

Alex. A. Rose, Esq. - 3 -

school teaching profession is held in such poor regard that it is hard to get anyone, particularly men, to enter that profession. The consequence is that in some parts of Canada schools are closed or the school teacher is one who holds only a temporary certificate - that is, he is not a person who has been trained how to teach.

Speaking of education, there comes to one's mind the thought that we guard jealously the control which provinces have over educational matters with the result, often, that standards are not the same throughout Canada and that the school is not the unifying force for Canadianism which it should be. You speak of it being left to 'legislators to legislate'. That is true, but it depends on us as to who those legislators are. Any community gets as legislators only such representatives as it deserves. Too often legislation is framed in the interests of class and for the benefit of party prestige. Then, also, after we ourselves have chosen legislators we support them heartily only when they happen to be of our own political stripe.

I think that in these six things enumerated above there is the germ of plenty of ideas to keep the members of the Kiwanis Clubs thinking hard all the time. Other things which I might mention worthy of their attention would be - What can Kiwanis Clubs do to develop a greater degree of co-operation and Canadian national sentiment amongst Canadians? Or what can the Kiwanis Clubs of Canada do to help our Government get the proper kind of immigrant into Canada, and if such immigrant is of non-British birth, how can they help to Canadianize him?

I could write for a week, Rose, on things which come to one's mind as a result of your letter, but knowing the aggressiveness of the prosperous city of Kitchener, I am diffident about