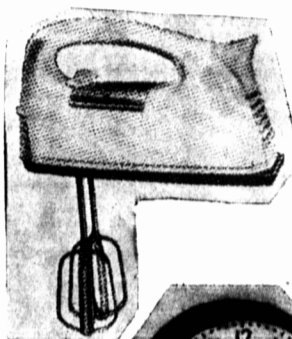


Kitchen Carnival

You'll find all the right equipment at HOLMAN'S to keep your household running smoothly . . . wonderful appliances to help you get your work done quicker, make tastier meals. Visit HOLMAN'S HOUSEWARES DEPARTMENT, we've got everything you need for the home.

HERE'S HOW TO KEEP YOUR KITCHEN UP TO DATE . . . HOUSEWARES FROM HOLMAN'S!



SPONGE MOPS
Self-wringing, adjustable mops with wood handle. Rust-proof ALUMINUM mounting, large cellulose sponge. **6.45**

PRESSURE COOKERS
Heavy cast ALUMINUM Presto cooker with bakelite handle, and cooking guide. Pressure gauge and over-pressure plug. 3 1/2 qt. size. **18.95**

G. E. FOOD MIXERS
Portable electric food mixers with powerful motor for blending and mixing. All metal enamelled in pink, blue, yellow or white. **23.95**

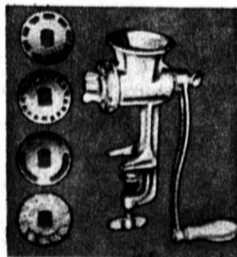
ELECTRIC CLOCKS
Kitchen model Westclox with unbreakable face. Easy to read. Copper finish. **7.45**

CUTLERY SETS
26-piece stainless steel set by "Glo-Hill". 6 each of serrated-edged table knives, forks, tea-spoons, dessert spoons, in gift box. Stain and rust proof. **10.49**

PLAN A MODERN KITCHEN . . . START WITH THESE APPLIANCES.

FOOD CHOPPERS

Table-model food choppers fitted with extra cutter blades to mince, shred, chop. Bright finish all-metal with wooden grip-type handle. This is the large family size chopper made in England, and is very easy to operate. An exceptional value.



3.29 ea.

CAN OPENERS

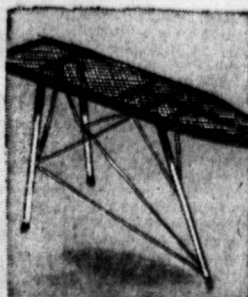
Famous "Swing-a-way" can-opener that attaches to wall. Modern design that opens round or square cans in no time at all. All metal in assorted colors. Lever adjustment.



3.95 ea.

IRONING BOARDS

Compact folding, adjustable ironing boards with well-made perforated top and re-inforced legs, rubber-tipped to prevent scratching. Standard 54" size enamelled in white with green trim.



10.95 ea.

Special PERCOLATORS

Pyrex flamework oven-glass with metal band around neck. Modern style clear glass with lock on cover. Guaranteed against heat breakage for 2 years.

4 CUP SIZE **3.95 ea.**

HOLMAN'S—CELEBRATING A CENTURY OF SERVICE



SCOUT LEADERSHIP TRAINING COURSE

The concluding session of a week-end Leadership Training Course took place Saturday afternoon at the Baptist Church Troop Hall. This course was designed to teach older Scouts how to train recruits and others in various tests. Saturday's sessions were led by Scouters John Richard, Don Martin, Bud McMurry, Frank Costello, Gordon Gay, Ernest Gallant, Harvey MacKinnon and Dr. Geo. C. Fisher headed by Don Halden, Assistant District Commissioner. Each Scout will be examined by their own Scoutmaster in their own Troop after which each successful Scout will be awarded the Bronze Arrowhead which is the symbol of this training. This course will be followed by the Silver Arrowhead Course which will be a five day camp this Summer. Sessions closed with the usual council fire and closing ceremony conducted by Frank Costello and Dr. Geo. C. Fisher.

WIDENING EDUCATIONAL HORIZONS

Contributed for "Educational Horizons." At the request of the Prince Edward Island Teacher's Federation by Dr. Frank MacKinnon, Principal of Prince of Wales College.

Inflation is a curious phenomenon to be carefully watched in business because a little of it, which is beneficial, tends to become too much, which is disastrous. The term is applied, of course, to a disproportionate increase in the quantity of money and credit in relation to the real assets on which they are based. Its effect is seen when the purchasing value on a dollar goes down, when prices become too high, when too much activity is based on credit, and, ultimately, when an economy leans beyond its means to the point where a major depression occurs. We have to realize that the value of a dollar is not what we say it is or what we want it to be, but, rather, what that dollar will buy. Inflation and its characteristics are present in education as well as in business. The quantity of courses and facilities like money and credit, must be carefully arranged in proportion to real assets. A certificate or degree, like a dollar or promissory note, has no value in itself; it must represent some real asset or it is worthless. Similarly, the health of an educational system, like that of an economic one, depends, not on size and activity, but on the value of the goods and services on which it is based. Moreover depressions follow inflation in education as they do in business, and depressions in education are even more disastrous to a nation than are other kinds.

REAL ASSETS
What are "real assets" in education? We are inclined to think of them in terms of curricula, courses, buildings, and the number of teachers and pupils. Actually these are secondary factors. The primary ones are the actual quality of the teaching done by teachers and of the learning done by pupils. The fact, for instance, that five thousand pupils in a given area took history for five years is just a statistic. More significant is what these pupils learned in relation to the time and energy spent. A course in very like a dollar, franc, pound, or other medium of exchange in that its value fluctuates with the amount of "real assets." A pupil can take a course and get absolutely nothing from it — not because the subject is useless — but because the teaching is weak or because the studying is poor. Indeed, incredible as it may sound, a pupil can know less about a subject after he has taken a particular course than he did before. Yet another pupil can have his mind awakened and his imagination inspired by a course well taught and studied.

THE RATIO
How does inflation occur in education? By multiplying the curricula, courses, buildings, and the number of teachers and pupils in relation to the work done by the teachers and pupils. It is this type of inflation that is one of the dangerous forces today because the price of education is high the amount of "credit," is the borrowing of qualifications on insufficient services, is too great, and because the value of the currency is threatened with debasement to an unprecedented low level. Where is the evidence? In the first place the supply of teachers is desperately low and the proportion of unqualified teachers in the schools is rising steadily. While

ever you look at it, any community which hires a poor teacher is watering down the education it is providing its pupils. For instance a girl who herself knows little or no mathematics simply cannot teach mathematics to others. Nevertheless, two recent surveys indicate that two thirds of Canadian and American teachers who teach mathematics are in this category. The result is a shortage of trained personnel in the technical fields which is already a national emergency.

WORKS COUNTS
In the second place school authorities tend to emphasize facilities rather than personnel. A fine school building with elaborate equipment appears to represent a real advance in education. In some instances it is, often, however, the building is constructed at enormous cost and there's no money left to pay the teachers, so that it is a regression rather than an advance. Make no mistake about it, a badly-apid, inadequately qualified teacher or a lazy indifferent pupil can do a poor job in a beautiful classroom. Moreover a school with a fine building and poor standards cannot be compared with even the drabest little red school house with an excellent teacher. The work of staff and pupils is infinitely more important than the building which gives them shelter.

In the third place the attendance of children in school is not an automatic assurance that they will get an education. Despite great ideas of "education for all," education depends, just as it always has depended, on the effort of the individual pupil. Every pupil who won't study is debasing his own certificate (and other pupils' too); he will get out of school exactly what he puts into it.

BENEFIT DECLINES
The difficulty here is that mounting evidence indicates that the large increase of pupils in schools has been accompanied by a reduction in the amount of work which pupils put into the school. A further sign of inflation. The process is familiar as more children must be accommodated. But a class becomes overcrowded and the per-pupil benefit declines; able children, it is everywhere admitted, are being held back to an average which gets lower as larger numbers are handled; children who are not interested in school — roughly calculated at about one-third of all pupils above grade eight — are forced to remain when they might get more training and experience in employment; and schools must secure extra teachers who, often unqualified, are not able to give adequate instruction. With all these inflationary tendencies, only one item remains in perpetual depression — the supply of teachers. Fine buildings are constructed, courses are multiplied, and many pupils are herded into classrooms. But the teacher shortage is as acute as ever.

REGIMENTATION
The main reason for the teacher shortage is, of course, the complete lack of the freedom to teach; there is more regulation, conformity and supervision in teaching than in any other occupation, a situation which discourages young people from entering the profession and drives thousands out of it everywhere. Teachers can't be blamed on clergyman, lawyer, doctor, carpenter, plumber, or farmer would tolerate in his business the discouraging interference which prevails in teaching. The second reason is the low salary. There is no sense in anyone talking about recruiting tea-

chers while the lowest salary in the community is being offered. The bright young high school graduate can get a better starting salary and more regular increases as a junior in a bank, a waiter in a restaurant, or a clerk in a store, than he can in a school. The university graduates requires a strong sense of dedication to re-

TEACHERS SALARIES IN CANADIAN CITIES

	Low	High
Vancouver	\$ 2,300	\$ 6,200
Calgary	2,370	6,396
Winnipeg	2,450	5,754
Windsor	2,700	6,806
Toronto, Public	2,700	6,800
Ottawa	2,800	7,000
Montreal, Protestant	2,150	6,550
Montreal, Catholic	2,150	5,300
Halifax	1,900	5,636
Saint John, N. B.	2,250	4,898
Charlottetown	1,525	3,575
St. John's, Newfoundland	2,004	4,206

(The average is much nearer the low than the high)

Actually the shortage of teachers is not caused by a scarcity of people entering the profession, but by the large number leaving it. Teacher training institutions are providing enough teachers, but the schools are not keeping them. The national turnover is about eight per cent; in Prince Edward Island the annual turnover is about twenty per cent. Again, this situation is a sign of inflation: investment of services, like investment of capital, depends on the amount of risk and the rate of return.

Inflation is also apparent in the achievements of pupils. Larger and larger numbers are being accommodated in schools. But failure rates are rising everywhere, and approximately two thirds of those leaving high school are passing with third-class standing or less. Considering the time, money and effort spent, a general third-class level is scarcely a compliment to the educational system.

REMEDY
How can educational inflation be halted? The remedy is the same as that for inflation in business — keep the real assets in proper proportion to activities. Let school authorities expand their system, but let them first get the teachers, pay them well, and leave them alone. Let the teaching staff be fully satisfactory and adequately paid before buildings

Want Full Inquiry Into Nova Scotia Apple Industry

KENTVILLE, N.S. (CP) — Commissioner John A. Walker, Halifax barrister, will finish public hearings here today on the problem of cold storage of apples. Let school authorities expand their system, but let them first get the teachers, pay them well, and leave them alone. Let the teaching staff be fully satisfactory and adequately paid before buildings are constituted and courses and facilities are added. Let schools admit all children. But let them first be adequately staffed. Over-crowded classrooms and new classrooms with weak teachers are only makeshifts. And let it be known that numbers of pupils will not be an excuse for lowering the requirements. The school can actually give its pupils nothing but opportunity; they must grasp the opportunity and get the education themselves. Inflation is as hard to stop in education as it is in business. Everyone likes to see signs of activity, but few stop to think what the activity really means and what it might lead to. The school certificate and the dollar bill are merely slips of paper; it is what they represent that counts. The dollar is now worth half as much as it was in 1939; so is the school certificate. Small wonder, therefore, that many educationists are joining business leaders in worrying about the results of their particular kind of inflation. This department is conducted by the Prince Edward Island Teachers' Federation. Contributions are welcomed and should be sent to the General Secretary, Estelle Bowness, 98 Prince St., Charlottetown. Inquiries now are that when I make a report on the cold storage I might recommend a wider investigation of the whole fruit industry." HERBERT OYLER, ASSOCIATED with the valley apple industry for 35 years as growers and marketer, said present organizations should operate individually but within the framework of an association. He felt 10 men trying to market the best of their ability would always be better than one man of one single group. Mr. Oyler said the chaotic 1955 market was brought about by over production all over the continent and said price-cutting grocers from Quebec. He added grocers should be educated to keep apples cool to prevent deterioration. **BIG CLIMB** The various canal locks between Montreal and Lake Superior have a total lift of 550 feet.