

**THE DAILY NEWS**  
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DAILY EDITION  Wednesday, February 10, 1943

**EDITORIAL**

**Not So Rosy . . .**

It is interesting to note how readily people of Prince Rupert are approving the idea of the provincial government taking over the financial responsibility of education from the municipalities—and this from a municipality which only a short time ago was clamoring for a return of local autonomy. If people have any idea that the government will assume the financial responsibility for education and leave it to be run by local controls, they are deluding themselves for such will not be the case.

As we have commented before, local municipal autonomy is not being found so easy and so pleasant as many had thought it might be. Possibly, before long we will be wishing that we had not taken over the job after all. Those who have been entrusted with the responsibilities of municipal affairs—on the city council and the school board—are finding that they have taken on a lot of work and a lot of grief and the most of them are now convinced that there is little of a constructive nature going to be carried out unless some beneficent government pulls a financial rabbit out of the hat for which, no doubt, some quid pro quo in the way of control would undoubtedly be expected.

**Paying for Education . . .**

All of this does not mean that we are opposed to the government taking over the financial responsibility for education. Indeed, we are disposed to think, besides being the constitutional thing, it is the most desirable thing to do—not because we would expect that somebody else than ourselves would have to pay the cost of education but because under provincial control education could be carried out a good deal more efficiently and equitably, both in the matter of cost and in the matter of all around service, than by the present method whereby the children of some plutocratic and metropolitan community can get the best in the way of educational facilities whereas those in the more poverty stricken areas have to get along with the best they can afford.

We should not fool ourselves, however, that, because the financial responsibility of education was taken over by a government, we would not still have to pay for the education of our children. If we do not pay for it one way we would, no doubt, find we should have to pay for it in another. But under the proposed plan the whole set-up would be much more effective and equitable.

**Double Barreled Peace Offensive . . .**

Two schools of thought exist among the leading ranks of the Nazi hierarchy concerning chances to end the war on a stalemate basis. The "western school" believes that the United States should, and could, be appeased by extending Hitler's "new idea" as expounded in Mein Kampf, where he proposed to appease Great Britain, with Germany seeking new Lebensraum in Russia. The other school of thought believes that Russia must be appeased. Many German generals shared this belief but were silent as long as there was a chance to annihilate Russian military strength in blitzkrieg fashion. Now that the Germans have failed in their Russian campaigns, a renewal of attempts to come to terms with Russia, or at least to reach some sort of stalemate on the Russian front, is probable.

Hitler again needs the trump card of a separate deal with Russia, at least as a threat that would give greater weight to his diplomacy in the West. Because of the deterioration in Germany's military position and internal economy, Hitler is forced to initiate two peace offensives at the same time. His bargaining power against the United States or Great Britain requires the threat of some kind of deal with Russia; and his bargaining power against Russia involves the exploitation of all possible differences that may exist between Great Britain and Russia and between the United States and Russia.

These diplomatic maneuvers may not work as successfully as the Nazis expect. Hitler this time is a desperate gambler who has already played out his best card—the threat of total war conducted by a huge mechanized army that claimed to be invincible. Stalin, on the other hand, has strengthened his internal position as the leader of the struggle for national defense against the foreign invader.

**EDUCATION RESOLUTION**

Continued from page one

to take immediate steps to provide a more satisfactory basis for financing education than the present land tax; and establish a satisfactory scale of salaries for teachers to ensure that competent men and women may be attracted and retained in the profession throughout all parts of the province and to ensure that all the children of all the citizens of our province may be provided with equal educational opportunities."

Stating that he endeavoured to hold to as practical and concrete a philosophy of education as possible, Mr. O'Neill said that even before the war educationists were prophesying educational trends, most of them foreseeing a wide extension of opportunity under democratic living. During the war there had arisen much talk of a higher type of post-war society with the loudly-heralded freedoms of the Atlantic Charter guaranteed to the citizens of all Allied Nations. There was to be an extension of political democracy into all other spheres of living so that all free men would really attain the fundamental rights of free men to so

order their own lives that they would in actuality and without fear or favor have equal opportunities with all men to live a full and abundant social, economic, recreational and religious life.

People were all too prone, the speaker felt, to associate democracy merely with the political state, forgetting that the state was but one of the great social institutions and that in the latter institutions there might be little true democracy. The speaker firmly believed that it was the great function of education to extend the democratic way of life not only into one but into all the social institutions.

Man, as a social being in his civilization, had created the great social institutions of the family, the local community, the state, the industries, the church, the school, the press, the standard of living, the customary recreations and the health preserving activities. The greatest teacher and educationist who had ever lived was Jesus Christ and he had said: "I am come that ye might have life and that ye might have it more abundantly." Full and abundant life was not meant by Jesus Christ for a favored few but for all men, all women and all children—not in some far off shining sphere or some future millenium but here and now in this present world through complete and efficient participation in every one of the social institutions evolved to satisfy the organic needs of man.

Mr. O'Neill stressed the necessity of balanced participation in the institutions of society, none of which should be neglected, none of which should be made all-absorbing. One should not become so absorbed in industry that he neglected his family, his community or his state or so obsessed with religion that he underestimated the school, the recreations or the health-preserving activities, not so enslaved by a standard of living that he failed to utilize the

other institutionalized satisfactions of the collective life. The problems of life then turned out to be the problem of balancing the ration of interests, needs and satisfactions and the problems of society was the offering to each and every individual an adequate social opportunity for a balanced satisfaction of all the innate needs of life.

**Objective of Education**

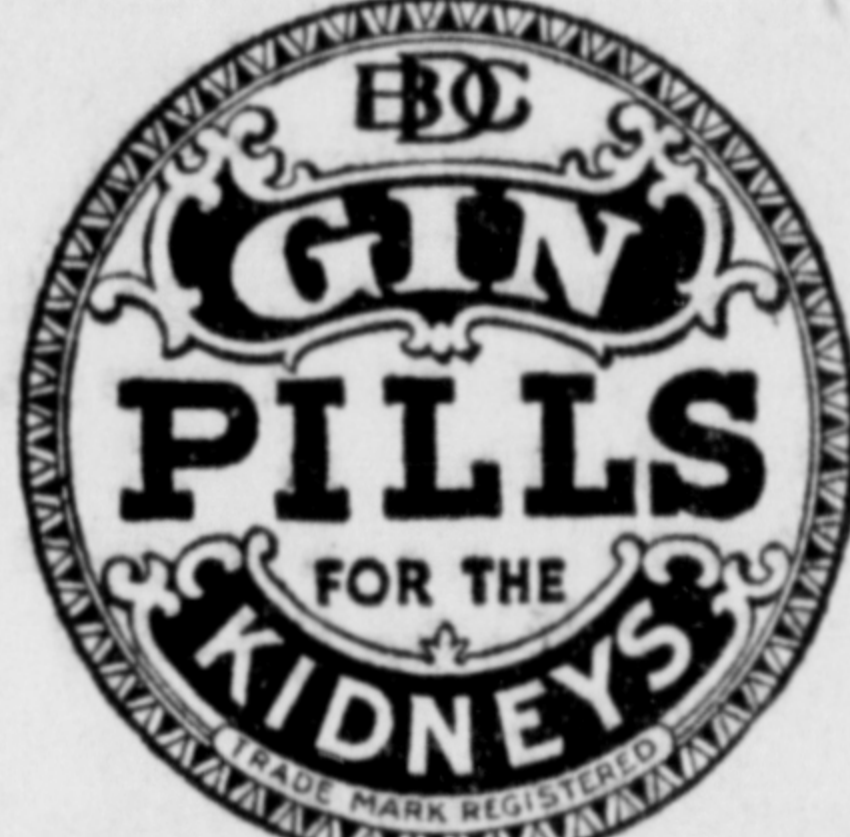
The great objective of education then was to prepare the young people everywhere for efficient and balanced participation in the life of all the social institutions. To operate the institutions of society made had created the intellectual resources of the languages, industrial techniques, philosophies, great national ideals, fine arts, sciences, all of which might be called knowledge or cognitive capital.

Mr. O'Neill went on to describe how the province of British Columbia had set itself to the task of overhauling the entire educational system from the elementary school to the high school with a view to modernizing the basis of present-day educational philosophy.

Little or no attempt had been made, however, in very large sections of the poorer and rural districts of the province to provide the kind of buildings, the kind of equipment or the kind of teachers necessary for the putting into effect of the modern educational programs. The speaker questioned if the school could be a bulk of democracy when the type of education a boy or girl received was determined by the tax-paying ability of the district. Mr. O'Neill compared the conditions for giving education in some of the frontier portions of the province with those afforded in the modern cities and supported his appeal for endorsement of the resolution presented with the declaration that there would have to be a redistribution of educational costs which could only be obtained by a wider distribution of the financial responsibility.

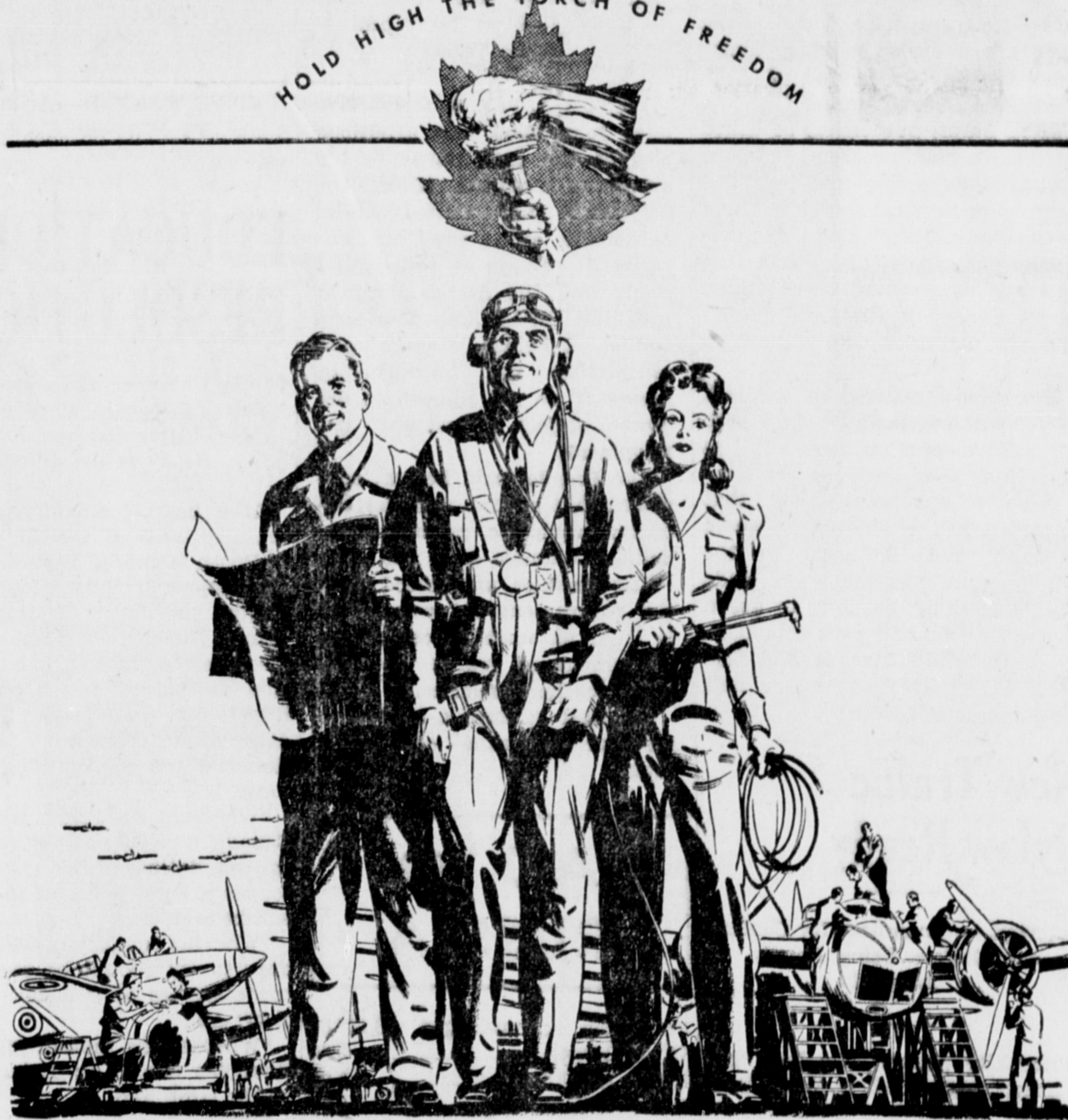
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