

## EDITORIALS.

**IMPROVEMENT OF TEACHERS IN SERVICE.**

The agitation for increased salaries must not lead us to feel, that our obligation to serve society, is lessened by society's failure to give us our whole due. The increase of salaries will demand an increase in the teacher's equipment. Each teacher feels the need of new inspiration and ideas after the strain of the year's work. What opportunities for study do we find? First, there is each Provincial Teacher's Institute. These, though of few days' duration, give excellent opportunities to hear what our colleagues are doing and gain suggestions from their experience. Then there are the local Summer Schools for special training in agriculture and vocational subjects. These opportunities this year are unusually promising. No teacher interested should fail to go. For those who wish to study outside the provinces there are the Summer Schools for Teachers given at Toronto University, the University of Chicago and Columbia University, New York. The value of such courses to a teacher cannot be fully appreciated unless one has been privileged to enjoy such opportunities. To those who will remain home this summer two avenues of self-improvement are open. The first is studying in the Extension Department of some university through correspondence courses. This opportunity allows the individual to take up some particular line of study under well known specialists in the field. The University of Chicago and Teachers' College, Columbia, both allow credit on their bachelor's degree for such correspondence work. The tuition fee is small in comparison with the great value of such study to the student. The second and less taxing opportunity for self improvement will be to take up a definite course of reading this summer. There are on the market at present a large number of excellent books on educational subjects the reading of which will freshen one's enthusiasm and broaden one's point of view.

**A FEDERAL BUREAU OF EDUCATION.**

During the present Parliamentary session a resolution to form a Federal Bureau of Education for Canada was proposed. The arguments in the debate which followed and resulted in its withdrawal showed a lack of understanding regarding the meaning of such a bureau. The clause in the North America Act delegating the control of education to the Government of each province was continually referred to. A Federal Bureau of Education in Canada could be so organized that the powers of each Provincial Board of Education would in no way be infringed upon. The North America Act would in no way be violated. The lack of such a bureau is one of the great drawbacks in the way of progress to Canadian education. We have no un-

biased way of knowing what other provinces are doing. We have no way of profiting by their success or being warned by their mistakes. Canada needs a Federal Bureau of Education. Who can tell us what the aim of Canadian education is? If left to each Provincial Board of Education there are nine interpretations. Who will generalize this for us? We ought to have one statistical report of Canadian schools. If we wish such information we must glean our facts from nine superintendents' reports. What is the status of agricultural education in Canada? Again we have recourse to nine reports. Canada needs a Bureau of Education to gather statistical records to tell us where Canada stands in the world and where each province stands in Canada. Each province could be assisted in assimilation of the foreigner by aid and suggestions from a Bureau interested in the nationwide Canadianization of our foreign population. The Bureau of Education need not be given administrative powers unless so delegated by law.

The United States Bureau of Education is an excellent example of such. It was organized as a separate department in 1867, but was changed in 1868 to a bureau under the department of the Interior. Education has always been considered a State's right, so Congress limited the work of the Bureau to the collection of material and dissemination of knowledge. The Act of Congress which established this Bureau outlined its purpose and duties as follows: "To collect such statements and facts as shall show the conditions and progress of education in the several states and territories and to diffuse information respecting the organization and management of schools and school systems; methods of teaching, as shall aid the people of the United States in the establishment and maintenance of an efficient school system and otherwise promote the cause of education throughout the country." The Bureau of Education has always published an annual report to Congress. Beginning in 1870, for a period of years, "Circulars of Information," telling of education in foreign countries were published. In 1888 a series of studies of the history of education in the various States was taken up. In 1906 the Bulletins were started. These are valuable collections of information regarding education in various states or foreign countries; methods of teaching or administration, discussion of special fields of educational endeavor or interest. Since 1910 the "Circulars of Information" have been revived. They now contain digests of current legislation and new features in State and City school systems. The United States Bureau of Education is a live force in the American School system. The reports, bulletins and circulars are veritable mines of authentic material for the student of education. The interests of the Bureau have become so extensive that the work is divided among nineteen departments, including such as: school administration,