument is well founded. Very few trustees visit the school while it is in operation. I have known teachers to have had charge of a school for some considerable time before they became acquainted with all the members of the trustees board. If the trustees elected in each ward were given the oversight of the schools in their respective wards there is no reason why they should not be able to keep in close touch with conditions in those schools. Admitting a weakness, however, there is a remedy. The school board would require a secretary. There is no reason why this office should not be filled by a competent teacher who could act as superintendent for the municipality. He would visit the schools regularly and make his report at each monthly meeting of the board.

It is sometimes said that the Municipal Trustee Board is anti-democratic, that it makes for centralization rather than de-centralization of control. Is this true? Is there not a limit beyond which de-centralization becomes inefficient? I believe there is. If we had one hundred and forty or fifty Municipal School Boards instead of the seventeen or eighteen hundred local boards, they would exercise a much greater force in the shaping of our educational policies.

In concluding I will just express the hope that before long the Municipal School Board system of organization will be very largely adopted in Manitoba.

WHAT THE SCHOOL BOARD MUST DO AND WHAT IT MIGHT DO

By W. J. Parr, Inspector of Schools, Killarney

In the multitude of books written these past few years on educational themes, almost every aspect of the subject is more than exhausted except that of the administrative work of the trustee board. The explanation, of course, is simple. School law defines very clearly what the legal duties of a trustee board are, and it is taken for granted that these duties will be performed; but the regrettable fact is that

in many cases what must be done very frequently is not done, or else done in a very indifferent manner. It is not necessary to say much about the trustees' legal duties, but rather refer to two or three matters which they seem morally under obligation to consider, especially in reference to rural and village schools. We are informed on every hand that war has imposed upon us a new obligation towards the youth of