

Strange But True

Upon the boom of Mother Earth live animals of many kinds, chief among which is one called man. Fond of power and self-centered, he is ever attempting by force fraud or laudable means to get rich.

But what is wealth? What is power? If we owned ten acres in London or Montreal, we should be rich indeed, while ten acres in many parts of Canada, though well covered with timber, would not be worth a shekel — no companies, no market for products, no property to exhibit. We would, if placed on such a spot, soon tire of the whole setup. The masses give a place value.

There are two kinds of property, namely, that which arises from the earth, with the assistance of man, and the productions of art which spring wholly from man's labours. After all is said and done, it takes but a little industry to supply the chief wants of nature; a little more gives us the comforts of life. Beyond that, we reach the luxury stage.

Again we ask the question: What is wealth? Some have termed it: "A little more than a man has," or, "As much as will content him," while a third group says, "A large amount, the larger the better." I think all are wrong. A man may be rich who has only very little of this world's goods. He may be poor who possesses a large fortune. He alone is rich whose income is more than he uses.

Though a man by his labor may enjoy many comforts, yet he seldom does so rich. Riches are usually gotten by buying the labor of others. The great automobile industry seems to illustrate the point I wish to make. What are some of the advantages of being wealthy? Well, one can shake off an old friend, once an equal, and forbid access to an inferior, except as a load eater.

Sometimes, the pretty title of Sir, or Honorable may creep up to start off your real name and sometimes the gates of fame open suddenly to the man of wealth. Money is of singular efficacy. It lifts the head, paints the joke and adds a tone of command to one's voice.

Go to any public function and keep your ears and eyes open. If you are a careful observer, you'll notice that a clever saying of a poor man will seldom be quoted, but many a paltry one echoes with applause from the man whose pockets have a jingle. The meeting, in wrapt attention, listens to one while the other gets no heed from the audience.

Wealth never made anyone happy. The art of true living may be captured by the hermit in his shack or by the farmer in the dell. After all is said and done, real wealth lies in being happy, not in striving to keep up with the Smiths of the street, but in living one's own life and being content with an existence that lies somewhere between poverty and riches.

IN MEMORIAM

MRS. RAYMOND LING
There entered peacefully into eternal rest at the P. E. I. Hospital, Charlottetown, on Thursday, February 1st, 1951, Mrs. Raymond Ling (formerly Eva Esther Matheson) nee Bed Bridge in the fifty-third year of her age.

The late Mrs. Ling took ill some three weeks previous but seemed to improve until stricken with pneumonia she again showed signs of improvement and some hope was held for her recovery until a few days before her death when it became evident that this was not to be. The messenger of death had undoubtedly come and came suddenly and shortly after the noon hour God's finger touched her and she slept.

She was the youngest daughter of the late Joseph H. and his wife Catherine Matheson of Oyster Bed Bridge, where she was born. Eva was a woman of beautiful character, was a general favorite with everyone who had the pleasure of knowing her especially with all children whom she loved. She was a member of Glasgow Road Presbyterian Church and a regular attendant at Divine Worship. She was always interested in all good and charitable causes, more especially in the work of the Bible Society and Protestant Orphanage. In the work of the W. I. she was a tower of strength and her untiring interest will long be remembered by her fellow members. But it is in the home that her loss is most keenly felt where her abounding hospitality, her ready and ever thoughtful and kindly manner will live long in the memory of her loved ones. Without her the home will never be just like home again.

She leaves to cherish her memory besides her sorrowing husband, four sisters namely: Cora, R. N., who nursed her during her illness and Hazel who shared the home with her; Rebecca, Mrs. Milton Rackham, Wheatley River; Margaret, Mrs. John A. MacDonald, Millers Road. The funeral which was held from her late residence on Sunday afternoon, February 4th, was largely attended, despite the condition of the weather and the roads. The service at the home and grave was conducted by her former pastor, Rev. Donald Nicholson of Clyde River who brought words of comfort to the bereaved. The burial was in the Lord is My Shepherd and Urie the Hills. During the service Rev. Donald Nicholson rendered beautifully Does Jesus Care. The pallbearers were: Philip Matheson, Wallace Higgins, Daniel MacPherson, Ernest Axworthy, Harry Ling and Walter Ling. The flower bearers were: Alfred MacDonald, Keith Rackham, Ivan Turner, Edson Auld, Ralph Matheson, Robert Matheson, Wendell Gallant, Bennett Carr, Donald Axworthy, Russell Smith, Robert

CENTRAL GUARDIAN

This column is reserved for news of local interest, but advertising of a new nature may be inserted at five cents a word, strictly payable in advance.

JIMMY'S TAXI—Phone 528. CRASWELL for Better Photographs. HOWARD MacINNIS FOOTWEAR at 173 Queen Street. DOC WILLIAMS RECORDS now available at Holmans.

CHURCH OF SCOTLAND. Services April 1st. Murray River 11 a.m. and 7 p.m. Rev. J. H. Bishop.

DR. W. L. MacDONALD will be absent from the Prince Edward Island Hospital and the Charlottetown Hospital from April 4 to May 1.

HAMPTON UNITED Church Pastoral Charge. Services Sunday, April 1st: Victoria 11 a.m.; Hampton 3 p.m.; Bonshaw 7.30 p.m. After the close of the service at Hampton there will be a meeting of the officers and teachers of the Hampton Sunday School. Rev. L. S. Woolfrey, Minister.

FUNERAL AT HAMPTON—The funeral of the late Mrs. William H. Inman was held yesterday afternoon from Hampton United Church. The service at the home and grave was conducted by the Rev. L. S. Woolfrey. The pallbearers were: Minor MacNevin, L. D. MacLeod, Gordon MacDonald, James Knox, Scott MacQuarrie, J. H. Myers. The interment was in Crapeaud Cemetery.

AWARDED FELLOWSHIP—Kimball J. Keeping, son of Mrs. Keeping and the late Dr. B. C. Keeping has been awarded a Fellowship by the National Research Council of Canada, valued at \$1200 and tenable for a period of eight months beginning Oct. 1st, 1951 in the Department of Communication Engineering at McGill University. Last year he received his Master's degree in engineering physics and is now doing post-graduate work at McGill towards a Doctor's degree.

JOHN NAVY—Two Charlottetown men sworn in at H.M.C.S. "Queen Charlotte" in the past two days were Shipwright John E. Sawyer, and Ordinary Seaman Francis Petrie. Shipwright Sawyer will leave for H.M.C.S. "Stadacona" tomorrow. Three Island men who will leave for H.M.C.S. "Cornwallis" on Saturday to commence basic training are Ord. Seaman Clifford Durant of Kensington, Ord. Sman, Stoker Mechanic George Noonan of Albany and Ord. Sman, Stewart Blair Bruce of Charlottetown.

Personals
Miss Helen MacDougall has returned to Charlottetown after spending a few days with her aunt in New Glasgow, N.S.

Mr. and Mrs. John Docherty, Kingston, spent a very enjoyable Easter holiday in Charlottetown. While there they were the guests of Mrs. Docherty's cousin, Mrs. W. L. Jordan, Longworth Avenue.

Miss Fairlie and Wendy Rae Shaw, daughters of Mr. and Mrs. Victor Shaw, Belvedere are spending their Easter holidays with their grand parents, Mr. and Mrs. Eddmund Williams, Cape Travers.

Shipping News
HALIFAX VESSEL MOVEMENTS
Arrived Thursday
Miquelon, from St. Pierre Centarus, Southampton Batory, Southampton Galloway Kent, St. John's, Nfld. Swivel, Providence, R. I. Rameaux II, Burgeo, Nfld. Bristol City, Bristol.

Sailed Thursday
Mier Disengoff, for Tel Aviv Suez Voyager, Boston Consuelo, Saint John, N.B. Batory, New York Acheo, Ireland.

SAINT JOHN VESSEL MOVEMENTS
Arrived Thursday
Francis L. D., from Mediterranean ports. Ramore Head, U.S. ports. Hadrian, Cuba and Mexico.

Sailed Thursday
Sundial, for Halifax and Caribbean ports. Carr and Rufus Axworthy. Interment was in Portage Cemetery. The many kind messages of sympathy and the following floral tributes testified the esteem in which Mrs. Ling was held and expressed the sympathy of a host of friends and acquaintances.

The following are the floral tributes:
Hubbard Cora and Hazel. Becky, Milton, Doris and Keith. Maggie, John, Douglas and Alfred. Kathleen, Ivan, Myron, Brian and Roberta. Cora and Billy. Victor and Alice, Earl and Muriel. Borden, Alice and Family. Dot and Theo, Edith and Frank. Elmer and Margaret. Lols and Chester. Aunt Alice, Barbara, Susie, Beatrice. Florence, Phillip, Margaret, Donald and Aunt Martha. Janie and Family. Mac and Howard. Jean, Robert, John, Allison, Charles, Bennett.

Mr. and Mrs. Joseph L. Matheson and Family, Margaret, George Chandler, Margaret, Alice, Myrtle and Hollis. Kay and Warren. Nettie, Gladys and Lewis. Oyster Bed Bridge W. I.

Around The Armouries

Like many another high ranking local officer this week's subject started with the old Signals. He is Lieutenant Colonel A. W. Rogers of the P. E. I. Regiment (17 Recco) who began his long military career as a Signaller back in 1927.

Col. A. W. Rogers was promoted to sergeant in 1928 during which time he won his promotion to sergeant. In that year he was commissioned in the P. E. I. Highlanders and was with that unit when war broke out. He remained with them until March 1940 when he went overseas to England with the West Nova Scotia Regiment, 1st Div.

He was promoted captain in 1942 and given command of the famous Island Company in the West Novles. Many local boys served with him in that company and Capt. Rogers was with them from the time of the invasion of Sicily until after the big fight on the Hitler Line.

It was at Ortona that he won his majority on the field and it was also there he was wounded for the first time and won a Mention in Despatches. His second and his second Mention in Despatches came at the Hitler Line. It was shortly after this that he was smashed up in an Army convoy crash in Italy and late in 1944 he was invalided back to Canada.

Back on Civvy Street once more Maj. Rogers joined the staff of the Department of Veterans Affairs as Casualty Welfare Officer. He is still with the D. V. A.

When the P. E. I. Regiment was re-organized in 1946 he went back to military life as Second in Command of the unit then headed by Lieut. Col. W. W. Reid. When Col. Reid was promoted to Brigadier command of the regiment was taken over by Maj. Rogers who was promoted to the rank he now holds.

He was married overseas to the former Joan Fisher, of Folkestone, and the couple now reside on St. Peters Road with their three sons.

The 21st Field Ambulance, commanded by Lieut. Col. J. K. L. Irwin, has just lost a couple of its members. They were Cpl. M. S. Campbell and Pete. G. J. Cairns who were struck off strength on their leaving here for Ontario. Their going illustrates again the large number of young Islanders leaving here for the greener financial fields of the central provinces.

Another member of the 21st Field Ambulance has reason to feel happy this week. He is Cpl. C. Kirkbright who has just been promoted to sergeant.

It has been learned that Col. H. E. Brown, O.B.E., E.D., head of the Ack Ack Command will arrive in this city Saturday afternoon. He will be accompanied by Maj. J. B. Roe, Fortress Command, Halifax.

A special meeting of all officers of the 28th L. A. A. Regiment commanded by Lieut. Col. H. Gordon Wilson, will be held Sunday afternoon to enable them to meet Col. Brown.

Permission has been received by the regiment to fly over here the officers of the unit who are stationed in Stellarton, N.S., where is located one of the batteries of the 28th.

Big social event of this week to come will be the dance held by the Garrison N.C.O.'s Mess tomorrow night. Like all others held by the Mess it should prove an excellent evening's entertainment for the N.C.O.'s and their guests.

In that respect it is reported that it is not always easy to line up the entertainment scheduled every weekend in the Mess. The committee in charge cannot do it all, and any members knowing where good entertainment may be obtained should tell the committee and help make arrangements for future weekends.

The Officers Mess held a successful dance at the Charlottetown over the Easter weekend. A large number of current and former officers attended the function. The dance was preceded by two official parties given by Brigadier W. W. Reid, D. E. O. for Brigade officers, and the other by Lieut. Col. H. G. Williams for officers of the 28th L. A. A. Regiment and commanding officers of other local units.

If the Provincial Legislature closes today there will be the customary salute fired by guns of the 28th L. A. A. Regiment. The battery will be under command of Maj. G. H. Kydd who is O.C. the Charlottetown Battery.

Several high ranking officers from various local units will go to Halifax next week for a General Officer Commanding conference to be held in the Nova Scotia capital. So far as is known now those leaving here will include Lieut. Col. K. M. Johnston, 5th Signals Regiment, and Major D. J. McCormack, this city, and Major R. S. MacDonald, Stellarton, N.S., both of the local 28th L. A. A. Regiment.

Responsible Government And Education Discussed

The one hundred years between Premiers George Coles and Walter Jones was featured by one of the most interesting experiments in the history of democracy. Dr. Frank MacKinnon, Principal of Prince of Wales College, told the members of the P. E. I. Teachers Federation at the closing session of their 28th annual convention yesterday.

He was referring to the fact that April 24 of this year marks the completion of a century for the operation of the Cabinet system of Government in Prince Edward Island.

"The familiar system of Crown-Cabinet-and-Legislature, which operates in larger areas elsewhere," Dr. MacKinnon said, "has been working in a tiny Island Province little more than 2,000 square miles among approximately 90,000 people. Administering public affairs in such a setting has not been easy. Because of economic difficulties the Province has been hard to develop; because of size and isolation she has been a peculiarly hard Province to govern. Consequently, a century of self government is an achievement of which the people of Prince Edward Island might well be proud.

Early History
The early history of the Province affords many clues to the development of her government. Prince Edward Island known as 'Abegweit' by the early Indian inhabitants and 'Ile St. Jean' by the French, was, until 1713, an obscure fisheries concession for French Colonial enterprisers. After that date it was an outpost of Louisbourg in Cape Breton and the seat of several unsuccessful attempts at settlement. It fell to the British in 1765, to the French again in 1781, and finally to the British a decade later. It formally became a British Colony under the terms of the Treaty of Paris of 1763. Shortly thereafter the Island was placed under the Governor of Nova Scotia, and almost its entire area was divided into lots which were granted to proprietors in England, and in 1769 the Colony was given a Government of its own consisting of a Governor, Lieutenant-Governor, Council, Supreme Court and provisions for an assembly—all this for 271 inhabitants! The conditions in which this Government was set up were very primitive. The Colony was undeveloped, there were no means of transportation, no newspapers, and limited tasks for public officials who were more interested in making a living than in conducting the affairs of government.

"For many years, therefore, the administration struggled with isolation and the many problems of a pioneer community. The government was too big for such a small community, and Governors, judges and other officials fought bitterly for the limited amount of power and prestige available. When the Assembly first met it was difficult to find members who would attend the sessions; when they gathered for the first time in a tavern in Charlottetown, they scarcely knew what to do. "It was obvious that such a government was unable to look after its own affairs without the continuous guidance of the British Government. Most of the duties were appointed by the authorities in London and all laws were subjected to the scrutiny of the home authorities. Moreover, the proprietors who owned the land in Prince Edward Island had much influence in London and they were able to keep a close check on any attempts by the island's administration to settle the land question.

Empire-Wide Movement
"During the 1830's and 40's, a movement for responsible government developed in all parts of the British Empire. Responsible Government meant the administration of affairs by an executive which was responsible to a Legislature and in turn was elected by the people. It also meant the relinquishing of the authority of the British Government and the gradual assumption by local officials of the responsibility for local affairs. Such a movement required political and economic maturity in the colonies, for they could scarcely be expected to look after themselves without them. "By the middle of the 19th century, fishing, agriculture, lumbering and shipping had developed into thriving industries in Prince Edward Island. This economic development joined with a measure of political consciousness and prompted the demand for responsible government in the Island during the 1840's. The question then arose, as to whether Prince Edward Island was ready for the new system of government. Since the other provinces had already been granted the system it was impossible to deny it to the Island, and the first cabinet under responsible government was formed on April 24, 1851.

Didn't Come Easily
Prince Edward Island, therefore, has never been able to take governmental privileges for granted. When she belonged to France, the home government in Paris was not impressed with her possibilities; when the British took over, the Colonial office often scoffed at the idea of setting up an independent government in so small a place. At Confederation it was Thomas D'Arcy McGee who said 'Now don't you be too boastful about your little Island. Don't let us hear so much about it, or we will send down a little tug boat and draw you up into one of our lakes.'

Just a hundred years ago the British government, the Governor-General, the Island Lieutenant-Governor, and some local politicians were convinced that, although the other provinces had self government, the Island had neither the size, money, nor political experience to make such a system work. In Dominion-Provincial relations the Island has always had to impress upon the other Provinces the fact that, although not large and wealthy, she is a Province nevertheless with all the powers and privileges of that status. The Province wasn't given her cabinet government easily; her public men fought, begged, and coaxed for it and when they got it they had to prove they were able to manage it. "The results were none too good at first. From 1851 to 1873 when the Island joined Confederation provincial affairs were upset by almost unbelievable turmoil. Governors fought with their advisors; Ministers quarrelled among themselves and with the Legislature; and elections and party gatherings were occasions for bitter controversies over the land question, religious issues, railway building and federal union. Efficiency in government became impossible with no less than fifteen governments in twenty-five years. The reasons were obvious. Political issues which are often sideshows in larger provinces are easily magnified out of all proportion to their deserved significance in a small area. "Moreover since qualified and available men are hard to secure in even the largest governments, small wonder if they were scarce on the Island. With only thirty members in the Legislature, and a government section of only six and up, Premiers had the difficult task of selecting a nine-man cabinet from a very limited panel. There was no sense in pretending the Ministers were all of cabinet calibre and governments displayed the most unusual idiosyncrasies while public affairs suffered accordingly. "The early difficulties were not without advantages, however, for what was gained by many mistakes and severe lessons was later treasured, and it became manifest in profound respect for local self-government, however limited in extent and influence it might be.

Obligations of Democracy
"I should like to emphasize two points in connection with this story. In the first place, it is easy for us nowadays to take for granted the privileges of responsible government for which our ancestors in this Province fought long and hard. The opportunity to vote and keep a watchful eye on their government was new and valuable to our forefathers. This was real democracy to them and it is our duty to make it work in modern times, when the principles of democracy everywhere are being challenged by rival political theories. "It is important that we realize the obligations of democracy as well as its privileges, for responsible government without an alert public opinion is not democracy. A combination of these two is the best form of government yet devised by mankind, and we should suggest its value to the young people in our schools. Moreover, if we explain the background of democratic self government in Prince Edward Island in our history classes, our students will appreciate this Province's heritage far more than they do at present. "The story of responsible government provides some lessons in the field of education, for responsibility is an attribute in many fields. A few comparisons will illustrate the point. "In public affairs there is a time in the development of countries, colonies, and provinces when too much control and managing by the mother country is detrimental and discouraging to the development of local democracy. England learned this point when she refused to concede responsible government at the right moment to the American Colonies and thereby lost them in the American Revolution. When the British Colonies in other parts of the Empire were ready to fend for themselves, they were released from the control of the Colonial office and permitted to find their own place in the world.

Educational Problem
The same is true of young men and women when they are receiving their education. For a number of years guidance and control, teaching methods, discipline, and supervision are absolutely essential. But there comes a time in the development of young minds when they must be permitted to fend for themselves and it is at this point that the teacher must



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The Principle Applied
The practical application of this principle in the schools depends on similar factors: "First, We as teachers should respect the capacity of students to think for themselves; they won't learn to use their brains if we don't encourage them to do so."

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be prepared to encourage students to think and act on their own. Methods, supervision and discipline become less and less important as the young people learn to assume their own responsibilities. Nothing is worse than to spoonfeed young men or women so long that when they are ready to get out into the world they fail to understand their responsibilities. "Some comparisons with effective responsible government will illustrate the point. "(1) There is an old principle in politics that people will not be governed if they don't want to be governed, and the astute statesman will not try to rule them without developing their capacity for ruling themselves. The same is true of education; you can't educate young people if they don't want to be educated. Their capacity for thought and hard work must also be developed, and they must be thrown on their own resources as soon as possible. "Again, (2) citizens are impatient of too many rules and regulations from those who handle their affairs and the astute statesman must 'prepare the field before sowing the seeds' or the seeds will not take root. In education guidance, motivation, facts, figures, curricula, methods and so on are useless if the young mind is not encouraged to absorb what passes before it, if the youth is not encouraged to dig it out for himself rather than have it handed to him on a silver platter. "A third comparison is also important. (3) The astute statesman soon learns that to govern successfully, he must not give the people too much all at once, but rather give them a little at a time and let them get accustomed to it before the next step is taken. Young people are just like their fathers and mothers, they won't take too much, they want to understand a little and accept it rather than be introduced to too much and not appreciate it.

Danger Of Reaction
"If you look deeply into the history of responsible government you will see all these points illustrated. When they were ignored and the capacity of local areas to government themselves was underestimated, frustration and rebellion were the result. The same is true of education today. The drop-outs at all levels of schooling, the restlessness of many young people while at school, and the difficulties which many of them have in adjusting themselves to their vocations can be partially explained by comparing them with the Boston Tea Party, the rebellions in Upper and Lower Canada, and the reaction of our Island forefathers to the landed proprietors. Too much teaching like too much government sets up a violent reaction by local or individual responsibility. "Comparing education and responsible government brings out a basic principle. In teaching as in politics, quantity and variety are no substitutes for quality and acceptance. Pedagogy like political science is useless unless those at the receiving end do most of the work themselves. We are learning in politics that the welfare state is not all we expected it to be because it does not allow for individual initiative. The welfare pedagogy of a decade ago is now being subjected to careful scrutiny for the same reason. The remedy in politics is self government; the remedy in education is self-teaching. Pedagogy, like political science, can be overdone, and the professional person in either field must understand the limitations. "The practical application of this principle applies in responsible government. (1) Local Legislatures and cabinets had to learn to govern themselves, before assuming the responsibility. (2) They had to get accustomed to one stage of government before progressing to the next. (3) It was a difficult process marked by many mistakes and frustrations. (4) Basic processes had to be understood before local governments could take over the entire responsibility. (5) The colonies were required to meet rigid standards before being given responsible government.

Half-Knowledge Harmful
"Fourth, Curricula should not become so watered-down as to provide too much of everything and not much of anything. All the trimmings are useless unless the students have a sound grasp of fundamentals like English, History and Arithmetic. Other things come easily if the foundation is well laid. You'll never play the piano if you don't first practice the scales. "Fifth, Half-knowledge is worse than none at all, and the earlier the student is encouraged not to leave something until he understands it, the better for him in the long run. Contrary to some opinion the student who knows only a few things must do a particular thing or else — To illustrate this in a practical way, the boy who is taught that he automatically progresses from one grade to the next whether he deserves it or not (a common thing nowadays) will only have to find out later on (for instance) that he can't progress from bank teller to accountant to manager unless he masters one step at a time. "Six, 'Practical' education requires the same basic attributes as the so called 'academic.' You can't make a good farmer, carpenter or machinist out of a boy who doesn't learn to use his head as well as his hands. "Seven, The lack of the capacity to think will never be remedied by experience alone. There is all the difference between twenty years' experience and one year's experience twenty times. "In summary, education in whatever field and at whatever level, is essentially the disciplining of the mind, the body, and the will. It is not merely the accumulation of facts, figures and methods. To revert back to responsible government we can say the same thing — it thrives not on laws, regulations, and administrative structures alone, but on the will and initiative of the people themselves. Education, like democracy, is not a social service, but an obligation. The problems of the modern world are forcing us to understand the responsibility of citizens in government. Life is forcing us as teachers and parents to put less stress on benevolent pedagogy and more on recognizing the ability of our fine young Canadians to work for themselves."

RED DEER, Alta. — (CP) — Magistrate James Smith in court here criticized older people who stand by and do nothing to prevent "Toothless youths" breaking the law. Two youths were fined for stealing wheels and tires from a stranded car but the magistrate said older bystanders who made no protest were "passive accomplices."

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an early age. The brightness of students is not measured by the amount of their brain power; but rather on their ability to use it. "Second, Quality and depth will provide a sounder education than quantity and variety. Motivation and interest are being overdone in educational circles and curricula are consequently being watered down. They are essential for very small children but they are being carried too far into the higher grades. Young people, contrary to some opinion do not react favourably to a long period of intellectual incubation. They are not in school to be motivated, interested, and amused; they want and need something substantial. This seems obvious, but even a casual glance at the theories of many textbooks on education will reveal an astonishingly low opinion of the interest and capacity of students from grades six and seven up. "Third, Educationalists should never forget that their students may drop into the workaday world at any point. Employers expect initiative and hard work; and they don't motivate and stimulate. The regrettable tendency to make education painless is no charity to young people who must later readjust themselves to practical life. "Fourth, Curricula should not become so watered-down as to provide too much of everything and not much of anything. All the trimmings are useless unless the students have a sound grasp of fundamentals like English, History and Arithmetic. Other things come easily if the foundation is well laid. You'll never play the piano if you don't first practice the scales. "Fifth, Half-knowledge is worse than none at all, and the earlier the student is encouraged not to leave something until he understands it, the better for him in the long run. Contrary to some opinion the student who knows only a few things must do a particular thing or else — To illustrate this in a practical way, the boy who is taught that he automatically progresses from one grade to the next whether he deserves it or not (a common thing nowadays) will only have to find out later on (for instance) that he can't progress from bank teller to accountant to manager unless he masters one step at a time. "Six, 'Practical' education requires the same basic attributes as the so called 'academic.' You can't make a good farmer, carpenter or machinist out of a boy who doesn't learn to use his head as well as his hands. "Seven, The lack of the capacity to think will never be remedied by experience alone. There is all the difference between twenty years' experience and one year's experience twenty times. "In summary, education in whatever field and at whatever level, is essentially the disciplining of the mind, the body, and the will. It is not merely the accumulation of facts, figures and methods. To revert back to responsible government we can say the same thing — it thrives not on laws, regulations, and administrative structures alone, but on the will and initiative of the people themselves. Education, like democracy, is not a social service, but an obligation. The problems of the modern world are forcing us to understand the responsibility of citizens in government. Life is forcing us as teachers and parents to put less stress on benevolent pedagogy and more on recognizing the ability of our fine young Canadians to work for themselves."

Annual Meeting
The Provincial annual meeting will be held on April 18th at the Hotel and instead of having a speaker we thought that our members would be interested to see a display of work that has been done by our Brownies and Guides for Proficiency Badges and other Class badge work. On my travels I have seen and passed some very excellent work and our executive members do not get such opportunities to see the practical results of Guiding. Brown Owls and Guide Leaders are therefore very kindly asked to collect in from their girls any knitting, sewing, toys, weaving and any other work items that would prove of interest and send in a box with group name to Mrs. Jenkins, 76 School St., Charlottetown by April 14th. Not later please. Please do not think that you must rush around to get something to send in. It needs to be work that has been done throughout the year. For Guides I have seen some excellent maps and sewing, for Brownies most have collections, knitting and heaps of other things, but do not forget to put your name inside the box. If any circus figures only are ready they could be displayed. Call 380-J if you need further information.

Leaders
Census reports are still awaited from many Companies and Packs. From country leaders Raising Day requirements are not in. Please help us leaders. Just a rough note with the amount is all that is wanted for Raisins to Mrs. Jenkins, 76 School St., and the census to your Commissioner. If we do not get our census reports in to Dominion pretty soon we shall be reporting many Guides short which will never do when we have increased our numbers.

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