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Education Week

The purpose of Education Week is to focus attention upon the achievements and problems of education. We have come a long way. Canadians, young and old, have far greater opportunities today to become well-educated, happy and useful citizens than ever before. But we have a long way yet to go. One thing is certain; the progress that has been made in educational standards, in teaching methods, in the span of formal and adult educational activity, in the number and design of school buildings, is due not alone to the efforts of those directly entrusted with the supervision and administration of education but also, in considerable measure, it reflects the increasingly active interest and support of Canadians in all walks of life. Equally certain is the fact that shortcomings which persist in our educational system will be overcome only through the continuance and extension of that interest and support. That is why agricultural, industrial, labour and other national organizations have joined with educational groups across Canada to sponsor Education Week and in it to urge your special consideration of a matter which is vital to your family, your community and your country.

Education costs more than it used to — just ask any taxpayer. But most everything else does too. The share of the tax dollar spent on education is no greater now than it was six years ago. Actually, the individual Canadian spends about a dime a day on education.

More Canadians go to school now than ever before and the number is increasing by about 100,000 annually. This increasing enrolment is expected

to continue for some time — which means that about 2,500 classrooms must be added each year.

More pupils obviously mean more teachers. Not only must there be more teachers, there must be more highly qualified teachers if standards are to be maintained and improved.

More and more adults are enrolling in evening classes to study everything from insects to international affairs. Growth in adult education is evident in other ways, too: radio forums, discussion groups and conferences are now part and parcel of everyday living for many Canadians.

The increasing interest in education takes many forms. Newspapers and radio broadcasts carry much more comment on educational goals and methods and on school activities than they used to — sometimes in the form of heated but healthy controversy. Attendance at school exhibitions and displays seems to grow each year. Membership in Home and School and Parent-Teacher groups has tripled since the war.

To Canada's development in education must go a fair share of the credit for her increasing stature in international affairs, for the wider realization of social responsibility among her people, for her broadening culture and her industrial expansion. In equal measure, her future growth will depend on the continuance of her educational progress.

In all phases of educational activity much has been accomplished; in all much remains to be done. It can be done only if every one of us does his full share — because, in the final analysis, education is everybody's business!

Canada's Bright Future

Thomas Baker, representing the Investment Dealers Association of Canada, who was guest speaker at a recent meeting of Richmond Hill Lions Club, emphasized the envy with which other nations of the world are viewing the rapid growth and the promising future in Canada today, in his address to the Lions Club. Speaking on "Are Canadians Investment-wise or Otherwise", Mr. Baker said, "Many European countries with unstable governments and monetary systems are viewing, with envy, the bright future of Canada and are anxious to purchase and share in her future security."

Mr. Baker spoke briefly on the formation of the Investment Dealers Association and pointed out their rigid standards for membership, designed to protect the interests of the Canadian Investor. He added that the Association is responsible for a large portion of the foreign capital which is flowing into our rapidly expanding dominion. He said that investors considered Canadian

securities had a good background and unlimited possibilities for the future and commented on the foresight of British and European investors, who as early as 1880, had enough faith in Canada's possibilities to buy up stock in such companies as the Bell Telephone and the C.P.R. "Today, the telephone and the railway stand as memorials to these financiers of the last century who had courage to venture their money on a good prospect," he said.

In recent years we have seen these ventures of the past mushroom into multi-million-dollar concerns along with other new ventures which are being launched every day. Mr. Baker commented on how American capital is pouring into Canada by the way Canadian securities are snapped up on the U.S. market. He said that American Bond Houses can pay a three percent premium on Canadian government bonds and still sell them at a profit in the States.

"The future looks bright when foreign investors buy Canadian dollars in order to sell their own", he concluded.

Junior Red Cross Makes Valuable Contribution

The interest of Canada's youth for young people in need in other parts of the world is highlighted in a report of the Canadian Junior Red Cross released by National Headquarters of the Canadian Red Cross Society.

The statement shows that in 1953 the pennies, nickels and dimes earned by Junior Red Cross members across the nation were responsible for the distribution of supplies for international relief amounting to \$133,597.68.

Sixteen foreign nations were recipients of cash and material gifts from the Junior Red Cross. Those nations were Austria, Belgium, Ceylon, England, Germany, Gaza District, Greece, India, Italy, Indonesia, Japan, Korea, Netherlands, Pakistan, Switzerland and Yugoslavia.

More than \$100,000 was given in emergency disaster relief by the Junior Red Cross. Other clothing and articles made and contributed by the children

themselves were valued at \$24,344.51.

Youthful flood victims in England and the Netherlands received gifts such as shoes and bedding valued at \$17,946.14 and \$16,340.07 respectively. The establishment of a self-help project for the youth of Korea cost \$24,987.83. This included the establishment of sewing rooms and materials where Korean Juniors make clothing for the child refugees in their country.

International relief supplies included health kits, school supplies, clothing, blankets, shoes, toys, powdered milk and candy.

All funds collected by more than a million Junior Red Cross members through their varied projects in more than 30,000 Canadian classrooms go directly for the relief of less fortunate children.

Administration costs of the Junior Red Cross are met by the Canadian Red Cross Society.

Education For A Changing World

BY G. A. NOBLE

Following is the text of an address delivered by Mr. Noble, Inspector of Public Schools for York 1, before the Newmarket Home & School Association and later published in the January 1954 issue of the York-Simcoe

Home and School Council Bulletin. We are reproducing it below for the benefit of our readers in the belief that they will find it of special interest and value during the observance of Education Week — Editor.

A quarter of a century ago it was a relatively easy matter to specify what an elementary education should include. The child of that day dealt directly with the baker, milkman, and butcher, and their functions needed no elaboration. The child's home for the most part dealt directly with such moral, social, and religious problems as concerned him, and many were solved without the child being too aware that such problems existed. There was a code concerning right and wrong which had only two simple degrees, and it applied generally to whatever you went. As a consequence, schools regarded their task as that of ensuring that the child learned to read, figure, write, and memorize a body of facts which were regarded as essential information for all.

Today, bread, milk, and meat are products of complex economic and political organizations. The state is attempting to deal with moral and social problems and looks to its schools as the principal agency through which to work. The home is tending to surrender more and more of its autonomy, in some cases to children themselves. Adults generally are either tense, uncertain, and concerned for the future, or blithely unconcerned about anything that does not contribute to their personal pleasure or material advancement. Children reflect these attitudes, and wise behavior in their years in many things, have developed a whole new set of attitudes of their own. To develop an education suited to the changing world in which our children now live requires not only serious study but courage and conviction on the part of both parents and teachers.

It is safe to say that most elementary school teachers would prefer to fulfil the relatively simple role of 25 years ago, and teach the basic skills, and the highly specific content which once proved so acceptable to everyone. It was possible to attain a high degree of efficiency when your product was judged by what it knew rather than by what it did. It was possible to develop essential academic skills and abilities in elementary school when that was the only avowed purpose of schools, and when the elementary school afforded for the majority the chief avenue to the workaday world. Today the elementary school is attempting to develop essential skills and abilities capable of withstanding five years of secondary education without formal, conscious reinforcement, and then satisfying prospective employers.

The confusion which is attending this effort is too well known to need elaboration. Rather than attempting to debate the problem, it might be better to consider solutions. Shall we return to the "good old days" as has been so often suggested? Is a highly specific curriculum, with a relatively narrow range of skills and a specified body of content the answer to the needs of today? Can we accept this when thoughtful people are telling us that the future of this civilization will be settled before this century is out — settled in the realm of human relations, not in the realm of sciences, economics, or the fine arts? Is it not a matter of deciding what we want our children to be, what we want them to be able to do in a changing world that should be engaging our attention?

What are the enduring values in this changing world of ours? Would you agree that the constant factor must continue to be the presence of worthy individuals? Would that not be your first wish for your child in a changing world — that he should develop into a worthy individual, with sound habits, highly developed powers and interests? Is that your wish, the elementary school should strive above all to make your child intellectually aware of the world in which he lives, and articulate in expressing himself about it. It should seek to make him spiritually aware of his potential as an individual, and active in his development of that potential. The elementary school should enable children to live as individuals in a changing world and its programme should be shaped accordingly.

It is my conviction that the elementary school must stress the intellectual development of the child if it is to prepare him or her to live as an individual. It is not enough to know, important as that is. It is imperative to know, to assess and test that knowledge, and to use it constructively. It is equally imperative to know oneself in order to live worthily. The school, then, must adopt the axiom, "what we think, we are" if it is to begin to equip today's child to live in a world the shape of which no one can define with assurance.

Not only must we produce worthy individuals, but if civilization as we know it is to survive, we must produce social individuals in our schools. If we cannot help our children to develop the techniques of reconciling the conflicting aspirations of individuals and groups of individuals, we are condemning them to certain destruction. Not only must the techniques be known, there must be a sense of personal urgency to practice them. If there is one thing required in the present materialistic and callous state of our social thinking it is the truth of the statement "Man ought to know that in the theatre of human life it is only for God and the angels to be spectators."

A worthy individual, a social individual, but above all, a moral individual can successfully cope with change. I hope that the school can, without taking sides in moral issues, develop moral principles that are active and virile. The field of attitudes is a wide one, and the school's activities should not be confined to developing a set of taboos. Rather it should through its intellectual development of the child help him to fashion vital principles. "It is easy to get everything you want, provided you first learn to do without the things you cannot get". Let us seek to prepare our children to want the things that matter. Let us strive to have them embrace the truth of "I would rather be able to appreciate things I cannot have, than have things I cannot appreciate. Let us seek to develop a humble but uncompromising sense of dedication to duty so that they will say, with Socrates, "I persist in praising, not that which I do, but that which I ought to do. I follow it at a great distance, crawling".

Home and School must unite their powerful forces if today's child is to be adequately prepared for living in a changing world. The home must, of necessity, provide the physical basis for the useful life which we hope every child will live. It is here that the privileges and responsibilities of social living will first be experienced. It is here that mental alertness, participation in family plans and policies, and the awakening of moral and spiritual considerations must occur. The school must continue to develop the distinctive personality which the home has produced. It must practice co-operative planning, and seek to develop understanding, insight, seeing both sides of problems, suspending judgment until all the facts are known, and the habit of critical analysis even of the obvious. That this cannot be done without a re-examination of some existing policies and procedures is evident.

To the traditional programme so often expressed as the "Three R's" the elementary school must add a fourth "R", the Right to be Decent, the only enduring value in an age when values change overnight.

G. A. Noble, Inspector of Public Schools, County of York — No. 1

Sunday Afternoon

By Dr. Archer Wallace

MEDALS FOR CIVILIANS

A few years ago a well-organized movement in Britain was begun, to recognize for heroism of civilians by the bestowal of medals for courage. One of the first medals, the "Fireman's Medal," frequently called the "Fireman's V.C." Others followed for Lifeboatmen, miners and other callings where unusual acts of bravery were exemplified. The idea, which soon became popular, was based on the knowledge that peace hath her victories no less than war.

Medals have been awarded to humble and obscure civilians for deeds of quiet unspectacular heroism which, in former generations, would have passed unnoticed. This stanza from a well-known hymn expressed the idea: The trivial round, the common task,

Will furnish all we need to ask, Room to deny ourselves, a road To bring us daily nearer God.

There are thousands of names in history of whom we know practically nothing but wish we knew more; names of those who fit across the pages and disappear forever. This is particularly true of Bible history which records the names of hundreds of important nobodies. They resemble the people about whom Edgar Guest wrote:

They live in modest houses and they work from day to day

And the papers never notice what they do or what they say.

The great mass of human beings never make the headlines of newspapers. Their honesty and decency is taken for granted and so is their courage and dependability. They go about their tasks often carrying heavy burdens and responsibilities about which nobody knows. They are the salt of the earth although they themselves would be surprised to know it.

I knew, fairly well, the late Dr. Charles Gordon (Ralph Connor), whose hair-raising stories of the Canadian West thrilled so many thirty or forty years ago. He told me that he knew thousands of settlers in the West had adventures equal to his own; lives full of colourful adventure and daring courage but they had never recorded them.

The lives of millions seem dull, prosaic and drab but to a higher intelligence they may be rich in purpose and achievement. This is what Merton S. Rice called: "The distinction of the unostentatious" — the vast host of ordinary, humble people whose names would never be found anywhere except in a telephone directory and perhaps not there.

Christopher Wren, designer of St. Paul's Cathedral, refused to accept the honour, "Builder of St. Paul's." He insisted that every workman on the job had an important part in its erection; every mason, carpenter, hod-carrier and other obscure workman. It was a noble tribute of a humble man but basically true. These men were like the foundation stones of the building itself; unseen but necessary.

The British scientist, Sir Leonard Hill said repeatedly that hundreds of obscure men had made possible the advance of medical science by their willingness to be inoculated with poisonous germs, so that experiments might be made and knowledge increased. In many cases they had died horrible deaths; their only motive being that the cause of devastating diseases might be discovered and overcome.

A great philosopher once said that it would be impossible to exaggerate the insignificance of any human being. No statement could be further removed from Christian teaching. The core of Christ's teaching was that, in the sight of God, all souls are precious. The cynical, scornful view of human nature is neither Biblical nor true to fact. Even in the Old Testament that truth was understood: "And they shall be mine," saith the Lord, "in that day when I make up my jewels."

Our quotation today is from an Anglican ritual: "The unknown good that rests, In God's still memory folded deep."

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Accept Offer Of Protest Dogs At Large

(Continued from page 1) verty or alter the ditch to carry the water, often making it impossible to alleviate conditions. Council directed the Clerk to investigate the situation:

Conservation
A letter was received from the Don Valley Conservation Authority urging council to consider the purchase of blocks of land in the green belt in their 1954 budget. The Authority fears that choice green-belt land may be cut up for subdivision. "We certainly can't budget for those things this year with all our other expenses," commented the Reeve. Council approved the conservation levy of \$14.58.

County Levy
A letter from the County of York township to the Langstaff School was introduced when a letter from the School Area 1 Board was read. The Board advised the Council that they still prefer to have the council build a road or procure a right of way parallel and west of Yonge Street for the use of the pupils. "The snow is being removed and the buses are running for the convenience of these pupils", commented the deputy Reeve. "Council is certainly not ready to put

in this road at the present time," added the Reeve.

Fire Brigade
In reply to enquiries, the Bell Telephone Co. advised council that it would cost \$36.15 monthly for a fire phone at the chief's home with five extensions. "Continuing even at this rate for 10 years, we would still have no equipment but we could be paying for the radio type alarm system or we could almost pay for police radios. I can't see paying the Bell Telephone nearly \$5,000 in 10 years and still have nothing; we might as well spend the sum now and have our own equipment," said the deputy Reeve. Council decided to meet with the representative from General Electric regarding the radio type alarm system. The Telephone system would only accommodate six members of the 14-member brigade.

Council approved a 6-acre industrial site on the Hayhoe Bros. property at Pine Grove. The site is to be used for a mineral X-ray laboratory similar to the Falconbridge lab on Yonge St. at Langstaff. I don't see the harm in having select clean industries near residential areas in our planning," commented Councillor James Reid. The site will be referred to the Planning Board for its approval.

Redfern Engineers submitted a contour plan of the site of a proposed shopping centre to Council for their perusal. The Centre which is to include a Loblaw store will be located on the south half of Lot 28 near Crestwood Road and will be erected by Principal Investments Ltd.

Whitchurch Township Community Centre Board met on Thursday night at Vandorf and outlined their plans to develop the Community Park. Clifford Wallworth was chairman and the members present were Fred Timbers, representing the council, George Richardson, Mrs. R. Baycroft, Mrs. D. Dewsbury, Mrs. L. Hennessey and Mrs. M. G. Slater, secretary-treasurer.

The Board accepted with much appreciation the offer of Mrs. D. Dewsbury of a barn on her property, the barn to be dismantled and removed to the park, where it will be used to construct a pavilion. Facilities for hot water for picnic parties will be in the pavilion. A baseball diamond and tennis court installed last year by a group of tennis players and others interested are ready for use this Spring. The artificial pond proved a great asset during last summer's heat wave, and will be improved this year by the landscaping planned by the Women's Institute and other organizations. Swings and slides for the children will be erected.

A field day will be held on June 19 for the school children of Whitchurch Township. On March 19 it is planned to hold a box social party in the Community Centre Hall at Vandorf sponsored by the Community Centre Board.

Township Police Rpt. On Dog Control

In his February report to Council, Markham township Police Chief C. Wideman, stated his department investigated 17 accidents and issued 45 summonses. During the past month Markham police investigated three thefts as well as answering three fire calls. They also handled four domestic calls and one of public mischief. Police attended two funerals and five hockey games and answered four dog complaints. Miscellaneous calls totalled 249. There were no cases of break, entry and theft reported in the township during the month of February.

Turning to the dog problem Chief Wideman reported that arrangements can be made with the license department of North York by which live dogs can be taken from Markham to the North York pound and impounded there for the sum of \$1.00 per dog.

Where it is found necessary to have a dog destroyed immediately by the police it is suggested that some arrangement be made with the road department for the disposal of the carcass.

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