

Educational Facilities For Prince Edward Island

The following address on the subject "How Can We Solve The Problems and Perplexities of Our Educational Facilities" was given at this week's annual conference of the P. E. I. Women's Institute by Mrs. H.R. Pound of Hildford:

"There can be no doubt of the incineration and intense concern of hundreds of thousands of Canadian women in the grave problems and complexities which beset Canadian life and their bearing upon homes. What are some of these complexities which effect us all across the Dominion?"

"So many people are content with the term 'A School' and not enough for my father. May I remind you of the catastrophe of the second world war. It could not be won by the old methods. It meant that everyone took upon a burden. Our social problems are intensified with the return of peace. Problems of industry and economic relations entangle us. The increasing perplexity of modern life requires wider and deeper preparation. It is no longer adequate to equip your children with knowledge from a 'school good enough for my father.' The old comfortable life with its implicit belief that everything would be better and better as life went on has vanished.

"Many women are doing care-ful reading in study groups on what we can do to increase production and the preservation of our human life in an atomic world. We form opinions, forward resolutions, we petition councils and legislatures and trust that in some miraculous way our profound convictions may bring about our desires.

"Our dreams must lead to deeds. This requires your help, if you wish to make the world a place in which democracy can be practised.

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most serious attention. "We cannot afford to allow children to graduate from poor elementary schools, with no hope of ever improving such a poor beginning. The children on farms need the additional education as do the children living in Summerside or Charlottetown. As we watch the Communistic influence spreading, some of us remember that only a short time ago we were willing to fight for democracy. We ought to be continually proclaiming the powers of this belief. Our province needs more than anything else—unity. In a democracy, the education program is the concern of everyone. The hope for this hour is more democracy.

"How can we be sure that we are preparing for the future, which is unknown to us? What are some of the problems which effect us particularly in this province?"

"Most localities have never undertaken any steps to prevent the needs spreading to the outlying districts. Every community, also has children who need special attention. Delinquent or physically handicapped children, under proper educational facilities could be taught to lead satisfying and helpful lives.

"Prince Edward Island has won for itself a terrifying record of TB and infantile paralysis. Those dingy little rural schools that house so many children for so many hours; do they promote healthy children?"

"If we plan seriously for our children regarding the big things of life; their health, education, and clothing, we must not forget living quarters for them when they are away from home attending high schools.

"Are you proud of what you have planned and the work you have done for these children to make their school life better? Improvements in schools have to rise in the common will. It is the moral duty of people to express their wills regarding schools. How can we solve all these problems and have a fundamental interest in education. Are the ideals of our educational program truly democratic, or are they favouring a few of the children of the well-to-do class? or the children who live in the city? What about the children on farms?"

"One difficulty about democratic reform is that, when we talk of equal opportunities for all (a perfectly sound idea), half of us mean equal results for all, which is not only absurd but the seed of immense disappointment and waste. No training in the world can transform a colt into a greyhound. We are turning herds of boys and girls, who would be splendidly useful as first-rate bricklayers and housemaids into third-rate teachers; and fourth rate university students.

"Education which does not develop the powers of living in social relations is not education. We need to be trained for practical usefulness, but that does not mean depriving the young of their heritage of joy and culture in order that they acquire the habits of wage-earning.

"Too many tend to scorn and raise their hands at a little practical reconstruction. Too many sit idly by firesides. We cannot do this for long. The truth of the situation is that we have allowed ourselves to drift along.

Our Responsibility

"A truly democratic Society will not leave an inescapable responsibility and will not leave to chance the educating of our young people; young men and women, whose lives become a failure. Such people build a resentment, and are easy prey to orators of some other, unreliable form of government. There is the menace that some dictator 'him' will gain control. The third world war, with the aim of securing Communistic domination of the world, is on now. Such a threat to the peace of even Canada demands our

seems to be the most adequate. It means working together for mutual benefit. The Co-operative movement is a united effort on the part of Common people. I would suggest that women working in such a powerful movement for the good of all, could promote a spirit of loyalty among the members of each co-operative to help us accomplish our purposes.

"I urge you to request the Government to take immediate action which they describe as necessary, steps to put through the legislation which will enable them to make re-assessments, collect taxes, and install the high schools in the districts they have chosen. Your representatives to the Legislature have two ears to public opinion. Again, I urge you to have the courage to spread this willingness to accept the changes now.

"It is not enough to vote — to attend the nomination at a convention — we must have effective power in the planning and controlling of these significant policies which have a direct bearing on the home life of the people of schools — the roads which isolate us and our children — the facilities which make our homes belong to the 18th or 20th century. As Mothers, we should take part in the wider world — outside our homes to see that our educational facilities keep up-to-date with the rapidly changing times. It is time for a woman to be on the School Board.

"This brings me to my solution number six. Because so many of our students require living quarters in larger centers when they attend high school, a housing committee should be set up to establish a student center. It is a consequent disadvantage to be faced with the problem of 'living anywhere' in the impressionable years of adolescence. Housing should be modern, both as regards design and equipment in an attractive

the good will of our tourists. "In a world, no longer small, there can be no isolation of any kind. Every Mother, teacher, and minister is jointly responsible for the kind of children we mould. "Where there is no vision, the people shall perish. "Let it be said of the Institutes represented here today, that we shall lead the people to a truly more Christian life by giving them a new vision. "It is every mother's opportunity to offer abundant living to her children; if she will express her will and sacrifice to make the community in which she lives a better place for her having been there."

Results Of Toronto Conservatory Of Music Examinations

The following music students of Notre Dame Academy, Charlottetown, successfully passed the examinations held at the Academy on June 5 and 6 under the supervision of Loyell Gustin of the Toronto Conservatory.

Piano

Grade IX — Leah Ocasau, first class honors; Hilda Pickard, honors.

Grade VIII — Bethany McDonald, first class honors; M. McQuaid, first class honors; Shirley Glover, honors.

Grade VII — Roberta Sutherland and Barbara Walsh.

Grade VI — Maureen Blake, first class honors; Florence Callaghan, first class honors; Jean McLeod, first class honors; Betty Smith, first class honors; Shirley Campbell, honors; Helen P. McDonald, honors.

Grade V — Gwynne Craig, first class honors; Paulina Conroy, first class honors; Dorothy Dewar, honors; Marion Hynes, honors; Joyce Irvine, honors; Justine Neill, honors.

Grade IV — Sheila McGinnis, first class honors; Mary Leah Doyle, honors.

Grade III — Norma Jean Gay, honors; Adèle Kay, honors.

Grade II — Vera Hynes, first class honors; Betty Lou Doyle, first class honors; Eugene Wynne, first class honors; James Tanton, first class honors; Wanda Benson, first class honors; Jennie McDonald, honors.

Grade I — Barbara McQuaid, first class honors; Maureen Hennessy, first class honors; Sylvia Campbell, honors.

Theory

History of Music III — Bethany

Food Is Important

"As for maintenance of this center; in a Dominion, where the tourist trade gives the greatest annual income, actually \$2,000,000, P. E. I. could very easily afford to establish a restaurant, magnetic enough to draw more tourists. The food served should be representative of the resources of this province, taking advantage of serving for example, sea food in the most delicious manner.

"The dishes might bear the emblem of Prince Edward Island. The curtains and the whole interior should distinctly characterize the beauty and freshness of Canada's sea front.

"Such a restaurant, built adjacent to the student residence could be the workshop of our students, where each student could obtain practical experience in home economics, for example, such as supervised assistance in the buying, storing, and preparation of the food. Experience in business management, waste problems of management, repair and business social relations could be studied. Meanwhile the students are learning to think and act to gether, they are learning to meet and appreciate the many varied types of people who come to visit us; they are developing the powers of living in social relations.

"All the while the students are living in a homelike environment where special voluntary duties in the restaurant might help to pay for part of their lodging. When they leave school, such a training should prove both helpful and inspirational; either in the establishing of homes of their own, or following a profession. Such a project could be a worthwhile endeavor supervised by the Women's Institute of this Province; thus rendering a tremendous service to the students and to Canada, obtaining

Donald, honors.

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McDonald and Hilda Pickard, Senior Theory — Bethany McDonald, first class honors; Maureen Blake, first class honors; Barbara Walsh, first class honors; Shirley Campbell, first class honors; Roberta Sutherland, honors. Junior Theory — Jean McLeod, first class honors; Betty Smith, first class honors.

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More Than A Form

"Democracy is more than a form of government. It is an ideal or attitude of mind which rises in the thoughts of free people. Therefore, it has a fundamental interest in education. Are the ideals of our educational program truly democratic, or are they favouring a few of the children of the well-to-do class? or the children who live in the city? What about the children on farms?"

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Antiquated Tax System

"As the first solution, may I remind you that, the present system of taxation is antiquated and inadequate, and we must accept the Government's program of tax revision. In the Government's program of tax revision, if we hope to keep pace with the educational developments in the rest of Canada. Surely you do not wish to sink of money is spent on the development of our children, than on the farm stock or on your own spring bonnet? The Canada Year Book shows that very little money is spent on each child.

"As a second solution, may I offer this suggestion. Some of the best practical improvements in public school activities have been results of campaigns to educate public opinion. Our teachers want better methods, and principals are only affected when a Parents' Association or some organization such as this, develops the public mind and when aroused public opinion insists on better things.

"We come now to the third solution. Changes in other schools will not come until the home, the community and the Province recognize that children go to school to learn to live. In the district I represent, we have been benighted through the medium of the National Film Board. Our Library Committee co-operating with the Women's Institutes has systematically organized school districts to meet not in the same centre continually but arranging that this public education feature be shown at a different school location each month. In this way we have tried to break down the limited horizons of our parents. The children have greatly benefited by visual lessons in geography, history, nature study and sociology. May I recommend the National Film Board's features to help your community visualize wider horizons. We must provide educational advantages that give our children the opportunity to study further than the lower resting upon each one of us to try and build new and greater horizons. Our boys and girls are going to face a new world. They are going to be the ones who make it. We want to see that they are fit to do a good job.

Regional High Schools

"For the fourth solution: Statesmen are constantly reminding us that the future welfare of the world depends upon small groups in local communities the world over who are learning to think and act together. I urge you towards the togetherness on behalf of our teen age children. May I refer to an age children of united community effort.

"Under the auspices of the Women's Institutes, a well-organized campaign for the establishment of a Regional High School sent a delegation from the districts surrounding Tyne Valley, which met in conference with the officials of the Department of Education. There were thirty-five delegates. These were thirty-five districts, who made an appeal on behalf of six hundred and eighty-five students, one hundred of whom are ready for high school this year. Mr. Shaw stressed the fact that this effort should be publicized and that when public opinion had been able to see the light, as had we, then the legislation would be passed.

"When Mrs. Alan Stewart wrote to me and invited me to speak to you, I accepted, not because I

Co-operation

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