

Aberhart Urges Teachers' Support In New Movement

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Premier Heard At
Convention Here
Nov 8 Thursday

Suggestion that teachers of the province might find it profitable to align themselves, in sympathy at least, with the new government and its aims, was made by Premier William Aberhart in an address to teachers of the Calgary and southern inspectorates, Thursday afternoon. "You should put your shoulder to the wheel of the new movement," said the premier.

The government looked upon teachers as the most important feature in the policy it planned to introduce, the premier told them. As minister of education he preferred constructive criticism, he asserted. It was useless to make complaints unless they were accompanied by some concrete remedy.

Teachers should determine how they fitted into the system of "the new era," he warned. Otherwise they would find themselves "out of date" within five years. He wanted their help in the great movements planned by his government, he admitted.

Reviews Problems

Briefly he reviewed the problems faced by teachers of the province, though he avoided committing his government to any remedy. There was at least \$300,000 outstanding in teachers' salaries unpaid, he estimated. He thought new methods of taxation might be the remedy and asked the co-operation of teachers and inspectors in reporting those able to pay taxes who refused.

He touched briefly on the minimum wage and a superannuation fund, pointing out that many districts could not pay the minimum and, under the circumstances, a superannuation fund could hardly be set up.

Larger rural school units might assist in equalizing costs and assure payment of salaries, he suggested. He also thought some changes in the curriculum were necessary, though he did not outline them. He closed with a plea for sympathy with the new government's aims.

Need of education for the emotions was stressed by Dr. R. C. Wallace, president of the University of Alberta, who addressed the teachers at the evening session. He was trying to point out what the university aimed at in education, he explained. The effect of it upon high school education was great, he warned.

There was a tendency to over-emphasize knowledge, he found, though the greatest demand was for judgment. There was too little freedom for the personality of the teacher. He then quoted from results of educational tests submitted to university students to show what the main goal of education was and how far modern education fell short of it.

"We are not guided by our minds but by our emotions," he said. He concluded with a plea for greater consideration of the arts as a mode of educating.