

An Educational Policy

Since the essence of Life Insurance is care for dependents it is not surprising to see an increasing tendency to provide, through carefully arranged Life Insurance, for the education and

Establishment in Life

of children. Finding a decided demand for a definite form of "Educational" Policy, a plan of this type has been prepared by The Great-West Life Assurance Company.

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The schools should be accessible. In many districts in Saskatchewan, and no doubt in Manitoba roads do not exist, and it is known that in many districts it is almost impossible for the child to reach the school.

In every province a twenty dollar tax might be mere bagatelle to some farmer, whereas a similar tax in other districts would work an untold hardship.

The administrators of the law, as well as the parents should be mulcted in penalties for not carrying out the provisions of the law.

The abolition of all foreign training schools for teachers should be obligatory, and no certificate ought to be granted except to a teacher who can give evidence of ability to impart a practical, working knowledge of the English tongue to his pupils.

This problem is not confined to Manitoba. It affects all the prairie provinces, and the three provinces should have a common purpose and a common procedure in dealing with this vexatious problem.

All problems must be handled with a sympathetic touch. No coddling is needed. At present the economic difficulties affecting large sections of the community deter the Slav farmers from making any attempt to meet the needs of the district, and in cases English speaking teachers will not accept positions in these districts owing to their inability to obtain boarding accommodation. Therefore, teachers' houses or rooms adjoining the school must be provided, or the teacher's house might be placed centrally between two districts and the cost shared jointly by the two boards.

To make provision for the education of these children of Slavish parentage, an obligation rests upon the state, which insistently calls for fulfillment.

The child is an asset, or rather it may be an asset, provided the right course is taken to make it an asset.

The well being of the state, as well as the well being of the child, demand prompt action.

The child has a right to expect an equality of opportunity, and the state ceases to be a state when it withholds the highest good that can be accorded the child.

The only instrument which the child of foreign parentage can use to place himself upon a plane of equality with the English speaking child is a thorough knowledge of the English tongue.

What possible gain can come to the state by allowing a series of foreign states to exist within the state? We do not desire Western Canada to be turned into an empire similar to that of Austria-Hungary—where race and faction are in eternal conflict, and brute force often is necessary to restrain the activities of these heterogeneous factors.

Yet by invasion of the evident intent of a statute, that is, by permissive consent to ignore the provisions of the act or by statutory enactment, conditions may be created which encourage a spirit of resistance to any statutory amendment, or enforcement of a law which it is in the highest interest of the state to have amended or enforced.

In the province of Saskatchewan the policy followed is to wait until the parents of their own volition are prepared to avail themselves of the educational advantages. If parents of foreign origin decline to send their children to school it is considered in the best interests of the state to leave the matter in abeyance until the parents voluntarily act. Yet Saskatchewan has a compulsory school law more honored in the breach than in the observance.

Manitoba seems to follow a similar line of policy.

Send your children to school if you wish to do so; if you don't wish don't send them. The fault is yours. "We disclaim all responsibility" seems to be a government maxim. Moreover, the Manitoba school law provides for the language of the children to be used by the teacher in charge, providing a certain number of pupils present themselves, or are resident in the school district, if of the legal age. The same results are obtained in Saskatchewan by only employing Ruthenian teachers for Ruthenian schools, and it is known to the government that the Ruthenian teachers evade the provision which limits the

teaching of Ruthenian to one hour a day, which is the last hour of the school day. The teachers' excuse for this is that the trustees insist upon it, and that dismissal will follow, and that in the second case the praying men demand it. When we see the dilemma these governments have created we must insist upon an absolute reversal of the present, inimical policies.

Constituencies are controlled by the Ruthenian vote; hence the government fail to live up to their responsibilities.

The child of foreign parentage has an inalienable right to the care of the state. The politics of the state cannot override this principle.

The child demands from the state—irrespective of the name or location of the state—an equality of opportunity, and the state can and does destroy this equality of opportunity by statutory enactment, which robs the child of his educational inheritance, and statutory enactment can be left unenforced, and then the same results ensue.

This problem is surcharged with menaces to the state. Its stability and well being is placed in jeopardy by the jejune policies followed.

The increasing preponderance of the illiterate elector constitutes a dangerous factor in our national development. The life of a political party is nothing to the state, and if by its removal a brighter and more beneficial condition can be created it will be well.

The future is filled with difficulties which will have a disruptive force if permitted to remain.

These illiterates and the illiterates which the state is manufacturing day by day will become a dangerous force in the hands of unscrupulous politicians. And those who may be cultured in their own tongue are yet alien in spirit until they fit themselves for the duties of true citizenship by making the ideals of Canadian national life their cherished possession.

Were the illiterate debarred from the exercise of the franchise he would find means to fit himself for its exercise.

The political parties would be up in arms against such a proposal. The cry of "tyrannous oppression" would be raised by them. But by the removal of such from the electoral list, the temptations to pander to the elector's prejudices by the political parties, would be removed, which would be a good in itself.

Finally, while feeling strongly for the stranger within our gates, that feeling cannot be allowed to interfere with the growth and expansion of Canada along the lines of our national ideals.

Yet we must measure out to him a measure of justice. We must study carefully his economic condition, and the government must give a liberal grant to enable him to rise to a higher plane of activity. His children need the fostering care of the state. They must be equipped with a working knowledge of the English tongue, for his protection and their protection and advantage and for the benefit of the state. The governments concerned must make sane laws which can and will be enforced, and which are made in the interests of all, in short, racial sectionalism must go by the boards. Our national life needs only one means of communication—the English tongue.

Too Busy for Business

In a quiet little country town, so quiet that the silence hurt, a commercial traveler entered the general store. Going through to the parlor at the back, he found the proprietor and a friend having a game of draughts.

"Here, Mr. Slocum," he said, in an energetic whisper, "there are two customers in the shop."

Slocum never raised his eyes from the board. He merely shook his head, and whispered in reply:

"That's all right. Keep quiet, and they'll go away again!"

Would Wait

"Johnny, I don't believe you've studied your geography."

"No, mum; I heard pa say the map of the world was changing every day, and I thought I'd wait a few years till things got settled."