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Suedes in the richest of shades. Devil Red, Harvest Wine, Teal Blue, Bordeaux Rouge, Kelly Green, Tryon Rose. These come in a — **2.00** plain "slip-on" style. Selling for —

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**BREED APPLES FOR NORTH-WEST**

A great deal of attention has been paid by the Horticultural Division, Dominion Experimental Farms, to the breeding of apples for various parts of Canada. One project has been the creation of hardier kinds for the Northwest and very cold regions. For this purpose hybrids between the Siberian crab apple and commercial varieties have been employed. The work has progressed to the point of sending out a number of "third" crosses for trial. The "first" crosses were all very small crab apples but they exhibited a number of

very hardy progeny. The "second" crosses, in reality a first generation back cross, exhibited less hardiness but increased size and quality. Several of these, however, showed sufficient hardiness to warrant the continuation of the experiment. About one hundred "second" back crosses or "third" crosses have fruited, exhibiting full apple size and commercial quality. Several of these appear to possess more hardiness than the "second" crosses. While this work was started for the Northwest, "third" crosses appear promising as hardier sorts for the main fruit regions.

Use Minard's for bites.

**Dominion-Provincial Youth Training**

Under the Provision of a grant for unemployed young people, arrangements have been completed for training courses as outlined below.

Students making application for attendance at these courses must be in unemployed circumstances though not necessarily on relief and be from sixteen to thirty years of age. Applicants must be in good health and of good character. Transportation, tuition, board and lodging costs will be provided free to those attending.

No.	Course	Centre	Duration	Date of opening
Three	(3) Home-making courses	Charlottetown	6 weeks	October 30th
Three	(3) Farm Mechanics courses	Charlottetown	6 "	October 2nd
Three	(3) Carpentry courses	Charlottetown	6 "	October 30th
Three	(3) Blacksmithing courses	Charlottetown	6 "	October 30th
One	(1) Poultry courses	Charlottetown	4 "	February 15th
One	(1) Fox courses	Charlottetown	3-4 "	November
Two	(2) Fisheries courses	Charlottetown	4 "	January 8th
One	(1) Boat Building courses	Charlottetown	6 months	October
Two	(2) Agricultural courses	Charlottetown	4 "	January 8th
One	(1) Rural Leadership courses	Charlottetown	4 "	October 30th
One	(1) Motor Mechanics courses	Long course of five months to finish with a further five months' training in 1940-41.		

Applications for these courses will be received immediately. When applications are received, a form will be mailed to each applicant and this form must be completely filled out and returned to the Department of Agriculture. Selection of students will be made strictly in accordance with the provisions of the Youth Training Agreement by a special committee appointed for that purpose. Notification of the acceptance of any student approved by the committee will be forwarded in due course.

Above dates of opening of courses are subject to change. For further information, apply to

W. R. SHAW, Deputy Minister of Agriculture, Charlottetown, P. E. I.

L889-19-61

**Educational Problem Stressed At Convention**

The following paper on the Larger Unit of Administration was read by Supervisor Woolner at the recent Teacher's Convention in Charlottetown.

It is becoming increasingly evident that the small section or local district system of school administration has been a failure. Within the past decade great strides have been made in the improvement of teacher training, in methods of teaching and in curricula building but from an administrative point of view progress has been slow because new developments in education are stopped short by a small district system unable to provide either the financial or administrative machinery to put these ideas into reality.

The essential unit in the present set-up is the small school district which has full control in levying and collecting assessments, hiring and firing teachers and determining in large measure much of our educational progress. This system was well adapted to the conditions in Canada in the 19th century when the boundaries of school districts had to be defined by the legs of little children. The system formulated in 1838 with the aim of placing a school within walking distance of every child was a bold step forward in the history of the equalization of educational opportunity. It was designed to give the "tools of education" to a people living in scattered units, but tremendous changes have taken place within the past hundred years—changes of great social and economic significance, and our system has had to be modified to meet these changed conditions. Since then education has grown to be much more than literacy and is now something that ends after five or six years in school. It is now conceived as a continuous and comprehensive process and it involves a curriculum designed not just to educate part of the mind but to develop mind, body, imagination and emotions and to prepare the individual for civic and economic citizenship. Under pioneer conditions there was little time for the pursuit of culture. When secondary education existed was organized for a minority outside the school district. The change from more primitive conditions to our complex social and industrial society has created a demand for a wide variety of vocational training. Vocational training as an integrated part of secondary education cannot be organized except in terms of the larger unit.

**Changed Conditions**

In earlier times there was a fair measure of equality of wealth between sections. The distribution of placing the responsibility for education upon the districts themselves meant that a standard of education was maintained that would not have been possible under a more centralized system. But great changes have taken place since then in the distribution of wealth and in school population. School districts now vary tremendously in their ability to support a modern educational program. This growing inequality between district and district means a corresponding inequality of educational opportunity. Intelligent children are penalized because their parents have to live in a particular locality. The sum spent per child per year may be taken as a rough measure of the quality of the education given.

**Abuses of Administration**

The small district system lends itself to many abuses of administration. Trustees are often unfamiliar with school law and the fear of creating bad feeling interferes with the proper enforcement of the School Act. In some districts individuals are unwilling to undertake the responsibilities of trusteeship and the result is that these least fitted for it or to those who have virtually no interest in schools or education. In such sections the records and accounts are not properly kept nor audited and teachers' salaries fall seriously into arrears. That the appointment and dismissal of teachers is in the hands of the local community makes it very difficult for the relations between the superintendent and the teacher to be frank and self-respecting. A teacher may be faced with the alternative of promoting the stipend of the smaller unit, for example, or of losing her position. Teachers feel that they have no

**Modern Armies Fully Trained Faster Moving**

By Capt. W. W. Murray, M. C. Canadian Press Staff Writer

The outbreak of war has created abnormal conditions with respect to Canada's armed forces and the country finds itself precipitated into a condition vastly changed from the easy-going and indifferent atmosphere within which the militia, the navy and the air force have had to exist heretofore.

For practical purposes the non-permanent militia has become the Canadian Active Service Force. Nearly all its units have now been called out and instructions given them to recruit to full strength. This applies to the three arms of the service, both permanent and non-permanent.

That training will be lengthy, there can be no doubt. In recent years the tempo of soldiering was carried by only a few enthusiastic souls. Little of a serious nature was attempted and even in the huge appropriations for military purposes voted since 1936 by Parliament, the amount doled out to the militia was a mere trickle.

Undiscouraged, however, many patriotic citizens carried on. It is these, now who are the backbone of the developments which have been voted since 1936 by Parliament, the amount doled out to the militia was a mere trickle.

In general the strength of units for which training monies were voted was roughly from a quarter to a third of their normal peace time establishment. Because of that, recruiting now, in numerous instances, means the constitution of an entirely new unit, since the recruits will ordinarily outnumber the experienced men. Not a few units exist on paper, equipped only with an officer framework and practically no other personnel.

Little change will be made in the training of the infantry, although the tempo of infantry tactics has become speeded up by mechanization. Fundamentally, however, the infantry are the "shock troops," the fellows who, after all the preliminaries relating to aerial and artillery operations are finished, have to go in and meet the enemy's infantry and decide the issue. In spite of all the developments which have featured the past two decades, none has altered the position of the infantryman in that respect.

The machine-gun, particularly the light machine gun employed as an infantry weapon, has a value all its own, and a supremely important part of the infantryman's training is the co-ordination of his own operations with those of the machine gunners. The fire-strength of an infantry battalion is incalculably greater now than it was 20 years ago. But that does not mean that the machine gun has ousted the rifleman, or that the bayonet and bomb have become back numbers. Training in these features differs little from what it used to be.

**MOBILITY ESSENTIAL**

The greatest change will manifest itself in operations calling for the movement of troops. Training will require battalions to move not 15 miles a day as formerly, but 30 and 70 miles, by motorized vehicles. Defence against air attack while such movement is in progress is an important element. Details have long been worked out as to the number of troop carrying vehicles per mile it is safe to move by day or night.

Training in the employment of armoured fighting vehicles is equally necessary. Whether this will be undertaken extensively in the Canadian Active Service Force, however, remains to be seen. It is more likely that exercises will emphasize methods of co-operation between infantry and tanks rather than the actual training in the operation of these.

As to how long must elapse before an infantryman is trained; that depends more on the capacity of the man to assimilate the elements of time with that of training. In Great Britain a recruit's training period is usually placed at one year. He enters the regiment at the age of 18 and emerges as a trained soldier just about his 19th birthday. With fewer facilities than in Great Britain a longer time might be necessary in Canada.

During the Great War troops usually underwent a training period of about four months in England, on top of their period in Canada, before they were sent to the front. In emergencies this English training period was cut down, and in some cases omitted altogether. But those conditions were exceptional.

**HOW MUCH MONEY?**

WINDSOR, Ont., Sept. 18.—(CP) All persons crossing from Windsor into the United States today were being asked by Canadian Customs Officers how much they carried in Canadian funds. The limit for any individual could take with him was \$500, according to instructions received from Ottawa following announcement of new currency exchange regulations.

**SUPPLIES IN WAR-TIME**

BOMBAY. —(CP) — A vital link in preparation for an emergency in India is the Principal Supply

**Irregularities in the Appointment of Teachers**

Under our present system the appointment of teachers becomes a very haphazard affair. Trustees, faced with a large number of applications, seldom use any scientific methods of selection and their choice is too often influenced by considerations of cheapness, religion or local influence.

Under our present arrangement two trustees may hire a teacher competent or incompetent, experienced or inexperienced, against the wishes of the majority of the ratepayers in the district and in defiance of the official records of the Department of Education.

**Lack of Economy**

If we define economy as "the achievement of a desired result with a minimum of effort," the small unit system is seriously lacking in economy. Scotland carried out her educational business of 5,000,000 people with 36 school boards. By contrast Nova Scotia, with a tenth of the population has 1,750 school boards managed by over 5,000 officials. The proportion is even higher on Prince Edward Island. The financial picture of these many small sections is of the "patchwork quilt" variety. Secretaries' allowances, auditors' fees, bank charges on small accounts, small scale buying and a lack of standardization of equipment are all avenues of waste. In 1938 in Prince Edward Island 39 districts had fewer than ten pupils enrolled per district. Not only are such sections a financial disadvantage but they are incapable of meeting the needs of modern education. Group activities in work and play are impossible in such schools. The experience of an important part of the training for citizenship is missed.

**Local Opposition**

A certain amount of opposition to the Larger Unit is inevitable. The chief stronghold of opposition to school reorganization has always been among school trustees, who were unwilling to relinquish their local authority and the opportunity which trusteeship offered for their influence. It is frequently claimed that the new scheme is undemocratic and a step in the direction of totalitarianism. Now a condition essential to democracy is the influence of the citizen. The present system which is incompetent to provide equality of educational opportunity and incapable of distributing the educational training among citizens according to their ability to pay can hardly be regarded as democratic in principle. Administration will not lessen but rather increase the application of democratic principles. Democracy functions best when "the people" are best served. When it was found that the highways would best serve the people by taking the main trunk roads through the main tenance from the small local area then responsibility was assumed by a authority who administered the best interests of all the people. Our schools, too, serve the local area but education concerned not only fitting the boy or girl for life in his or her district but also for citizenship in the province, the nation, the world.

The Supervisor under a system of Larger Units will be much nearer the local Board. At the present time, impossible for the Inspector to confer frequently or even at all with all the school board in his area but with a larger unit system the Inspector would be able to advise regarding each school in the unit. The Supervisor and the Unit Board working in co-operation would be in a position to modify and adjust the curriculum and other educational facilities to meet more adequately the educational needs of each area.

**Another Argument**

Another argument frequently presented favoring the smaller Unit is that it tends to preserve intact the local tradition. The extent of this local interest is, however, a matter of speculation. Some districts are deeply concerned with the educational progress which is almost completely lacking. Nevertheless local interest is of extreme value and must be preserved. Under the Larger Unit plan school trustees should certainly be retained though with altered function.

There is no doubt that many abuses inherent in our present system would be removed by combining our school districts (608) into larger units each under the control of a Central Board. A uniform levy by the Central Board over the larger area would provide the finances which the smaller and poorer districts find difficult to obtain; assessments would be levied more promptly and collections would be insisted upon. The prominent educators agree that the Larger Unit of Administration is the most promising solution to all the educational problems which have arisen in rural school districts. Most of the other provinces, particularly Alberta and British Columbia, have made considerable progress in this respect. Prince Edward Island's position has been set forth in the 1938 Education Report by the Superintendent who stated: "Doubtless in this province with the long-established school districts, the Larger Administration Unit will only come when the ratepayers are convinced of its advantage and to that end it should form a topic for study by Women's Institutes, Adult Education, and all other study groups with a view to make an experiment at an early date and so determine the validity of its claims." (Patriot Please Copy)

**HUNGARIANS MAY SERVE**

PARIS.—(CP) — The Hungarian Association of the Friends of France has volunteered to serve France in the war, and claims the majority of its members are behind the offer.

**JORDAN TO STAY**

AUCKLAND, N. Z.—(CP)—W. J. Jordan, New Zealand High Commissioner in London, has been reappointed for three years. He has represented New Zealand in the League of Nations, and was President of the 1939 Council.

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Officers' Committee, whose functions are to investigate war-time requirements and resources to meet them. The committee was at work many months ago collecting material relating to India's requirements of iron and steel and essential equipment for oil refining, the ordnance department, railways and communications.

**TIRED FEET** FIND INSTANT EASE WHEN YOU RUB MINARD'S GREAT CANADIAN RUBBING LINIMENT

**NO FISH FOR FRITZ** PORT ST. MARY, Isle of Man —The Dutch motor vessel Zuidland, loaded with herrings for Germany, was unloaded and the cargo placed in cold storage when Britain declared war.

**NORWAY OFF POUND** OSLO.—(CP) — The Bank of Norway has ceased using the pound sterling as the basis for its exchange rates.

**SUPPLIES IN WAR-TIME** BOMBAY. —(CP) — A vital link in preparation for an emergency in India is the Principal Supply

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