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NIGHT 7.00 AND 9.00

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EVERY WOMAN LONGED TO FEEL HIS STRONG YOUNG ARMS ABOUT HER... but one irresistible temptress was in his blood... and in his dreams!

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BLOOD and SAND
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TO-DAY — MATINEE 2.30
NIGHT 7.00 AND 8.45

WHAT A KICK OFF!

The white blows... and the fun's on! A thousand thrills... loads of laughs... and goals galore! More fun than tearing down the goal-post!

THE QUARTERBACK
HE'S CALLING THE SIGNALS FOR LAUGHS!

A Paramount Picture with
Wayne Morris · Virginia Dale · Lillian Cornell · William Frawley · Edgar Kennedy · Jerome Cowan · Alan Mowbray

Plus—Travelogue—Fiction—Going Places—Cartoon

SWEET ROLLS

2 cakes fresh yeast
2 cups scalded and cooled milk
1-2 cup sugar
2 teaspoons salt
2 eggs
6-14 cups flour (about)
1-2 cup soft shortening

Method: Cream yeast into bowl. Scald the milk and then mix with the sugar. Add the lukewarm milk to the crumbled yeast. Now add the sugar and salt, and stir to dissolve these completely. Beat the eggs well and add these also. If you happen to have 4 egg yolks on hand, you can use these in place of the 2 whole eggs, if you beat the yolks with 2 table-spoons water first.

Sift the flour well, then measure it. Spoon it lightly into the cup when measuring. Add all the flour to the liquid at once, working it in thoroughly with the hands. Now work in the soft shortening. If you use half shortening and half butter for this the flavor will be nicer.

When the dough is well mixed, knead it gently in a bowl or on a lightly floured board until it is smooth and elastic. Now form into a ball and place in a lightly greased bowl. Brush the surface lightly with melted shortening. Cover the bowl and set in a warm place,

about 80 to 85 deg. F., until the dough has risen to double in bulk or until risen so light that a touch of the finger will leave a dent. If the depression made disappears, then the dough should be allowed to rise a little longer. This rising should take from 1-1/2 to 2 hours.

When the dough has risen sufficiently, turn out onto a lightly floured board, cover again and allow to stand for 15 minutes before shaping into round buns, oblong rolls, Parker House rolls, cloverleaf rolls, cinnamon buns, crescents, or the like.

Place shaped rolls or buns on a lightly greased baking sheet, cover and set in a warm place to rise to double in bulk again. Bake in a fairly hot oven (425 deg. F.) for 15 to 20 minutes.

After the first rising, this dough may be punched down, covered lightly, and stored in the refrigerator for later use. Let dough stand at room temperature for a while before shaping into rolls or buns, if it has been stored in the refrigerator.

LONDON—Hitler's offensive in the Crimea believed slackening as Soviet forces rally after initial German breakthrough.

Keep Minard's in the home.

TO-DAY ONLY **CAPITOL** —SHOWS— 2.30 — 7.00 — 8.45

HUNTED... HOUNDED "OUTLAW"

WANTED—for "robbing" a frontier bank of his own money!

Tom Holt

Plus "Jungle Girl" Looneytoon Kennedy Comedy

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And His Orchestra

CONSTANCE MOORE · PHIL REGAN · BETTY BREWER · LILLIAN CORNELL · VIRGINIA DALE · RED DONAHUE
and his mule "UNO"

Directed by RALPH MURPHY A Paramount Picture

EDUCATION WEEK PROGRAM

The Prince Edward Island Teachers' Federation in co-operation with the Canadian Teachers' Federation has arranged the following broadcast:—

MONDAY, Nov. 10, 7:15 p. m. over C F C Y—Rev. Dr. Murphy, Rector St. Dunstan's University.

MONDAY, Nov. 10, 7:45 p. m. over C. B. A.—Mr. E. C. Richer, St. John, N. B.

TUESDAY, Nov. 11, over C. F. C. Y.—Mr. G. Edison MacDonald, Charlottetown, President P. E. I. Teachers' Federation.

THURSDAY, Nov. 13, 7:45 p. m. over C. F. C. Y.—Rev. Kenneth Sullivan, Summerside.

All speakers will deal with the importance of the School to the Community. L-417-11-6-8-10

When this sightseeing plane crashed less than a half-mile from the international plovering match at Peterboro, three men were injured. The plane crashed near a barn which it narrowly missed only a short time before in a take-off. It is believed that the pilot lost control of the machine in the high wind. Injured were George Culver, of Simcoe, pilot, serious head injuries; Russel Nichols and Lloyd Disher, of Dunnville, both passengers suffered slight head injuries.

A WEE SPOT OF LIGHT FLAK HERE.

So reads the bomber pilot's report. The story of these heroic pilots of the Bomber Command is a thrilling tale of daring and stamina. It's told in a big 100-page volume, illustrated by over 75 photographs, just published by the Queen's Canadian Fund for Air Raid Victims. Get your copy today of this official Air Ministry account of the bombing offensive against the Axis.

BOMBER COMMAND

75c — at Bookstores and Newsstands.

THE EDUCATIONAL HORIZON
—A SATURDAY FEATURE—
PRESENTING NEWS AND VIEWS OF INTEREST TO TEACHERS AND ALL OTHERS SEEKING IMPROVEMENT IN EDUCATION

This column is conducted by the Prince Edward Island Teachers Federation Committee in charge: Ralph MacLean, Zilpha Linkletter, Millar MacPadyen, Dan MacDonald, and Harold Lawton. We welcome contributions which should be addressed to H. Lawton, Charlottetown.

EDUCATION WEEK

The week of November 10-18 has been set aside as Education Week.

This year the ever-recurring problem of Teachers' Salaries has been aggravated by the wartime rise in prices which has resulted in a marked increase in the cost of living.

While the Dominion Government is making provision for certain classes of salaried employees by granting a cost of living bonus, the field of Education is, as usual, being neglected.

In view of this unfair situation the Teachers' Federation is desirous of making an especially vigorous drive for immediate consideration by the Provincial Government of the question of Teachers' salaries, and to this end every teacher can help in the following plan.

The Federation feels that we should avail ourselves of the opportunity offered by Education Week in enlisting the sympathy of

THE MARKING OF ENGLISH ESSAYS
A Thorough-going Investigation

What constitutes a "good English essay"? What measures do teachers and examiners use to assess its merits? Accepted conventions determine the accuracy of the spelling and to a large extent the punctuation, grammar and syntax and sentence construction. A composition may be perfect in these respects, but yet have no intellectual, literary or artistic value. Sentences structurally infallible may make mere nonsense; on the other hand, sentences by no means impeccable may make sound sense.

Hence the need of assessing written English by "General Impression" has justification behind it. Closer marking for spelling, hand-writing, punctuation, grammar, vocabulary and similar categories is a common practice, the scores being sometimes added and sometimes separately recorded. It is well known that the marking of compositions is a highly subjective matter, and that an examiner may, and frequently does, change his estimate on subsequent re-marking.

The International Institute Examinations Enquiry Committee, with Sir Philip Hartog as Chairman, has conducted an investigation to ascertain whether the validity and consistency of the marking of English essays could both be improved and, its report is now published. (The Schoolmaster and Woman Teacher's Chronicle). To this end it introduced into the marking a new element, "sense," that is, the measure, in which the object of the composition, whether it be to explain, to persuade, to convey an order, to amuse, to inspire, or to fulfil any other purpose explicitly stated or not, has been attained.

Attainments Too Elementary at 13

A preliminary investigation on the marking of essays of school children from 12 to 16 from Central, Senior and Secondary School was first undertaken. Two kinds of tests were given: "New Type" objective tests of spelling, vocabulary, punctuation, grammar, etc., and tests of composition, i. e., the power of the pupil to express himself in English for a clearly defined purpose. The essay subjects set were that is, the audience and the object were indicated (a letter to a friend, describing a recent school party) as opposed to undirected subjects, in which the pupil writes "anything on something for anybody" (Sugar, pockets). For its actual purpose the investigation proved futile, the conclusion being reached that "the attainments in English of most school children from 12-12 to 13-1-2 were too elementary to be tested satisfactorily by an essay," as there was no possibility of marking the essays of these children in any satisfactory way. Here is a verdict at which many long-suffering teachers of English will not be surprised.

The second investigation was therefore confined to the work of boys and girls preparing for the School Certificate Examination. 770 pupils took the tests, comprising six essays, four objective tests and an intelligence test. Each pupil was required to write an essay on each of the same six subjects, three of which were "directed" and three "undirected." In an endeavor to discover in addition to the main aim, whether "directed" essays yielded more valid results and more consistent scores than "undirected." After a marking of trial scripts the eight examiners decided that each essay should be marked for (1) Sense, (2) Spelling, (3) Punctuation including Formal Paragraphing, (4) Grammar, (5) Vocabulary, (6) Sentence Structure, and (7) General Impression, and that the mark for General Impression should be allotted after the other categories had been marked. Marking for "Plan" was left as optional only the first two pages were to be marked for spelling; no agreement could be reached on the definition and hence the estimation of Literacy. After five months and without previous notice the examiners were asked to re-examine 20 scripts for each essay subject in order that their self-consistency might be investigated. The results of the marking and of the re-marking are set out in detail in a Statistical Report by Dr. C. Ebbelwhite Smith, and from this analysis the Sub-Committee was able to reach its conclusions. It was found that the main aim of the investigation had not been achieved. The examiners agreed that the category of sense was of great value but they did not show any greater agreement in marking for this than when they marked for General Impression. A majority agreed that a better essay than an "undirected" subject could be marked with greater confidence.

Essay-Writing Should Be Abandoned

Many other interesting and valuable results accrued from the investigation, and the recommendations made are of such importance to the teaching of the mother tongue and to examinations in the subject that they should be widely studied. In summary form they are:

- (1) The practice of pupils of 13 and upwards writing essays should be abandoned. Instead they should write compositions on subjects about which they may reasonably be expected to have ideas and a sufficient knowledge which they could express for a given audience.
- (2) Short plans or summaries should be required for compositions of any considerable length.
- (3) Teachers and examiners should judge the composition in the first instance for its "Sense" (as defined above).
- (4) Compositions of pupils, say, aged 13 to 16, should be marked in these categories in the order indicated:—
 1. Sense.
 2. Spelling.
 3. Punctuation, including Formal Paragraphing.
 4. Grammar and Syntax.
 5. Accuracy of Vocabulary (correct use of words).

6. Power of Expression, to cover felicity in vocabulary and sentence structure.
7. General Impression.

The Mark for General Impression should be allotted last and not by adding the marks of the other categories.

- (8) Marks for spelling and hand-writing should not be added to or subtracted from marks for any other category but should be recorded separately if regarded as important.
- (9) A composition exercise, requiring not less than two hours work should be set once a fortnight, after a week or ten days' notice of the subject.
- (10) Other recommendations relate specifically to the School Certificate Examination. One of them suggests that a candidate who has failed in English but passed in other subjects should not be re-examined in that subject. In the future the consistency authorities for School Certificate Examinations are urged to take steps (which the Report suggests) to test the marks allotted to them by examiners and the general consistency of the marking of different examiners. They should also be asked to make available for inspection specimens of essays with bordering marks for Pass, Credit, etc., so that the real significance of these awards may be tested.

Literacy

It is not possible in a review such as this to quote the data and arguments for such recommendations. They must be sought in a study of the Report itself. There is no doubt that will influence the teaching and examination of written English in both elementary and secondary schools. The teacher one of the most valuable chapters is that containing reproductions of essays selected on the basis of the marks allotted to them by examiners, examples being given of the best essays, the just competent" and those on which the examiners differed widely in opinion.

Criteria for Literacy as determined by the committee and the conclusion reached that the school Certificate stage the term "Literacy" has no meaning sufficiently clear and well-defined for it to be used effectively in judging the scripts of the candidates. Examiners bodies agree that a School Certificate should not be granted to a candidate who is illiterate. In this investigation only one of 600 essays was regarded by all examiners as illiterate.

PROPOSAL TO MEN OF GOODWILL FOR EDUCATIONAL RECONSTRUCTION

A document prepared by the Canadian Teachers' Federation, based on the proposals of the New Education Fellowship held at Ann Arbor, Michigan, July 6 to 12, 1941.

At the present time men of goodwill in Canada are engaged in a life or death struggle to preserve Democracy as a way of life. In this crisis it is imperative that we be able to state specifically what we believe Democracy to be. We realize that such an undertaking will unify us in our fight against totalitarianism and set a standard against which men may judge the effectiveness of operation of our social structure at present and in the post war period. With this in mind the following points are set forth as the essential characteristics of a Democratic State.

1. The first duty of society is to guarantee to every man, woman and child equal opportunity for education without regard to race, birth, sex, income, or creed.
2. This equality of opportunity must include the fullest nurture of every special ability, talent, or skill.
3. Every man is an end in himself and may not be used merely as a means. And this is the dignity of man.
4. No education can be complete unless everyone through the years after school has opportunity to form himself through useful work.
5. Every man has the duty to do his full being only by serving society. And this is the ground of society's claim upon him.
6. No society stands still. A healthy society moves towards freedom and responsibility for all. A diseased society moves towards the tyranny of the few. And herein lies the cause of the present war.
7. No existing society is perfect democracy. Democracy is the standard by which societies and their governments are judged and the idea and goal towards which they strive.
8. The well-being of every society springs from a brotherhood of nations. As are the duties of man to man, so are the duties of societies to one another. And this is the only basis for a durable peace.
9. To respect man's dignity while recognizing his duty to society is to advance towards that democracy of citizens and of states; to perfect, maintain, and defend this is the end of education.
10. To embody these principles into a society of the future, men must be inspired by forces which spring from a deeper dimension of life. This has often been overlooked or forgotten in recent generations and this is the cause of the crisis of our civilization.
11. To develop, men need action, to act, men need faith; to keep faith, men need reason; to direct all three, men need a vision of excellence; and all this is empty unless it is pervaded by love; and love is action had outgoing.
12. Reconstruction through education includes a myriad of small and seemingly unimportant, acts. But these will not be rightly done, and will therefore, fail unless every man, and every woman, his work may be drawn his strength from the whole.
13. In keeping with the above creed we maintain that if we are to avoid a repetition of the present catastrophe that the following tasks will be of immediate importance at the end of the war both here and in Europe:—
 - (a) The immediate feeding and care of all children of all nations.
 - (b) Both individual medical care to repair the ravages of war

CONSTITUTION AND POLICY COMMITTEE, C.T.F., WINNIPEG CONFERENCE.
Winnipeg August 14, 1941.

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Leave Wood Island — 6:30 A.M. 10:00 A.M. 1:30 P.M.
Leave Caribou — 8:15 A.M. 11:45 A.M. 3:15 P.M.

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