

**THE GEORGETOWN HERALD**  
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**The Editor's Corner**

**STUDENTS WRITE EDITORIALS THIS WEEK**

What is being taught our citizens of to-morrow is a subject of vital interest to the nation at any time, but even more emphasis than usual is being placed on education this week, which has been set aside by the government so that the adults of the nation can get a clearer insight into our educational system and so be more competent judges of its merits and shortcomings. It is also a time for "stock-taking" by the teachers, and in this connection, all the teachers of Georgetown will meet at a private home this week to discuss the ever-widening scope of education in the world to-day.

Parents will doubtless have several opportunities to visit their children at the Public School later on during the year and see them both at work and at play. High School Commencement has coincided nicely with Education week, and as usual will be well-attended by citizens interested in what the students have accomplished during the year.

In connection with Education week we decided it would be a good opportunity for the English Composition students of Fourth and Fifth Forms to put their training in "editorial" writing into actual practice. With the co-operation of Mr. Walter Carpenter, Principal, this was done, and he delivered the whole stream of completed essays to us last Friday. We practically had to draw straws when selecting the ones to appear in the column this week, and certainly wish space would allow us to publish them all. Students chose their own subjects and were given a free reign to air their opinions. You have two columns of exceptionally interesting reading ahead of you.

**A USEFUL EDUCATION**

(By Dick Crichton)

The uppermost question in the average student's mind is: "What type of education is the better to prepare me to face the world upon graduation—general or specialized?"

A general education appears to be a near necessity, but, on the other hand, a specialized education, in some form, is a necessity if one is to be able to advance rapidly in the working-world. However, one must compromise in education as one must in so many other things.

General education is useful in any pursuit which the graduate may follow. A general education, such as may be absorbed in "small-town" secondary schools also prepares the student for university. But what of the student lacking funds to enter college? Aside from the few who earn scholarships, it will take the student several years to procure sufficient money for tuition and living expenses by working at an ordinary job such as he may be able to obtain with his general education. Very few students possess sufficient enthusiasm to work long years to secure money to enable them to enter university. As a result, these students must depend upon their general education as qualification in seeking a job. Thus, the graduate is unsuited to become an apprentice in a precision industry simply because he lacks basic training. He is at a loss when he attempts to become an apprenticed mechanic, machinist, wood-worker or electrician. Therefore, general education must be supplemented, in part, by specialized vocational training.

In secondary schools, vocational and general education should proceed side by side. When the student reaches secondary school, he should be able to acquire training in some branch of skilled labour. He should choose the branch which he likes best, and in which he seems most apt. By training in this way, the graduate is suited to enter a skilled industry. Here he may quickly earn the money which he requires to enter university, for which he has been groomed by his general education.

The conclusion is obvious—vocational and general education combined, form the Useful Education.

**STRIKES IN WAR-TIME**

(By Norah Cleave)

At the present moment there are thousands of miners on the point of striking in the U. S. A. and thousands more workers out at the Aluminum Plant in Shawinigan Falls, in our country, which we considered more or less immune to strikes in times of stress. Strikes certainly have produced results for the oppressed and perhaps have been the only means of bettering living conditions for the poor in times of peace. When we see pictures and read of the lives of the Welsh coal miners, we certainly think strikes are reasonable. However it seems to me in time of war, conditions are different. We marvel at the bravery of the men in our armed forces—does the airman go on strike when ordered into combat, when he knows that at any moment his plane may be sent screaming into the sea?—does the sailor hesitate to board his ship on order when he knows of the lurking submarine and the icy Atlantic?—And so we might continue through the whole line of the armed forces. These men are not heavily paid yet they unflinchingly do their duty. The workers in industrial plants are unusually well paid and the strikes are often precipitated against the will of the majority of the workers. The C. I. O., and men like John L. Lewis have made fortunes in the instigation of strikes. As we have said before, strikes have served their purposes but it seems there is no place for them in times of stress and

war. Hitler might line these strikers against the wall and shoot them, but such are not our methods. Nevertheless, we wish more power to the hand of President Roosevelt, who says there must be no cessation of work or drastic steps will be taken.

**THE NEED FOR BETTER EDUCATION**

(By Mary Dobson)

As education is essential in all parts of the world, it should be taught with the purpose of aiding the student in after school life.

For example: If all schools taught Home Economics, Commercial Courses, Mechanics and Wood-craft, it would enable the student to go out into the world on his own earlier in life. In that way less time and money would be spent.

Too much time is spent in finding out why a body vibrates, why some bodies make a sound and why some do not. In other words, Physics, although it is a necessary subject, should not be taught so extensively and some other subject more essential should be substituted.

Latin, although it helps your thinking powers is not needed as much as a Commercial Course. What good will Latin do you in later years, unless of course you are taking a doctor's or lawyer's degree? As Latin is not a spoken language like French, why learn it?

Our educational system could be greatly improved by incorporating the practical as well as the theoretical teaching.

**MEN BESIDE FIGHTING MEN**

(By Margaret Bradley)

The war correspondents at the battle fronts are telegraphing their daily reports to the ever-waiting, uninformed Globe; while in accompaniment, making vivid their words are the photographers. The world receives their news, great news, history-making news, from one unerring source.

Appreciated they must be while at ease in our homes we are being radioed momentous headlines, or while at our theatres we thrill to actual warfare.

How often we have marvelled at our forces landing on European beaches; how we have won with them their battles, or celebrated with them, their marches through Italian cities received with great ovations.

Accompanying fighting men wherever they go, equally sharing their dangers, go the photographers, photographing their battles, making people at home realize the realities of war and confirming the safety of their men.

Let us salute these great heroes to whom we can well attribute our thanks and deepest gratitude; for were it not for them, war could have no meaning to persons distant from the field of battle.

**REASONS FOR EDUCATION**

(By Joan Main)

In this ever-changing world the need of a good formal education is being stressed more than ever. The progress which is being made in the field of Science is so varied that to keep up with the times we are going to need the education which we are now receiving. Aside from the fact that a Matriculation certificate is like a password admitting you into the fields of higher learning and courses of higher learning it isn't much more than a certificate. In order to meet these requirements we spend four or five years in high school, learning a little of this and a little of that, but our characters as future citizens are being formed. We learn to co-operate with others, to work and play in congenial surroundings. At this age, we are like clay being moulded into a statue. If our High School days are successful it will affect our whole life and the statue will likely be good. Education has a profound effect on young lives. One of the things we are fighting for is the right of everyone to an education according to his capabilities—the right to learn and later to use this knowledge to enable him to become a better citizen of Canada, for in the not too far distant future we will have the privilege of helping to govern our country. Wisely should we use the privilege of education.

**MUSIC NEVER CHANGES**

(By Lois Nielsen)

In the countless ages of time music indeed plays an important role. The events of our life are recorded in the style of music written by the composers. "When did music begin and why does it seem to change?" is a question asked by many. Music began when the world began; Nature then provided the music, the birds sang the melody, the rain tapped out the rhythm and the wind filled in the accompaniment which together made a perfect orchestra. Men copied this exquisite combination and interpreted the melodies of the birds into classical or jazz arrangements. Our new tastes are expressed by the variations on the beautiful themes of the never changing orchestra of Nature. As long as birds sing, rain beats down on the earth and the wind whistles through the trees, music will never change.

**EDUCATION IN THE PRESENT DAY**

(By Muriel McLellan)

Education in the present day is more essential than ever before. With a world at war, Master Minds are necessary to brave the fight, to discover new methods and systems to trick and conquer the foe. By studying the ancient history of world-renowned heroes, clever statesman, and kings, much is to be learned with

great profit.

Millions of people in the universe proclaim that education is a waste of time and money, valueless, unnecessary. To fulfill the minor ambitions of numerous young people, the lower grades or primary schools are ample; but to satisfy the loftier ambitions of millions, secondary school, and even university are not sufficient. The education desired by and the ambitions of, school children are greatly affected by the influence and encouragement yielded by parents, many of whom, although in excellent circumstances will not permit their children an education for reasons previously mentioned. Moreover, millions of others, who desire that their children be well-educated, find that it is impossible for them to be so. Thus arises a problem not yet satisfactorily solved.

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Passenger and Mail ..... 10:10 a.m.  
Passenger and Mail ..... 7:03 p.m.  
Passenger, Sunday only 8:31 p.m.  
Passenger, daily ..... 9:35 p.m.  
This train was formerly the  
flyer but now stops.  
Going West  
Passenger and Mail ..... 8:47 a.m.  
Passenger, Sat. only ..... 3:15 p.m.  
Passenger daily except  
Saturday and Sunday 6:23 p.m.  
Daily except Sunday .. 7:33 p.m.  
Passenger, Sundays  
only ..... 11:53 p.m.  
Daily Except Sunday .. 12:57 a.m.  
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Passenger and Mail ..... 6:50 a.m.  
Going South  
Passenger and Mail ..... 7:50 p.m.  
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9:34 a.m. ..... 9:34 p.m.  
2:34 p.m. ..... b 12:05 p.m.  
TO LONDON  
y 10:35 a.m. ..... s 7:15 p.m.  
y 2:30 p.m. ..... b 8:30 p.m.  
4:50 p.m. ..... x b 11:15 p.m.  
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