THE EASTERN GUARDIAN

AGENTS:—MONTAGUE: Harold F. Landry, Mrs. Byron Stewart, Mrs. Bruce MacPhee, Miss Joyce Wigginton, Pius McKinnon.
AGENT GEORGETOWN: Waldon Lavers.

The Guardian may be bought at the following places in Montague: Blue Dome Restaurant, and Guardian Office; in Georgetown: The Post Office; in Souris: The Snack Bar and H. Richards & Son.

..*Mr. Monty Montgomery, Charlottetown, was a recent business visitor to Montague.

Friends of Mr. Sandy Reynolds, Montague, are sorry to hear he is ill in the Prince Edward Island Hospital.

His many friends are sorry to hear that Mr. William Collings, Montague, entered the P. E. I. Hospital, Charlottetown, for treatment.

His many friends are pleased to see Mr. Sheldon Jay, Montague, back to work after his recent illness at the home of his sister in Charlottetown.

..*Mr. Preston Wood, Montague, and Mr. Donald Lamont, Roseneath, returned home this week after spending the winter in Ontario.

..*Mr. E. Bertram, Charlottetown, spent the past weekend in Montague, guest of Mr. and Mrs. Chester MacLure.

Word has been received by Mr. and Mrs. Clarence Thompson that their daughter Ethel has recently undergone an operation in the Saint John General Hospital.

Mr. David Wright, Lower Montague, and Mr. A. M. Wright, Montague, recently arrived in Charlottetown on their return home from Montreal where they were visiting friends and relatives.

Mr. Robert Toombs, who has been relieving at the C. N. R. station at Montague, during the absence of Mr. Sheldon Jay, left yesterday for his home in Bradalbane.

..*WELCOMED BACK — A pleasant evening was spent in Mount Hope recently when neighbours gathered to welcome back to their community Mr. and Mrs. John D. MacLean and Mr. John W. MacPhee. An appropriate address was read followed by presentation of a personal gift to Mrs. MacLean by one of the ladies present, and a gift of money from the gathering. Mr. and Mrs. MacLean expressed their thanks for the gift and for the many acts of kindness shown them since their return. Games and contests were enjoyed and a delicious lunch was served.

..*Mrs. Maurice Johnston, St. Georges, is spending a few days in Montague visiting friends.

Mr. Frank Greene, Montague, left yesterday on a business trip to Saint John, N. B.

Mrs. Willard Bruce, Brooklyn, returned to her home yesterday from the King's County Hospital.

..*ROADS IMPASSABLE, use our prompt Mail Order Service. For the best in Drugstore needs phone or write Hughes Drug Co. Ltd.

..*PLOW OFF TRACK — The plow of the train to Montague went of the track at Perth Station at 4.45 yesterday afternoon causing a two and one half hour delay in arrival at Montague, the train arriving at 8 p. m. The train did not run into any difficulty from Mount Stewart to Perth, and was running on time after leaving Mount Stewart at 4 p. m. At Perth a fill-in caused the plow to leave the track and workmen were engaged until 6.40 getting the plow on the rails. After arriving at Cardigan, the train remained there until 7.30 while repairs were being made to the plow.

..*ROAD REPORT — Little progress was made yesterday by plows as great difficulty was encountered opening huge drifts on highways. The Montague plow, which was broken down yesterday morning, advanced from Montague to Poole's Corner last night, a distance of three miles after breaking through eight and ten-foot drifts above Bell's Hill. The plow from Charlottetown as last report had arrived at Pownall, but was meeting heavy snow drifts. The Murray River plow arrived in Montague late last night. Heavy drifts were reported at Hicken's Corner and at Commercial Cross. The Annandale plow was still a considerable distance from Dundas, and the Morell plow had cleared the highway about two miles on either side of Morell. No report was received on the St. Peters plow or the Souris-Rollo Bay plow.

NEGRO SOURCE

The East African Sudan is believed to have been the original home of the Negro race.

Horse Races At Sturgeon

Following are the results of the Sturgeon ice races which were held recently.

Class A Trot and Pace

Ritsy Cabe (Campbell) ..	1	1	1
Jolly Kalmuck (Farrell)	2	2	3
Prince (Murphy)	3	3	2
Bob Budlong (Murphy)	3	4	dr

Best time: 33 secs.

Trot

Sandy Worthy (Collings)	1	1	1
Lady Rose (Lanigan) ...	2	3	2
Bob Worthy (Hicken) ..	3	2	3
Dickey Set (Farrell)	4	4	4
Rikey Kalmuck (Steele)	5	5	5

Best time: 34 1-2 secs.

TOTALITARIAN

(Continued from Page 1)

marks Dr. J. A. Clark introduced the guest speaker. During the introduction Dr. Clark dwelt briefly on the outstanding qualifications of the visitor as an author, soldier and champion of the basal freedoms. He also noted that Dr. Kirkconnell has at his command a working knowledge of over 50 languages which enabled him to render unusual service to Canada and her Allies during World War II.

Dr. Clark recalled the birthplace of the guest speaker as Port Hope, Ontario, and said he had attended Collegiate at Lindsay, Ont., before graduating from Queen's University where he received his Master of Arts degree while winning gold medals for his studies in Latin and Greek. In 1922 he graduated from the Toronto Conservatory of Music and two years later completed postgraduate work at Lincoln College, Oxford.

In his delivery of the Memorial Lecture the speaker took as his subject "Totalitarian Education" and selected the pedagogical programs of Nazi Germany and Soviet Russia to emphasize his remarks regarding the effects such programs could have on youth and future generations.

He compared the totalitarian system of education with that of the Western world where at the university level there are basic values such as the desire for truth and a willingness to pursue it. While he admitted there were some imperfections in our system he maintained that the tradition of liberal education had not been entirely lost.

It was in the youth of the country that the totalitarian leader found his hope, Dr. Kirkconnell said, and sought to influence them in every way. He quoted from the words of the Russian revolutionary leader, Lenin, who spoke of "Converting the school from a weapon of the class domination of the bourgeoisie into a weapon for the destruction of this domination." He also quoted Stalin's remark, "Education is a weapon whose effect depends on who holds it in his hands and at whom it is aimed."

The speaker concerned himself primarily last night with the educational system in Russia and pointed out that Soviet claims to have greatly improved facilities since the time of the Tsars were grossly exaggerated.

The text of Dr. Kirkconnell's address appears below.

At the close of the Memorial Lecture Mr. A. Walthen Gaudet, on behalf of the Alumni and guests, expressed the appreciation of those present for the excellent and informative address which they had just heard.

Following is the full text of Dr. Kirkconnell's address:

A generation ago the late Mr. H. G. Wells described our civilization as "a race between education and disaster." Were he alive today h might add that education itself, in some of its contemporary forms, is hastening on the disaster that he hoped to avoid.

Beforé I proceed further, let me define more clearly the nature of my subject. My declared theme is "totalitarian education." By "totalitarian" I mean typical of the total state, that modern political system that subordinates the individual citizen completely to the power and purposes of the state; and by "education" I mean the systematic training and development of the capacities of the individual.

To illustrate the characteristics of totalitarian education I shall consider the pedagogical programs of Nazi Germany and Soviet Russia. Here we shall see the total state in action on the educational front.

Over against the totalitarian system, moreover, we shall take as our more familiar standard the education of the liberal democracies of the West. Here, at the university level, we shall assume crtain basic values, such as a desire for truth and a willingness to pursue it tirelessly to its lair; a judicial temper in facing matters of argument; a readiness to learn from every quarter; and an insistence on freedom of utterance for ourselves and others.

Fundamental also are the recognition of moral imperatives, the loyal citizen's respect for law and order, and a deep sense of the worth of human beings in themselves.

Bestial Images

The assumption of all these values in our day cannot be lightly made. Over a large part of the world in 1952 the foundations of custom, belief and sentiment have been broken up. Western man's common framework of mores and evaluations has been shattered. Out of the depths of the past three decades of cold and hot warfare there have crawled petrifying Gorgons of bestiality.

Our generation has seen six million Jews destroyed in Nazi furnaces; it has seen an equal number of innocent Aryan victims battered and torn to death in the torture cellars of the Communist police; it has seen the lusts of millions of Soviet troops pastured for months on the helpless womanhood of East Central Europe; it has seen twenty million martyrs driven to skeleton deaths in the hell-camps of Siberia and the Arctic North; it has seen the populations of whole cities obliterated in an instant of atomic terror.

The young people of such an age must feel that they live in a world of insecurity. The political currents of the time run strongly in the direction of revolutionary change. From the proletarian masses of our great cities come demands for equality of reward, often without reference to capacity or effort. Technical invention seems to forecast unlimited supplies of creature comforts without work if only enough group pressure is applied. It would be surprising if our young men and young women were not deeply disquieted by such an epoch.

It is true, moreover, that our universities have not measured up fully to the challenges and opportunities of the time. The cause has been partly a failure to keep pace with its intellectual and social currents. An even greater cause has been the fragmentation of modern knowledge, with a minimum of interchange between discipline and discipline to give perspective to life. There has also been the increasing tendency to regard the college simply as a trade school in which to be trained for a profitable job. The attaining of powers of judgment and a hierarchy of moral, intellectual and esthetic values has all too often been missing entirely.

Not Entirely Lost

Nevertheless the tradition of liberal education has not been entirely lost among us. The mass society has not yet been able in the Western democracies to overwhelm entirely the academic ideals of free men in a free state. To see the plight to which intellectual liberty can be reduced by socialized interference one needs rather to turn to the pedagogy of Hitler and Stalin.

The totalitarian leader seizes on the education of youth as the chief instrument for perpetuating his power. Hitler sought to set the stamp of his Nazi creed on Young Germany. As he himself put it: "As long as Youth follows me, I don't mind if the old people limp to the confessional. But the young ones—they will be different. I guarantee that."

Significant in this connection is a textbook issued in 1937 for the seven million young Germans of the Hitler Jugend. It is called **Vom deutschen Volk und seinem Lebensraum** ("Regarding the German Nation and its Living Space") and systematically incites the younger generation towards a warlike expansion of Germany's frontiers, representing all of Germany's historic aggressions as a justifiable gift of civilization to lesser breeds of mankind. Hitler's **Mein Kampf** is still more explicit in its indoctrination: "Thus the road that the Aryan has had to tread has been clearly indicated. As a conqueror he has overwhelmed inferior races and then ruled their practical activities by his command, according to his will and for his own aims. In directing them into useful though also laborious activities, he not only protected the lives of the conquered but also gave them a lot that was better than their former so-called 'liberty'."

Grim Sequel

The grim sequel to this indoctrination is only too vivid in our recollections of the War in which it presently found expression. What is not so clearly realized is that the totalitarian education organized by Hitler and his lieutenants was amateurish and transient compared with the totalitarian program developed and sustained by the Bolshevik regime in the U. S. S. R. over the past thirty-five years.

Lenin himself gave unequivocal expression to the purpose of the Communist educational system: "In the field of public education the Communist Party sets itself the aim of concluding the task begun by the October Revolution of 1917 of converting the school from a weapon of the class domination of the bourgeoisie into a weapon for the destruction of this domination. . . . The school must become a weapon of the dictatorship of the proletariat." Stalin later reasserted this idea in a conversation with H. G. Wells: "Education is a weapon whose effect depends on who holds it in his hands and at whom it is aimed."

Only those who understand this declared primary function of Soviet Education as a weapon to destroy the old order in Russian society and ultimately in the entire world can hope to grasp the principles of Soviet pedagogy.

Dialectical Materialism

Basic to all other studies is "diamat" or dialectical materialism, described by Stalin as "the world outlook of the Marxist-Leninist party." It is called **materialism** because it regards matter as the only reality and considers all the spiritual concepts of religion (the soul, God, etc.) as poisonous nonsense. It is called **dialectical**, not merely because it proceeds by argument but also because it regards the process of evolution in nature itself as resulting from a sort of "debate" between opposing forces in a continual struggle, in which something is always arising and developing and something else, disintegrating and dying away. As extended to social life in "historical materialism", this implies that just as bourgeois democracy inevitably replaced absolute monarchy, so the superior system of Marx-Leninism must shatter and supplant the decadent bourgeois states of the 20th century.

The apparatus of education designed for that purpose is of formidable range and completeness. First, there are the state schools, consisting of ten grades, and followed by universities and technical colleges. Second, there is an elaborate system of mass media, including the press, the radio, television, the theatre, the cinema, libraries, museums, parks of culture and the controlled dissemination of literature and art.

In this connection, one must remember that the U. S. S. R. permits no press but the Communist press with its rigidly slanted Party version of all news and all knowledge; the radio gives nothing but Party-line programs; the theatre and the cinema can present only drama that is in keeping with Communist dogma; libraries and museums must serve up a Communist bill of fare; and literature and art are rigorously purged and disciplined so as to permit no deviation from the Party line.

Third, there are programs of Communist indoctrination undertaken by the trade unions, by the co-operatives, and by the armed forces. Fourth, the Party has its machinery for moulding the youth of the country through the semi-military cadres of the Society of Young Pioneers (with twelve million members, aged ten to sixteen) and the League of Young Communists (with seven million members, aged fourteen to twenty-three).

Finally, there are the Party schools for "propagandists", who now number over 250,000 and undertake the systematic indoctrination of Party members and other workers in a ceaseless round of study courses. It seems clear that for the citizen of a Communist state there is no escape, from early childhood to old age, from ceaseless barrage of Party propaganda. No fact or argument hostile to the regime is ever permitted. On the contrary, every aspect of every subject under heaven is presented in a light that glorifies and upholds the rule of Stalin and the Bolshevik party.

Soviet Pedagogy

In my present address, however, I am concerned more particularly with the schools and universities of Soviet Russia.

At the outset, it is necessary to consider a widely circulated falsehood concerning these schools. To hear Left-Wing orators, one would think that the Bolsheviks in 1917 had found a country without schools and had raised it in a generation to a model of educational perfection. The mendacity of this claim is clear. Betwee

(Continued on page 11)

Opening Of Parliament Marks Start Of Massey's Official Duties

Shortly after he was sworn in as Canada's new Governor-General, Rt. Hon. Vincent Massey began his official duties by reading the throne speech at the opening of the sixth session of the 21st parliament. He is seen in civilian clothes on the steps of the parliament buildings at Ottawa before the ceremonies began.

In plume hat and silver-braided uniform, traditional of his office the Governor-General shakes hands with Prime Minister St. Laurent. Of special interest to the new Governor-General, no doubt, was the clause in the Throne Speech announcing that the Government will take the first steps in establishing a national library during this session. This library was one of the recommendations of the royal commission on arts, letters and sciences, which Mr. Massey headed.

MEETINGS POSTPONED

Because of the impassable conditions of the roads the Regional Education Week meetings have been postponed until further notice.

Places of meeting: O'Leary, Kensington, Crapaud, North Rustico, Winsloe, Morell, Souris, Hunter River, Murray River.

OUT OUR WAY By J. R. Williams

TOMORROW .....
...the whole town will be rocking with laughter

THIS AIN'T NO WESTERN, PARDNER!

It's the rowdy, hilarious story of what happens when a $100-a-month cowhand hits the Hollywood jackpot. It's a fresh, friendly and funny picture—and just about as crazy as its title. If your system can stand eighty-one minutes of laughs, don't miss

FRED MacMURRAY
(Who'd Sell His Grandmother For A Fast Buck)

DOROTHY McGUIRE
(Who's Crazy For Dough And Crazy Over Callaway)

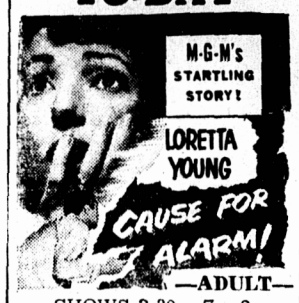
HOWARD KEEL
(As The Make-Believe Singing Cowboy)

Fast-rising star Howard Keel tops his "Show Boat" triumph in this new hit—the season's most unusual comedy!

PRINCE EDWARD
TO-DAY ONLY - (ADULT)
A man with a thirst for trouble...
James CAGNEY
PHYLLIS THAXTER
TODAY
WARNER BROS' "Come Fill the Cup"
Extra
Color Cartoon
Shows 3:30-7-9

SPECIAL
One 5 x 7 Enlargement FREE with every Roll of Film at
Meyers Studios
128 Richmond Street

Capitol
TO-DAY



—ADULT—
SHOWS 3:30 - 7 - 9

THURS. — FRI. — SAT.
GENE'S A DOCTOR NOW
a fightin', ridin', shootin' wildcat in his hottest ACTION adventure ever!

COLUMBIA PICTURES presents
GENE AUTRY
World's Greatest Cowboy
and CHAMPION
World's Wonder Horse
HILLS OF UTAH
ALSO COMEDY AND CHAPTER 2
"CAPTAIN VIDEO"

H. J. MABON
OPTOMETRIST
Fitting and Supplying Glasses Etc.
by appointment.
Office Hours:
10 to 12 A. M.
2 to 5 P. M.
MONTAGUE, P. E. I.
Office Connected With Drug Store.