

ARE WE "PAWNS IN THE GAME"?

Most people today have very little knowledge of the working of big business and national finance beyond such terms as inflation and "tight money", or possibly what may be compared to personal finances. When the subject is raised to the international level, the answers, when one can get them, are as varied as the number of experts consulted, and, significantly vague.

This leaves many important questions unanswered, questions which are vital to our security. For instance, to what extent can a group of international finances control a government through its finances? To what extent are these alleged cliques formed? There are many such questions unanswered and without these answers, how is it possible to compile a national political-economical history?

One man who claims to have the answers is Commander William G. Carr R.C.N. (R). He maintains in his book "Pawns in the Game", that the world of finance, itself directed by a few men, largely controls the rest of the world. Commander Carr is not alone in his views, but he goes farthest and gives the most detailed and definite exposition of this view.

In brief, Commander Carr claims that a group of international money barons are trying to gain control of the world. Preposterous? Try Commander Carr's arguments on its possibility. The world is becoming increasingly materialistic, hence almost everyone and everything can be bought. Under present economics a small group of men can control, if not actually possess a large share of the world's money. Hence, a group of men could by fostering and playing upon humanity's greed ultimately control the world.

Of course, money alone will not suffice, there must be a vast organization of dedicated workers. According to Carr, the Illuminati, Continental Freemasonry, the Zionist Movement, and the Communist Party are all working for these men. Also, many minor organizations and individuals who, in most cases do not realize what they are doing. By means of their propaganda system, the internationalists have many good men unwittingly helping them. Because of this men have fought and died, believing that they were doing so to protect their homes, while the revenue from their munition flowed into the hands of the financiers. Oneside's gold is as good as anothers, and you can't loose when you play both sides of the board.

This book may seem to be too extreme, its statements too sensational; but after a study of Carr's reasons, one may have a change of mind. Bear in that Commander Carr has an excellent reputation and if he did not sometimes seem to be extreme he would seem to be a hypocrite.

These statements, if true, are dynamite, and something should be done about it; if they are not true something should be done about Carr's work and it is difficult to quarrel with that. But "Pawns in the Game" has been branded as anti-semitical ravings and ignored—certainly the best way to fight it!

Personally I do not believe all of Commander Carr's claims, but the book is too well documented and too logical to dismiss. I consider this book a "must" for anyone with the curiosity and initiative to do more than blame everything on the "big bugs" and let it go at that. After all it will be our world.

—JAMES M. REDDIN '60

OBSERVATIONAL TEACHING

Of all the experiences I have had in the past not one is so full of vivid impressions as the day I observed a grade three class of boys being taught. I remember quite clearly the dislike I felt for these little ones as they stood outside the school in ranks and gazed up at us as we entered the building. But it was not really they or their bright shiney eyes that I disliked but the newness of the situation and that can be a bit frightening.

After meeting the principal who was a very friendly and friendly looking person, we were allotted the classrooms. "Grade three, Miss Longaphie". So up the stairs I went to meet the teacher.

How should I best describe her? She wasn't friendly and she wasn't reserved; perhaps what I noticed most and what seemed to come from deep within her was her interest in grade three, not this particular class of pupils but the age level, that is, all those who would pass through grade three in her lifetime of teaching. As she later explained to us grade six she found were at the stage where they were beginning to lose interest and grade one also had its difficult points. This would seem to support the theory that the mean halfway between two extremes, is the best. However, introductions were over and the pupils were beginning to filter in. From the teacher's remarks I gathered that one little fellow was always a little late, the others being there between ten and fifteen minutes before belltime.

I must explain before I go any further because this seemed important to me. That particular afternoon was two days before Hallowe'en and they were promised a party if they behaved properly. So I take it that, all in all, they were a bit quieter that day than perhaps a usual Thursday afternoon.