

umbia is offered by our present provincial system of education.

It is no reflection on the members of the Government or on our Superintendent of Education to say that a system planned and organized as is our local system can never satisfactorily deal with the educational requirements of British Columbia. A council of public instruction composed of departmental heads busied with problems of greater or less magnitude is impossible to any right system of education.

It is no doubt fitting that the Minister of Education with his Superintendent should be members of that council, but the remaining members should be men to whom educational development is a sole and engrossing object.

The financial problems can be left to the business acumen of any proper government, but the principles, theories and details of an educational system are

#### **Altogether Out of Place**

as an adjunct to departmental duties. Nor can such matters be left to the control of any one man, no matter how excellent his scholarship, or how eminent his abilities. He can but represent, at the best, one theory of education, and that but imperfectly, while it is necessary that every sound educational theory or principle should be reasonably and properly drawn from, in order that a satisfactory educational system should result. We may differ as to the means of selecting and forming our educational council, but few will dispute that men prominent in educational circles, e.g., the president of the provincial university, should comprise the dominant factors in that council.

Coming lower down in the scale of educational activities are the oppor-

tunities afforded for service on the trustee boards of the province. Is it not true that the time has come in British Columbia when the purely financial problems of the school should not engross the entire attention of the trustees, or when business qualification therein should be considered the proper standard of selection? Without reflecting upon, or disparaging the work of local trustee boards, some of whom have undeniably given unstintedly of their energies and abilities to the work of our schools, it seems quite apparent that, within larger centres at least, there should be a division of the board into financial and educational committees, the former to be chosen with sole regard to their personal integrity and financial ability, and the latter on account of their character, scholarship and educational outlook. If the problems which are being created daily by our progress and development are to be properly solved the provincial educational executive, no matter how strong, must be aided by expert observation of our problems at the closest possible point of contact and expert advice based on such observation.

We turn from the educational to the political and enter a great and promising field for enterprise and ability. Our geographical situation creates for us certain political problems of importance not only locally but nationally, imperially, and even internationally, not only in relationship to the Trans-Pacific British colonies and our American cousins but affecting the Occident and Orient, which here meet. Were the commercial aspect of such a situation alone to be considered, the fields of opportunity would be undoubtedly great, and when we consider the co-mingling of religious and political ideals, and the contract of di-