

THE DAILY NEWS

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DOUBTS ABOUT DEMOCRACY

Lord Grey in a recent address in England sheds some doubt on the success of democracy and yet Grey has been one of England's greatest democrats. The London Times says that Lord Grey now sees that the hopes built upon democracy were so high that they were certain to be disappointed, and he admits that in great measure they have been disappointed. He refers to the collapse of parliamentary government in Italy—he might have added its failure in other countries—and the growth of the Minority Movement as symptoms of the doubts of the old panacea which have arisen in different quarters, and he examines some of the current criticisms made upon it.

One criticism is that democracy does not produce Chathams or Pitts or Cannings, or even Peels. The question may be left in suspense. Our democracy may hide such men in its bosom, as the democracy of the United States hid a Lincoln, but Lord Grey gives some reasons why the unchecked rule of the many does not favor their advent. Is it the fact, as he asserts, that our ablest public men are now "guiding rather than shaping," that they are engaged in "gauging correctly currents of public opinion which they have not set in motion," and in "becoming the practical instruments of forces that they have not inspired and which they cannot control?" Is it true, as he suggests, that "this may be the best in which statesmanship can attain"? It is intimated in another passage that in a democracy an instinct prompting to dislike of genius may be "not altogether unsound," and again that "the statesmanship which does not plan or foresee, which takes no account of theories, but of facts," if not the highest, may yet be very serviceable. If this be so, then statesmen of the Chatham stamp are not likely to arise.

WHOLE NATION MUST BE WISE

Again, democracy, he urges, demands too much of ministers and too much of parliament. No statesmanship of theirs can compensate for the lack of statesmanship in trade unions and in employers' federations—a lack so plentifully exhibited last year. Lord Grey thinks that a people fit for democracy will learn their sphere and its limits in other fields as in that of politics, but, like all thinkers, he sees that the fitness implies a very high standard, not necessarily of acquired knowledge, but of practical wisdom. He relies on the national virtues, the love of individual liberty and the love of order, which have served and saved us in the past. Democracy, he truly remarks, must "necessarily" depend on "average men and women." Are average men and women, armed with absolute and irresponsible power, possessed of these civic virtues in the degree required? Are the professional wire-pullers of the party machines, who in practice and under ordinary conditions manipulate and direct the party votes, endowed with them or likely to cultivate them? The wider the franchise, the greater the power of the professionals and the feebler and the less responsible the vote of the individual man or woman. Lord Grey has nothing to say about the "machine," either in politics or in the trade unions and federations where its control is still more conspicuously predominant. But he thinks that democracy is likely to be stable because it is the work of the many. Historical precedents are but imperfectly applicable because the circumstances in which they occurred differ wholly from those in which we live, but stability has not been the distinctive feature of democracies in the past. The United States have indeed been stable—with the interlude of a fierce civil war—but under a written constitution with many checks and balances and the ultimate authority of the Supreme Court as its interpreter and exponent, while the democracy which has been developed differs fundamentally from the democracy which the constitution was framed to protect.

KNOWLEDGE NOT EVERYTHING

Will education in the sense in which it is commonly understood fit people for democracy? Many persons speak as though it were "the supreme and decisive element" in fitting future generations for self-government. Lord Grey does not agree. Education which "leads to strength and stability of character," and to consideration of the opinions of others, may do much to support democracy—as, indeed, it may to support any reasonably just form of government. But of the effect of education as the mere acquisition of knowledge upon national character there is room for doubts. Knowledge, Lord Grey truly says, is "a factor, but not a decisive factor, in influencing a conduct." It certainly is not. The national virtues in which Lord Grey puts his trust were conspicuous for generations before 1870; it may be questioned whether they have become more pronounced since then, and it is at least arguable that the people of Europe with small acquired learning are not the most dangerous to their neighbors, as he thinks an ignorant nation would be. Lord Grey's wide experience has taught him that, in many cases, "men of great knowledge are not the most valuable in practical affairs," and he warns us not to expect mere knowledge to create the character and qualities that make democracy succeed. The warning is by no means superfluous; some people seem to think that the acquisition of knowledge, or at best the education of the intellect, is the essential and all-sufficient preparation for the duties of life and of citizenship. There can be no graver error. It is upon moral training that the development of the moral qualities depends, and in all forms of government, but chief in a democracy, these qualities are the sure foundation and the lasting bulwark of good citizenship.

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TRUSTEES MEET WITH TEACHERS

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OBJECT TO EXAMINATIONS

Teachers Lay Before Trustees Professional Point of View on Debatable Subjects

The regular monthly meeting of the Prince Rupert Teachers' Association took place last evening when the subject of the papers was "Unsolved Problems in Education." In addition to a big turnout of teachers there were present by invitation George Bryant, S. D. Jonston and W. Gilchrist, members of the Board of School Trustees. H. B. Rochester was prevented by indisposition and T. McMeekin by business from attending.

The president, J. S. Wilson, welcomed the visitors on behalf of the teachers and said it was only by the complete co-operation of trustees, parents, children and teachers that the cause of education could be advanced. The one common interest of all was the education of the child and it was only by a discussion of the various problems from all points of view that this objective could be attained.

George Stocks of the High School staff gave the first paper on "Mental Tests" and told of the development of this branch of modern education. It dealt with the question of intelligence, what it is and how it may be measured. It is reliable and the results of the tests are of practical value to the teacher, the pupils and the business world. Steps in the method of dealing with sub-normal, the criminal and the mental and moral delinquents were indicated by these tests and modern progress was utilizing these results towards dealing with these problems.

RATING AND PROMOTIONS

H. C. O'Neill dealt with teacher rating. Showing that the most unreliable method of rating teachers was judging by results the speaker referred to the impossibility of doing so fairly unless note was taken of the intelligence capacity of the pupils first. He went on to enumerate the many qualities that go to make up the successful teacher and submitted a plan for grading.

Miss Mercer's subject was promotions. Mechanical grading was not sound. Grading by subjects was a step in the right direction. Examinations in the old sense of the word were a thing of the past and a relic of the dark ages. Educationists and psychologists were unanimous in their denouncement of this iniquitous system. It was not fair to the pupil, the parents nor the teachers and it was a matter of a short time till they would be done away with.

SCHOOL CURRICULA

Miss Rothwell dealt with the curricula of the modern school. Inasmuch as research has shown that there are definite stages in the development of the child there should be corresponding stages in the educational systems. The period of childhood covered the ages of six to twelve years, then the period of early adolescence from 12 to 15 and the period of later adolescence from 15 to 18. The schools should have a corresponding arrangement. Public schools would deal with subjects suitable to the childhood period. An intermediate school would meet the needs of the early adolescent pupils and the High School those of later adolescence. This would mean an extra year at High School but the general complaint is that the work in the High School at present is too heavy for the average pupil.

In dealing with the Unsolved Problem of Discipline, Miss Garnett spoke of the big change in the modern conception of this necessary aspect of school and public life. Children were to be shown the necessity for order in conduct, arrangement in life and organization in thought. These were the underlying principles that were the object of discipline. The teachers tried to keep the children occupied and interested and so take away the desire and the time for getting into mischief.

THANKED BY TRUSTEES

On behalf of the Trustees Major Johnston thanked the teachers for the invitation and said they appreciated the compliment of being asked to the meeting.

Following refreshments, badminton games were played and while in the first game the teachers represented by Miss Mitchell and J. S. Wilson won over the trustees represented by George Bryant and S. Johnston, the latter solved the problem of the unusual court conditions and won over the teachers in two well contested games.

Man in the Moon

THE Mayor of Hole-in-the-Wall declares he likes cold weather because it makes him feel peppy.

IF you will be contented with your lot, build a home on it.

WHEN a boy calls a girl an angel he knows no more what it means than he does when he casually remarks to the clergyman "I will."

JAKE says they do not call girls angels now a days. They simply remark "Oh you kid!"

THE Legislature is to meet in Janu-

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No. 2

Ten Years Ago in Prince Rupert

NOVEMBER 15, 1917.

Under the provisions of the War Times Elections Act, all women who have relatives in the Army will be permitted to vote at the forthcoming federal election.

In the next Victory Loan campaign, Prince Rupert will be headquarters for the district between Prince George and the Queen Charlotte Islands and from Ocean Falls to the northern boundary of the province.

Work of clearing the track which was blocked by the slide at Inverness cannery yesterday morning is proceeding apace and it is hoped that the train, which should have left here yesterday morning, will get away today.

Bishop F. H. DuVerpet, in a letter to the Daily News, stresses the fact that the purchase of victory bonds is a patriotic duty rather than an investment designed to bring a profit.

Halibut vessels landing catches here today are as follows: Republic, 70,000 pounds; Vansee, 70,000; Seattle, 65,000; Alton, 75,000; J. P. Todd, 3,000. The price paid was 15c.

A meeting of Union government supporters was held last night in the offices of Peck-Moore & Co. W. P. Lynch presided and H. O. Crew was

ary. It is satisfactory to think we shall at anyrate enjoy the holiday in peace.

THERE'S no accounting for taste. They try to assassinate Mussolini yet allow the author of "Sweet Adeline" to live.

SO this is snow!

IT sticks to the feet. It is worse than rain or sleet. For it covers all the land. Which is white on every hand.

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