

Larger Units in School Administration.—A notable trend in Canadian education has been toward the larger school unit. This permits a greater equalization of educational costs and a greater degree of equality of educational opportunity for the pupils. In most provinces progress has been made in this regard, particularly in the past two or three years. Since 1946 the larger unit has been in operation in all Nova Scotia's 24 municipalities. In New Brunswick the County Schools Finance Act was passed in 1943 and by January, 1948, all counties had agreed to adopt this method of school administration. In consequence 1,350 administrative school units have been reduced to 37, embracing 15 counties and 22 urban centres. In Ontario the larger unit is known as a Township School Area. The formation of the 484 Township School Areas now in existence has involved the dissolution of 3,070, or approximately 53 p.c., of the former rural school areas of the Province. Rural schools in Saskatchewan have been set off into 60 proposed units, 45 of which, embracing 3,794 former units, have been established. In both Alberta and British Columbia the larger unit is an accomplished fact; indeed in the former Province it has been established for 10 or 15 years. In Alberta, where there are 57 School Divisions, on the average a School Division has an area of 2,000 square miles, employs 70 teachers, and instructs 1,500 pupils. British Columbia is divided into 74 large administrative areas, and 15 small rural unattached School Districts. In Manitoba an experimental larger school unit has been established, with consideration being given to an additional one; prior to 1920, however, this Province had moved towards the consolidation of School Districts, though not necessarily to the more modern School Area built around a logical community centre. In Quebec (Protestant) ten (or over one-half the total desired) Central School Boards have been established. The Catholic School Commissions in Quebec are not larger units, properly speaking; the basic unit there is generally the Parish. It should be recognized that the consolidation described above may have varying effects, dependent upon the province. In some cases it may involve only elementary rural schools, in others regional high schools, and in others a combination of both. In each instance better educational opportunities for children in rural areas are provided.

The establishment of the larger administrative unit, while resulting in an over-all economy, has increased the problem of the transportation of school children. In a number of cases conveyance is obtained by the hiring, on a contract basis, of buses owned by individuals or by transportation companies, though there is a marked trend towards purchasing rather than hiring buses for purposes of school transportation. In Quebec the first 'snowmobile' was purchased in 1943 and the Protestant Department operates 49 of these machines which transport more than 1,500 pupils. In Ontario, Public or Separate School Boards have authority to transport pupils to their own or secondary schools, and in June, 1947, 350 vehicles transported 8,400 children to 160 secondary schools. Their average trip required 65 minutes and the cost for such transportation was about one cent per pupil per mile. In Alberta in 1947-48 there were 713 school conveyances transporting a daily total of 14,753 pupils. Various safety standards are maintained in all provinces where pupils are conveyed by departmental arrangements.

Modern Types of School Facilities.—Both New Brunswick and Nova Scotia have extensive plans for new regional Composite High Schools. In New Brunswick 25 have been approved and are under construction; nine are now in operation. The rural high school in Nova Scotia, where enrolment in a con-