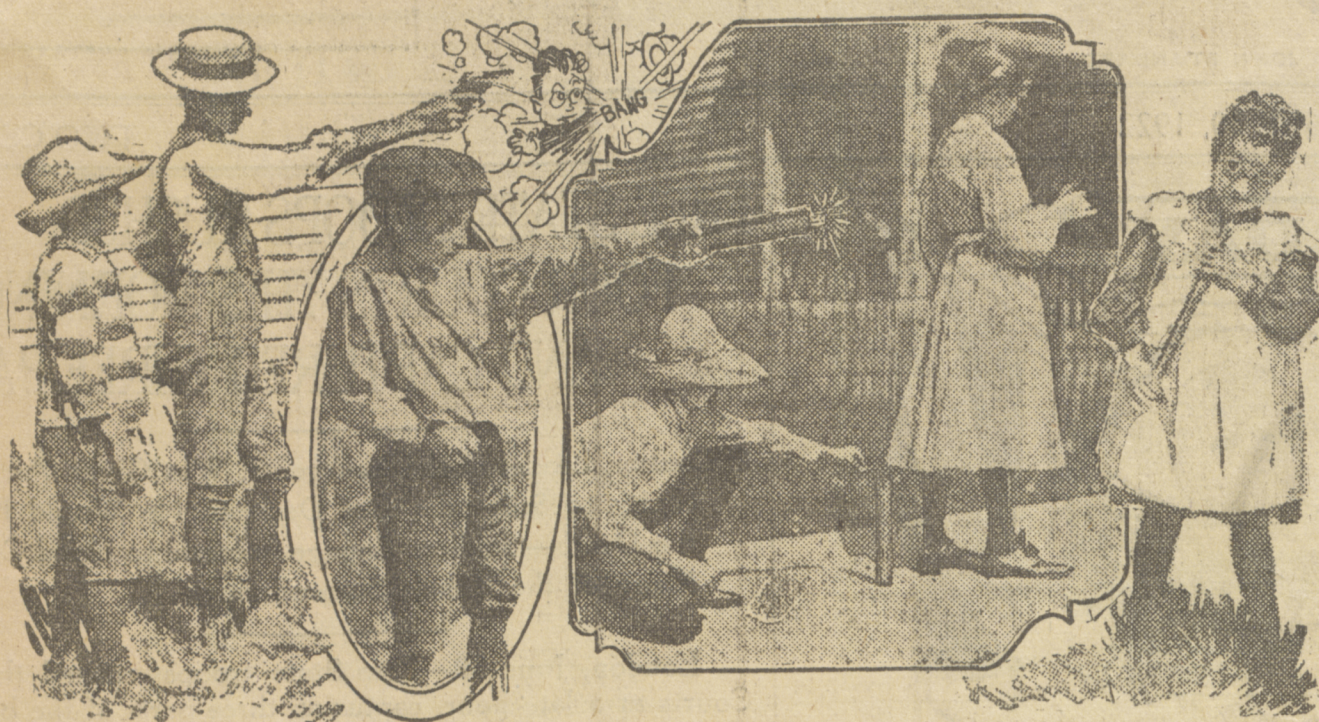


BE SAFE AND SANE, IF YOU CAN'T, BE CAREFUL



Young Canada does not, as a rule, make quite so much of a racket over July First as does Young America over the 4th of July. Our youth, however, do give vent to their pent up patriotism by setting off gunpowder in some form or other.

In careful, expert hands fireworks are all very well. Inexpert hands want to be mighty, mighty careful. Children can't be expected to be careful. Only too often they're not careful. It's dangerous to trust them

with explosives.

Yet it's not to be denied, truthfully, that there is no First of July sport, from the small boy's standpoint, to compare with burning gunpowder.

So if the younger members of the family absolutely won't be satisfied with anything but the old-fashioned unsafe and insane sort of Dominion Day celebration and if Your Town hasn't outlawed it, before letting them take their lives and eyesight

and various members into their hands to jeopardize, impress on your boys' and girls' minds as many 'don'ts' as possible—after which, put your trust in Providence.

There are no positive instructions to be given in connection with this kind of amusement. They're all negative.

Firstly, don't celebrate with a pistol. It's always dangerous, even with blank cartridges. Besides, there's a law against it everywhere.

Secondly, don't light a giant firecracker, for instance, and then continue to hold onto it. The small boy may do it once or twice or half a dozen times and get away with it, but sooner or later he'll be provided with a crippled hand, as a souvenir of the occasion.

Thirdly, don't fire off a mine or some such thing just back of another person for the purpose of frightening the latter—or, for that matter—for any other purpose. And don't let

anybody do it to you either—not without giving him good cause to remember it.

Fourthly, don't throw a firecracker or other explosive at another. Nor permit it to be thrown at you. Like-wise don't allow it to be done to your little boy or girl. Many frightful burning mishaps have occurred in this way. The father who sees one of his children being endangered thus will be fully justified, morally at any rate, if he administers jus-

tice, within reason, right on the spot, upon the offender. He may be arrested for doing it, but it will be worth whatever it costs him.

Fifthly, after a firecracker or Roman candle has once been lighted, take it for granted that that particular explosive is no longer safe to be handled. Examining a supposed "dud" to see why it didn't go off, is one of the finest ways ever yet experimented with, in order to be permanently blinded.

And sixthly and lastly, when the day is about done, eventide has fallen and the time has come for shooting off rockets and pinwheels and various varieties of set pieces, don't stand under or behind the butt end of these engines of destruction when applying the match to them. They throw out streams of sparks from behind very frequently and whosoever is in line with them is due to be perhaps very severely burned, or to have his clothes set on fire.

MASONS SEEKING TO AWAKEN PUBLIC TO EDUCATIONAL NEEDS

Bulletin Treats Problem from Business Standpoint—Citizens Urged to Take Personal Interest in System.

Cedar Rapids, Iowa, June 29—In a continuation of its nation-wide campaign on behalf of more and better education, the Masonic Service Association of the United States, with headquarters here, recently has issued a bulletin on: "The Needs of Our Public Schools." The material contained in this bulletin primarily is for use by the Masonic fraternity, although it is pointed out that the data has been prepared for the benefit of any who would aid in improving education conditions.

In its early pages the bulletin points out the necessity for a careful analysis of prevailing conditions in a community prior to any move for a change of those conditions. As an example, group one asks:

Chance For Enlightenment

What do we know about our schools? Their cost? How much are we paying in taxes? What do we receive from the county? From the State? From the national government? How much is it costing us in the city to run these schools? What is the total bill? Are we getting our money's worth?

Several other similar groups that cannot fail to institute an instructive and constructive train of thought, follow, all preceding an outlined address in which the several questions again are asked and, in part, are answered. The talk is of the straight-from-the-shoulder type and deals with the problem not from the standpoint of the sentimentalist but rather that of the hard-headed business man. In part, it follows:

Fellow Stockholders:

We are going to discuss for a few moments, the greatest business enter-

prise in which you and I are jointly engaged. It is practically a new business, having been in existence, in a nation-wide way, only about 75 years. The world knew nothing about this business a hundred years ago, and some of our colonial fathers scoffed at it as something which, if it could be attained, was not worth the having. As a business, let us analyze it for ourselves, carefully.

Where Our Taxes Go

A careful analysis is justified. For this business is one which has a greater capital invested than any other enterprise in America. Tremendous amounts of real estate are owned. Great buildings house the shops. There are officers in every city and town in the country. An army of directors and workers is employed. Upon this business is spent the majority of our peace-time taxes. Into its factories goes the most precious material that our nation yields. Out of it comes a product, the value of which far exceeds our production of foodstuffs and manufactures combined.

This business, fellow stockholders, is the American public school system.

The product of this "factory" is the education of our children—your boys and girls, and mine. Upon this product depends the future of America. We, as a people, invest more money in it than in anything else in which we are interested. The system is a corporation—and you and I own and operate it. When we consider that the high school enrollment jumped from 915,000 to 1,646,000 in eight years, and that only a little more than 75 years ago there were no high schools

In this entire world, we begin to appreciate how gigantic an enterprise it is and how rapidly it is growing. You pay in more actual dollars and cents for the maintenance and up-building of the public school than you do for any other peace work that you are interested in as a taxpayer—what dividends do you get back? Your child is graduated from your high school—and what sort of a job does he get? More important still, what kind of a job does he hunt for?

Balancing Costs With Results

We have the right of any stockholder to see what we are getting for our money. We are going to give credit for every bit of constructive work that enters into the product. We are going to charge every item which properly belongs on the debit side of the ledger. We are not going to admit that our efforts have been in vain, these 75 years. We are not going to indict the management, except as we shall find ourselves wanting.

Let us consider the managers, superintendents and foremen. They are the faculty. Assuming that they are efficient, how about the way we handle them? Would you permit half or more of your foremen and responsible officers to shift from one plant to another every year? Would you expect them to be satisfied and happy in an environment where they were unable to become acquainted with their neighbors until the year was up, or practically so?

Would you care to have a business in which all your skilled operatives were changing every three years? Yet this is what happens to your teachers. A large percentage of them shift from place to place, at the end of the school year; they know little of the community in which they teach until the school year is ended. Does this kind of organization develop efficiency?

Good as our public school system is, we find that there is a tremendous economic waste in its administration. Viewed from a business standpoint, can we afford to let this go on? The public school system ought, in any balanced scheme of things to link up very definitely, not only with "higher

education" but with the home, business, and community life. Failing in this, there is an economic waste. The per cent of business and professional failures is an index of our school system. The per cent of failures is too high.

Universal education, more than any thing else, must be the goal of our Republic. Upon this rest the foundations of government, for only through intelligent citizens can our Government continue in the years to come.

The bane of factory production is returned goods—goods which have been improperly manufactured and are sent back to be worked over. Do we realize that there can be returned goods in our schools? Have we ever stopped to think that it costs as much to put a child through the same grade twice as it does to put two children through once? Everything which helps the child to learn quickly is real economy.

How long since you have attended any school activities? The enterprises which the teacher promotes in order to show the child how to work with other children fit him for the part he is going to play in mature activity and are as important as the work of the class room.

As individuals we have three ways in which we can become a constructive force for the betterment of the public schools. We can do it as voters, supporting those measures which benefit the public schools, and voting against the measures which are opposed to their welfare.

We can do it by making our lives touch the lives of those directly connected with the schools. This does not mean working through a committee or an association. It means finding out for ourselves what the schools are doing. It means becoming acquainted with, and learning to know, the aspirations and the abilities of the teacher who guides the destinies of our child during school hours.

Finally, we can give our support as parents. The child is a healthy animal as a rule, and has very little natural desire for an education. We must show him that the way to success in the world lies down the long road of education. We must make this road reasonably attractive. We must show him that education is his greatest asset.

The public school, which brings the child of the rich and of the poor together, is the one great agency which makes for a responsible citizenship. Our children must know that the right to go to a public school has been fought for. They must know what it costs in terms of money and sacrifices. Do we realize that on the organization and influence of the public school system depends the perpetuity of our Republic?

Graduation

At Hillsboro

Excellent Programme Carried Out by 1922 Class of the High School.

Hillsboro, N. B., June 27—A large number of parents and citizens attended the graduating exercises of the Hillsboro High School, which were held in the Science Hall on Thursday evening. A Sherwood presided. An interesting programme was carried out, consisting of the reading of the valedictory by Miss Muriel Steeves, class prophecy by Miss Alice O'Connor, and the class history by Miss Estella MacLachy. The diplomas were presented by Rev. G. S. Bishop, Chancellor Jones, of the U. N. B., Fredericton, was present and addressed the graduates. During the programme musical selections were enjoyed. Piano solo by Miss Grace Sherwood, violin solo by Miss Thompson. The soloists were Miss K. Thompson, Miss Helen Gough and W. H. Plummer. The accompanists for the evening were Mrs. J. T. Lewis and Miss Anna Gough.

The platform was very attractive with flags and class colors. The closing numbers were the Class Song and God Save the King. Valedictory read by Muriel Steeves, a graduate of the Hillsboro High School: Farewell, my friends, the hour has come, The solemn hour when we must part, The hour that bears us from our school.

With sorrow fills our hearts. Farewell, my friends, we leave behind Our teachers, school life, all so dear, And go our way new paths to find

Women War On Fanatics And Sheriffless Heads the Fight

By MARGARET ROME

You busy old reformers, Reforming all about, The A. F. League will get you If you don't watch out.

New York, June 28—Whoop! the word was turned.

Of course it is the female worm. The male of the species, all bound round with blue laws and regulations like a cocoon, has never budged. The ladies, though, all have their dander up. They are just naturally sick and tired of being told they can't do this and they mustn't do that.

It was bad enough when the cock-tail was pronounced forbidden fruit, but since a poor flapper-grandmother can no longer even take a wee puff or two of a cigarette in public, except behind a smoke screen, it's time she were getting all smoked up about it.

Then when employers put a ban on bobbed hair it surely was cutting it a bit too fine, and now that the Michigan mayor has vetoed the female knickerbockers—well, the women are just panting for revenge.

Anti-Fanatic League

This situation is the answer to the Fanatic League of Women which has just sprang into being and full-fledged activity in New York state. The members are again all professional uplifters, reformers, kill-joys, fanatics and censors in toto, ad infinitum, and then some.

Miss Belle Norton, honest to goodness, gun-toting deputy sheriff of New York county, is the leader of this sturdy female band.

She hopes to lead them on till not a single little reformer is left to menace the healthy personal freedom of our American people.

The A. F. Leaguers are all pledged to do their damndest to force repeal of all the repressive laws already put over and to defeat all the little indignant joy-killers anyone may endeavor to foist on us hereafter. Go to it, old dear!

Just why is a reformer anyway? We really have never been able to find out, but what he is, in the last analysis (and, of course, that's psychoanalysis) is perfectly clear—and also perfectly awful.

Neurasthenic Nuisances

According to the very latest psychoanalysis authorities, a reformer is a neurasthenic nuisance. He usually has the weakness of indulging to excess in something which to a regular human being would be classed as a simple and normal pleasure—if you see what I mean.

Consequently it makes him perfectly miserable to see other folks enjoying in moderation what, as practiced by him, would amount to a vice.

In order to remove all temptation from his own path, and at the same time keep other people from being when he can't, he agitates for laws forbidding said simple pleasure as a pernicious vice. And there you are. Rather neat, what?

Now that we have the low-down on the reformer, and it is certainly low, the A. F. League is confident the public no longer will sit back and let



BELLE NORTON

the censors tell them they can't design their own hair cuts, look on wine or meat when it's red, or play ball or golf on Sunday.

The leaguers contend blue laws and red blood just naturally won't mix—indeed.

FEELING FINE

—A few days ago though, I felt pretty miserable—kind of tired and drowsy. I must have been very much run down, until someone recommended—

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An old fashioned, natural preparation made from Dandelion, Mandrake, Burdock, and other purifying herbs, which tend to relieve Dyspepsia, Jaundice, Liver Complaints and Constipation. It purifies, enriches the Blood and builds up the whole system.

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