

A NOVEL PATRIOTIC DAY PROGRAMME

By Frank Yeigh, Esq.

Last Patriotic Day, June 26th, 1910, a new and novel presentation of its central theme, "The Stranger Within our Gates", was given in a Toronto Sunday School, when the speaker called to the platform twenty boys to assist in an interesting object lesson of his subject.

Lined up in single file, the lads were made to represent as many different nationalities. Thus the first four were labeled as English, Scotch, Irish and Welsh, and, ranged in a group by themselves, stood for the British Isles. The fifth was nominated as a United States representative, and joining the others, the five formed the Anglo-Saxon section.

Twelve were also assigned to as many leading European countries, from Iceland and Scandinavia on the north to the land of the Galician and Doukhobor on the south. As the boys were given their nationality, the interest of the School as a whole steadily increased, culminating in the selection of three for the Oriental peoples, namely, the Hindu, Japanese and the Chinaman, while the last boy on the line stood for the child immigrants from the British cities, of whom two thousand a year came to Canada.

Each boy was asked to point out, on a large world map hung on the wall, the location of the country for which he was labeled, and as each country was thus located, the speaker told, in a few sentences, some leading characteristics of the people inhabiting it.

There followed a series of questions, under three heads, also addressed to the platform boys :

First : Were the million and a half of immigrants, who have journeyed to Canada in the last ten years, invited to come ?

Second : Assuming an affirmative answer, how should they be treated ? How were the children of Israel directed to treat the stranger within *their* gates ?

Third : Assuming that they should be treated kindly and well, *why* should they be so treated ?

The replies to these three leading questions came in thick and fast : Canada's need of population, of agriculturists, of good citizens,

the obligation to deal fairly with the newcomer for our own national self-respect, and for the good name it would give us, and finally came the key-note suggestion that it would be Christlike to receive the stranger kindly, to deal liberally with him, and to do all in our power to Canadianize and Christianize him, and, this opened the door for the application of the main theme—the obligation of Christian Canada toward the newcomer.

Incidentally, the lads were made to help in further visualizing the subject. The seven and a half million population of Canada was represented by five boys, one of whom, standing a step in advance, emphasized the suggestive fact that one out of every five of the population has come to Canada in the last ten-year period as an immigrant, namely, 600,000, British, 500,000 United States, and 400,000 European and Oriental.

"How much must an immigrant have before he can enter Canada ?" was answered by one boy counting a roll of bills handed to him that totaled \$25. The Chinese representative was asked his price of entry, and the reply promptly came of \$500.

"What other conditions of entrance are necessary ?" was next asked, and the correct answers given, of good character and good health.

By way of preliminary, as dealing with the birth of the Dominion forty-three years ago, four boys marched to the front as representing the first four provinces to enter into Confederation. The other five were called up one by one until the nine stood in line. These were then directed to link arms as indicating the growing sense of union on the part of the provinces in the Dominion, constituting a federation in reality.

Toronto

What the Teacher Can Do for the School

By J. D. MacKay, Esq.

The teacher who efficiently conducts his own class, makes a valuable contribution to the success of the School, but even that