

APRENDE CASTELLANO HOY

(Learn Spanish To-day)

By GORDON TEMPLE

SIGNS are not wanting that after the war Canada is going to experience a great trade boom, especially in manufacturing. New markets for our wares will then be imperatively needed.

According to the Hon. W. J. Hanna, who has recently visited South America, these markets can be found on this continent, without crossing the seas. He states that the South American countries offer us an immense field for an export trade in all kinds of goods.

These lands chiefly export some staple lines of unmanufactured articles, such as cotton, wool, sugar, hides, beef, nitrates, and many kinds of ores, but for manufactured goods are wholly dependent on importations from Europe and, on a smaller, but rapidly increasing scale, from the United States. The war has absorbed the attention as well as the production of European and North American countries, and South American needs have consequently been overlooked. The lands south of the Equator, where manufacturing, on a commercial scale, is entirely absent, are therefore suffering a positive scarcity of many things regarded almost as necessities before the war.

It will thus be seen that South America will never offer a wider field for exploitation than it does to-day, and Canada should certainly try to obtain a better footing there, and as soon as possible.

There is, however, a very real obstacle in the way. In order to sell goods to a man, you need to talk to him, personally, or by letter. To do this you have to know his language—you want him to buy from you. He won't learn your language—if you cannot speak his, he will trade with those who can—and their name is Legion.

Now is the time to set about getting acquainted with the easy and beautiful Spanish tongue—the language of every South American country except Brazil, which speaks Portuguese. Our 'teen lads of to-day will be the clerks, drummers, department managers, heads of businesses, etc. of the future, if the great god "War" does not claim them in the meantime. It is in our schools and universities that the foundations of our future, hoped-for activities in the South American markets must be laid—and laid now.

The day the war ends will be the day after the fair for us in this respect, for others, already equipped, will by that time be on the ground before us. What chance for us then? It is now that the heads of the large commercial houses, Boards of Trade, and so on, in our great cities should get busy and urge the importance of this matter and the imperative necessity of greater facilities for the study of Spanish upon all our educational authorities.

The Spaniard is met with and his tongue is heard, more or less, in most of the big commercial centres of Europe, where his home lies. An ocean separates us from these spheres of activity, however, and here, in the north of another continent, all things Spanish seem completely alien to us. It has also been difficult for us to grasp the reality and importance of those vast countries so far to the south.

The exact opposite would be the case, were we better informed. The inherent future possibilities for trade on this side of the Atlantic and Pacific Oceans,

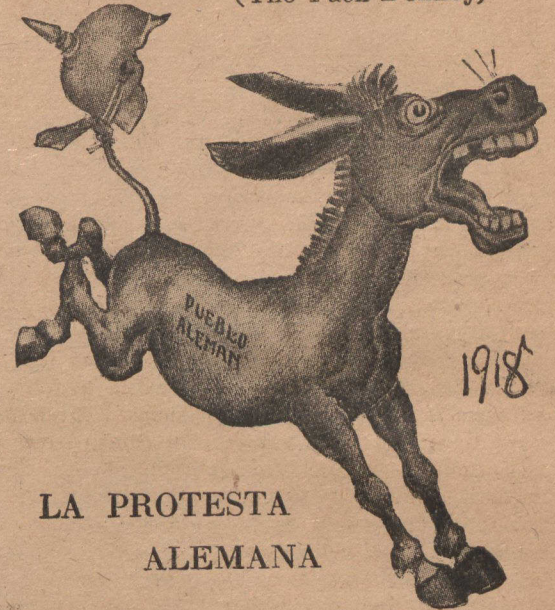
in Spanish-speaking America, have been shown, and a serious study of the language can but excite wonder, that we have so long neglected it for German.

There is a time-limit to the knowledge our youth can acquire. In this, as yet youthful country, few can be the years given to study. Let us end this foolish discussion about the further teaching of German in our schools, by substituting the study of the easily-learned, badly-needed Spanish. German is at present deservedly in very bad odor, and will never be needed commercially for Canada. The poor lad who is doomed to learn German, unless he be a linguistic genius, can see from the start, that it is going to be many a long year ere he and it will have even a bowing acquaintance with each other. Spanish, on the contrary, is so easy, that the boy can see himself progressing—his vanity is pleased and he applies himself harder than ever, with the result that before the year is out, he has well mastered its difficulties.

If the language had been purposely planned with a view to its easy acquisition, it could hardly have been better arranged, for it is so easy that fathers can learn it—of an evening—as a recreation. Fact!

EL BURRO DE CARGA

(The Pack-Donkey)

LA PROTESTA
ALEMANA

THIS is the cover cartoon of a Cuba comic sent by a Courier subscriber in Havana. La Politica Comica is printed in Spanish. The legend explaining the cartoon is given here in both languages, thanks to the subscriber, who is a Canadian thoroughly familiar with Spanish. But even without a translation a reader might almost decipher its meaning. The first half is almost as plain as English.

El populacho teuton, indignado de sí mismo, dice que el militarismo ha arruinado la Nación.

Y por eso, ante el fiasco que lo ha llevado a la tea, rebuzna el burro y patea para librarse del casco.

TRANSLATION—EASY ENOUGH.

The donkey (German people), growing indignant, are now saying militarism has ruined the country, and on account of the failure it (the donkey) brays and kicks to get rid of the helmet.

CONFEDERATION gave Canada as many school systems as she has provinces. Education was to be made provincial. And it was so. The system had some advantages, and like all good systems, many defects.

Educational systems may be provincial. Education is at least national, or it does not exist. It must become international or human progress must be interrupted. We are all getting wise about education by observing what it did both good and bad for Germany. What is bad for a German youth must be bad for a Canadian—unless human nature as expressed by civilization has ceased to be international.

Hon. Dr. Cody, the new Minister of Education for Ontario, is going to England and France to escape politics and study education as near the front as possible. He is to come back with new ideas about re-education of soldiers; of whom we have now a large army at home again. He will find out what Dr. Tory, of Alberta, is doing in the Khaki University. By studying what education has not done to make men able to change their occupations, Dr. Cody will discover what the education of the nearest future ought to do—in the making of new Canadians. We are finding out that the school has had mighty little to do in the past generation with the kind of culture-training that makes a man fit to tackle the unexpected. War has flung hundreds of Canadians into the unexpected. Education is hitched up to meet the needs of the case. But the schools—oh, no; not the school systems. They have little to do with making men; they make automata. They do not teach Canadianism so much as sectarianism. They feed politics, which has been the curse of Canada. They erect barriers which we must pull down. They foster separatism where we need unity.

In his address on Children's Day at the Canadian National Exhibition—national, mark you—Dr. Cody enunciated six things in the

Why Not Federalize Educational Ideas?



up, hence the medical inspection of rural schools to be undertaken by the Minister.

The right to protection; meaning, we suppose, that if parents won't or can't look after their children properly, the State must.

The right to play; which, of course, means better play-grounds and less home work with abolition of child labor.

The right to a sound education—and there the Minister stopped, because he didn't know exactly what it meant, neither do any of us yet, but we expect to find out.

Now will the other eight Ministers of Education in Canada lock themselves into a room—say in Ottawa—along with Dr. Cody when he comes back—and in the name of Canadian humanity give us the first concrete idea of what that sound Canadian education must be? Do any two of these Ministers personally know any three of the others? We imagine not. Do any three of them know what the other six are doing in their respective Provinces? We know that they do not. Will they then please get acquainted, find out what's right or wrong with one another—and will they in 1919, or as soon after as possible, call a Dominion Congress of Education to be attended enthusiastically by all educators, with Government-paid fares on all railways. So that for the first time in our national life we can get the idea that education is at least entitled to arouse as much national enthusiasm as party politics; and if it fails in that we might as well have party hacks for Ministers of Education.

Child's Bill of Rights:

The right to be born—which must mean that Canada needs all the native-born she can get.

The right to be well born, which we suppose means that children should choose good parents.

The right to live; which presumably means that too many children die before they grow