

### Started Each Day Feeling Tired, Upset; Nervous Too

—now years drop away for Brantford woman who feels like young girl, when Sarnak relieves long-standing kidney condition, stomach upsets and that always-tired feeling.



MRS. H. HOLMES

Mrs. H. Holmes, 59 Colborne St., Brantford, Ontario, is one of the lucky ones who has had that happy experience. She writes— "For several years I haven't felt well. Even before I started the day I was always so tired-out and nervous—I never cared to go out and didn't take much interest in life. "I suffered a lot from a dull ache in the back of my neck which sometimes lasted three days; could not eat a meal without bloating and having shortness of breath; and was very irregular as well. "Nothing I took seemed much help until I tried Sarnak. By the time I had taken my first bottle of Sarnak, I began to feel like a girl again, relieved of stomach upsets and that tired-out feeling. Sarnak also relieved a kidney condition I had suffered with for a long time.

No wonder I am thankful for all Sarnak has been able to do for me. Mrs. Holmes' case bears out the reports from hundreds who have tried Sarnak, and who have found relief within three weeks. You see, from the moment you take the first dose. It acts fast because it's in liquid form; no tablets or pills to dissolve in the stomach. So don't suffer a moment longer than necessary. Get Sarnak to-day.

At All Drug Stores \$1.35

### Miscellaneous Shower

—The home of Mr. and Mrs. Edward Gallant, Newtow, was the scene of a pleasant event on Tuesday, Sept. 19, when a large crowd of relatives, friends and

### TRESPASSING

Trespassing, hunting and shooting is strictly prohibited on the following properties in Lower Bedouque:—

- H. M. HOLLAND
- WM. BARRETT
- HUDSON JEFFERY
- WM. M. STAVERT
- HOLLIS WOODSIDE
- BYRON NOONAN
- DANIEL NOONAN
- A. M. MONTGOMERY
- ROBERT WAUGH
- HORACE WRIGHT JR.
- J. R. FORBES
- WALTER McCALLUM
- DANIEL McCLURE
- THORNE AFLECK
- HECTOR LEARD
- DOUGLAS AFLECK

## Modern Educational Trends At Summerside High School

If a person who attended the Summerside High School twenty years ago were to come back for a day, look about, and talk to the students he would find it a vastly different place than it was in his day. Perhaps this is not so unusual as most things change in a period of twenty years. But if a person who only left school five or six years ago were to come back he would find the place just as different as the pupil of an earlier day.

Ideas of education have been changing during the last decade or more and while many educationists debate the relative merits of the new and the traditional, it is the new that is now in force at Summerside High. Without entering the argument the observer can see, for one thing, that attending school today is much more interesting than it was a few years ago, and further, that there is much good in the new system. Most of the changes at Summerside High have come about since the appointment of Mr. Clarence Mercer four years ago as supervisor of the High School and Academy and they are naturally in line with his ideas of education. Previous to his appointment there never had been a supervisor and the principals, who taught class all day, had no time, even if they had the inclination, for innovations.

High School Objectives The new departments that have been added are so different from what one finds in most Island schools that they are here explained in detail. Before going into them, however, it might be interesting to have some outline of Mr. Mercer's ideas and at the request of a Guardian reporter he has set them down. Mr. Mercer says:

"The school is a reflection of the community. Like town, school and you need not show me your community. The school is the community; and the community is the school. These are inseparable. This means utilizing the community and its resources for education. It means also sharing the school's resources for community well-being. The mark of a progressive community is the lighted school house whether it be in village or in town. "We must try to fit the curriculum to the needs of the pupil.

We no longer, I hope, make the child fit the curriculum, for the child is the more important of the two. That is not to say we must scrap the curriculum. Any curriculum should be flexible enough to meet the needs of the individual. "What is wrong with our Canadian high schools? The curriculum of the high school is largely dictated by the universities. The high school has long since ceased to be a place where only those attended who were destined to a university career or who had interest to pursue academical studies



Mr. Clarence Mercer

for its cultural value. What was once a privilege has become the public school. This is provided by law, and boys and girls must attend until they reach the age of 16.

Through Family Allowances we have brought about compulsory attendance for all in our high school, yet we have made no attempt to have the many profit by that opportunity. Our curriculum is still geared to the university requirements although less than five per cent go to universities. The high school picture is worse than before for then a boy could drop out if he was disinterested. Now he is forced to stay to his own discomfort to the dismay of his teacher, and to the handicap of his classmates.

Elective Subjects "It would appear that certain subjects should be made elective. Some students with ability and interest could profit by foreign languages, theoretical algebra and geometry. Unhindered by their plodding classmates, they might

advance enough to make them of cultural and even professional value to them. In place of such subjects, other offerings should be made for those who seek jobs in the office as well as shop facilities for those who seek skill of hand. This will give all a general education but will also give specific training for those who can profit best by it and save this terrific waste of time and energy.

"It will be argued by some that all should receive a high school academic education and then have them branch off into their respective vocational training or universities. This is ideal, but statistics show very plainly that by then over 50 per cent have left school without either benefitting from finishing the academic course or without having the chance to receive basic training in vocational skills. The school should spend more time discovering aptitudes and training them and less time on regimentation of pupils to subject matter.

"Every town should endeavor to set up a program of education to provide for at least three general fields—the academic, the clerical, and the technical. In the light of present day occupational information, these may appear limited, but they mark three distinct fields having numerous ramifications in each where basic skills may be transferred. This would appear to be better than what we offer now—the same stereotype education for all.

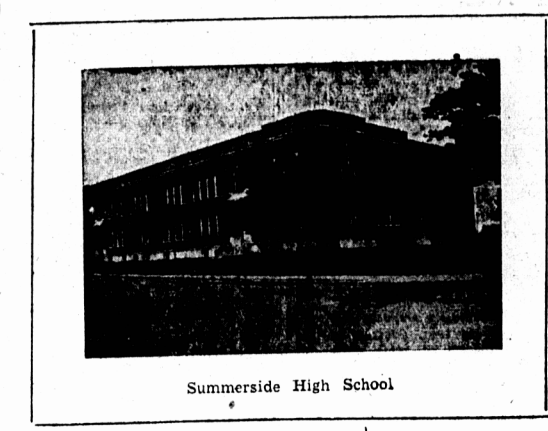
### Rural Districts

"What of the rural districts? The village school is not as handicapped in one respect as would appear. Boys are taught certain skills on the farm which the town boy can only acquire in the school workshop. In some cases this is true of girls. To organize that learning successfully, however, we must have regional high schools so as to offer to village and town equal opportunities.

There is a progressive spirit everywhere in this Province and that shortly will be reflected in the schools. The picture I have given is an all Canadian picture, but there is no reason why this Province should not be among the first to take the lead in educational research and practice.

Under Mr. Mercer's supervision at the Summerside High a number of new departments have been added, important facilities provided and various minor changes made. These are outlined as follows:

TECHNICAL CLASS: Instituted this year for boys who prefer a more practical type of education than that offered by the present academical course. Here 50 per cent of the time is spent on Drafting, Woodworking, Sheetmetal



Summerside High School

Working, Forge Practice, Automobile Mechanics, and Electricity. The rest of the time is spent in their own classroom learning mathematics, English, Science, Citizenship, and Vocational Guidance. Mr. Mercer feels that this course is a most successful experiment. The course will not turn out skilled tradesmen but rather be in the nature of pre-vocational sampling of trades, learning all the while certain basic skills. This will be a two year course for those wishing to stay but those 16 years of age who desire to do so will be advised to enter the Vocational School at Charlottetown.

COMMERCIAL COURSE: This is a two year course open to those having Grade X certificate, and a Grade XI or higher. It consists of Accounting, Business English, Typing, Shorthand, Business Arithmetic, Filing and Office Procedure. This course, commenced this fall, is designed for those who do not wish to go to college but who prefer training for the clerical occupations.

MANUAL TRAINING: This course was instituted in 1946 through a public appeal for hand tools resulting in the Y's Men's Club equipping the shop to the value of \$1,000. Subsequently the Town Council through the School Board made an annual grant of \$500. This course is given to Grade VII, VIII and IX boys while the girls are attending Homemaking Classes.

HOMEMAKING COURSE: Organized in 1948, Summerside High School has one of the most modern Homemaking rooms in the Maritimes. These potential homemakers come from Grades VII to XI for instruction in place of Physics for those wishing to enter Household Economics courses in University or who wish to enter the Nursing Profession.

MUSIC: In 1945 the first music teacher was appointed to the staff. Apart from the auditorium a music room has recently been opened containing a piano given by the Home and School Association. The music teacher has a rhythm band of 40 pieces. Each class spends two periods a week in the music room for singing and music appreciation.

LIBRARY: Opened in 1947 and containing 3,000 volumes, the library accommodates 100 pupils. On duty from 1:30 to 3 p.m. daily is a teacher-librarian. At other times the library is available to individual students for study.

VISUAL EDUCATION: Educational pictures are shown to groups of classes on Thursday afternoons. Each picture is previewed and the preview is passed on to the class. After the showing it is followed by a class discussion or used as a basis for composition. Projection units include a movie projector, view master projector, delineascope, and strip film projector. These and the screen were brought by the students or donated by individuals. The school looks forward to a full time projectionist who will correlate each picture to classroom needs and conduct the discussion period following each showing.

AUDIO EDUCATION: This may be classified under three headings: (a) The CBC School Broadcasts related over the public address system to rooms concerned. This unit was given to the school in 1946 by the Kinsmen Club. In addition to the 36 radio amplifiers in the rooms, there is the control panel with its radio, microphone and phonograph. The microphone system is used in broadcasting facilities within the school. (b) Recording machines which were donated by the students council, are used particularly during student assembly broadcast so that students participating may hear the re-broadcast immediately following the radio presentation. (c) The use of recordings and accompanying text books. This linguaphone set of records was a gift to the school by money raised by the school pupils. The 72 lessons of the book are contained on the 36 recordings and are given by a French professor while the students follow with their texts. The stress at this stage is not on the rules of grammar but on appreciation and diction.

RADIO BROADCASTING: Once every week for two years on Friday morning the voice of Summerside High School comes into every home in the town and surrounding districts. This is done by broadcasting the Assembly program. The Senior and Junior Assemblies alternate every week. These radio programmes provide opportunity for the pupils in public speaking or performance. The broadcast is made possible as a free public service of CJRW and as far as is known is the only School Assembly broadcast in the Maritimes. Mr. Mercer explains that the mere assembling of 500 to 600 students quietly and in good order is an education in itself. To bring about a closer relationship, it is planned from time to time to bring an actual broadcast of classroom teaching so as to give an idea how Johnny is taught and the method used.

CUMULATIVE RECORDS: A cumulative record is kept for every one of the 864 students. This is a record not only of his classroom marks but covers as well his appearance, courtesy, assurance, dependability, effort, emotional control, initiative and sociability. There are aptitude tests and all sorts of other information is shown as well as the date of his school leaving and the job entered. Such a record is indispensable to the employer and the school. In a large school to keep such records clerical help is needed.

VOCATIONAL GUIDANCE: Vocational guidance was introduced in 1946 and a corner of the library is known as the Vocational Guidance corner. There a large file of occupational information is always on display. Standardized tests covering mental ability as well as interests tests are given once or twice a year in Grade VIII and over. These are recorded on the cumulative record. To do effective work a large school requires the services of a full time counsellor.

All of the above adds up to a considerable departure from things as they were and things as they are today in most schools. When it was suggested to Mr. Mercer that he probably has more plans for the future, he said that he would like to see a gymnasium built equipped with showers and maybe a swimming pool. Around this gymnasium would be modern classrooms of the Senior High School including workshops, laboratories, domestic science units and commercial departments. Every evening the doors would swing open to the street for the young adults and the programmes would be directed by a trained supervisor.—S

Cole-Crozier Wedding Amid colorful autumn flowers, the living room of the United Church Manse at Maljeque was the scene of a very interesting event, on Saturday, October 14th, 1950, at three o'clock in the afternoon, when Rev. James Cross united in marriage, Ada Marie, eldest daughter of Mr. and Mrs. Harry Crozier, Danby, and James Fl-wood, son of Mr. and Mrs. Lewis Cole, New London.

The lovely young bride was becomingly costumed in a cocoa brown gabardine suit, with matching velvet hat and other accessories, and wore a white-marked silver fox cape, the gift of her father. Her corsage was of red roses. She was attended by her sister, Virjane, looking charming in a rust suit with black accessories, and a corsage of yellow carnations.

Doris, youngest sister of the bride, was very winsome in light blue taffeta, and carried a mixed bouquet of seasonal flowers, in her charmingly taken role of flower girl. The groom was ably supported by his friend, Mr. Maurice Cousins.

Nuptial music was played by the bride's sister, Norma, who was becomingly dressed in pink silk crepe. Immediately following the ceremony, the solo, "O Perfect Love", was beautifully rendered by Rev. Mr. Cross.

The wedding party motored to Summerside, East where a delectable turkey dinner was served at Birch Hill Tourist Home to fifty invited guests, including relatives and close friends.

The candle-lit bride's table was centred with a three-tier wedding cake, which had been made by the bride's grandmother. Mrs. Robert Sella, beautifully decorated and topped with a miniature bride and groom, under an arch of silver bows and orange blossoms. Bouquets of sweet peas provided a lovely accent of color. The toast to the bride was proposed by Rev. Mr. Cross, and responded to by the groom.

Receiving with the bridal party were the parents of the bride and of the groom. Mrs. Crozier chose for her daughter's wedding, a becoming gown of Modes Green crepe with pearl trimmings, and black accessories, and a corsage of pink carnations.

Mrs. Cole, the groom's mother, was attractively dressed in black and green crepe, in two-piece effect, with black accessories and a corsage of pink carnations. The groom's gift to his bride was a pair of ear-rings of real coral, and to the best man, a

### Post Nuptial Shower Held

—Neighbors and friends gathered at the recently completed home of Mr. James E. Cole, New London, and his bride, the former Marie Crozier, on Friday evening, to tender them a post-nuptial shower and house warming, and to welcome Mrs. Cole to the community.

As the guests arrived they were received by the bride's mother, Mrs. Harry Crozier, and the groom's mother, Mrs. Lewis Cole. When all had assembled the bride and groom, attended by Miss Virjane Crozier and Mr. Maurice Cousins, entered and were presented with a number of individual gifts and a substantial sum of money. The presentation was made and hearty felicitations extended on behalf of the company, by Mrs. Mont MacEwen and Mrs. Stanley Brown.

"Jimmie" adequately expressed his thanks on behalf of his bride, and all joined in singing "For They Are Jolly Good Fellows." A happy social evening was enjoyed and refreshments were served.

Assisting in serving were Mrs. Lewis Cole, Mrs. Edwin Cole, Mrs. Stanley Brown, Mrs. I. Jolly, Mrs. R. Cotton, Mrs. Mont MacEwen, Mrs. Nelson Roberts and others.—Bur.

leather billfold. The bride's gift to her bridesmaid was a Baby Ben clock and to the flower girl and organist, silver novelty scatter pins.

Among the many beautiful and costly gifts received by the newly young couple were, a coffee service, hand painted, chinaware, silverware, linens, blankets and several substantial cheques. Following the reception, the happy young couple left on a short motor trip before returning to New London, where they will make their home.

Among those attending the wedding and reception were Mrs. J. W. Haseltine of Toronto and Windsor, Ont., Mr. and Mrs. Hugh McKay, Nebraska, U. S. A., and Miss Christine MacLeod, Ugg, P.E.I.—Bur.

APT DESCRIPTION LONDON COLNEY, Hertfordshire England.—(CP)—"Just to be topical" a town councillor suggested that a new dead-end street here should be named "Korea Cut."

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WAIT till you see how clean new Heavyweight Tide gets hard-to-do things like work shirts and overalls! Because of its new stepped-up washing power, every grain does more work. Yet with all this power, it's safe for all your colored washables! Try new Heavyweight Tide without rinsing! You'll find it thrifty! So much more washing power, every package goes farther!

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