

The Courier

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GOD WITH US

O little town of Bethlehem,
How still we see thee lie;
Above thy deep and dreamless sleep
The silent stars go by;
Yet in thy dark streets shineth
The everlasting Light;
The hopes and fears of all the years
Are met in thee tonight.

For Christ is born of Mary,
And gathered all above,
While mortals sleep, the angels
keep
Their watch of wondering love.
O morning stars together
Proclaim the holy birth,
And praises sing to God the King,
And peace to men on earth!

How silently, how silently,
The wondrous gift is given!
So God imparts to human hearts
The blessings of his heaven;
No ear may hear his coming,
But in this world of sin,
Where meek souls will receive him,
still
The dear Christ enters in.
—Phillip Brooks.

The best Christmas a man gets
is the Christmas he gives.

THE BIRDS IN WINTER

When the snow comes the birds
may starve. A small supply of
grain, or even sweepings of hay-
mows, would relieve their distress.
Save your crumbs for them. They
like bones, pieces of suet, fat meat
fastened to trees by wire; cracked
rice, mixed birdseed, cracked corn,
hempseed, nuts, bread, and sun-
flower seeds.

CHRISTMAS SUGGESTIONS

A good friend of animals urges
that all drivers remember their
horses at this season of goodwill
by loosening their checkreins, eas-
ing their burdens and treating
them with a little extra kindness.
The delivery horses who have car-
ried good cheer to so many homes
should be especially thought of.

"The merciful man regardeth
the life of his beast."

To those who have been true to
the Band of Mercy motto through
the year, the winter season brings
many opportunities of service.

At the first heavy snow-storm the
wild birds that remain, made tame
by hunger, will come to our doors,
and if fed, will remain all winter.

A flat board fastened to a clothes
post will hold seeds and crumbs
and make a safe dining-table for
our guests.

Why make the horses work un-
necessarily during the holiday sea-
son or any other time?—How many
a parcel you could carry home
yourself!

BELGIAN AND FRENCH AFTER HOLLANDERS

THE HAGUE, Holland, Dec. 15.—
Belgian and French newspapers
continue their campaign against
Holland. They want Holland to
cede Limburg and South Zealand.
Hollanders have been attacked in
Belgium and one has been killed.
The American attitude toward the
population in the occupied districts
of Germany is highly commended
by the Dutch newspapers. These
say that if England protects the
sea, let America police Europe
until order is insured.

DUTCH ELEMENT IN SOUTH AFRICA TALK REPUBLIC

CAPETOWN, South Africa.—The
question of the maintenance of the
British connection is in the fore-
ground of political discussions
here. The Nationalist party, com-
prising the extreme Dutch element,
continue the agitation for an inde-
pendent republic. This has caused
demands in other quarters for a
fusion of the Unionists, which is
the English party led by Smuts,
with the South African party, led
by General Botha.

Sask. Legislature

(Continued from Page 1.)

Mr. Martin practically endorsed
Mr. Motherwell's resolution of
Tuesday which favored the placing
of the scholastic side of educational
work in the hands of the University
of Saskatchewan.

He quoted at length figures show-
ing the position of the English lan-
guage in foreign districts, referring
also to the Mennonites and the
Dunkhobors, saying that the school
problem had been forced on Saskat-
chewan by the policy of immigra-
tion adopted by Canada. Reports
that the school children were dis-
loyal, the premier termed false, and
he criticised certain newspapers
for their share in inflaming the
people and causing racial feeling to
run high.

Saskatchewan had a national
school system, not a bilingual one.
He could never see what the slogan
"One flag, one language," had to
do with the British empire, for the
empire, although with one flag, had
never tried to make countries which
it had conquered abandon the native
language of the people. That
had been Germany's way, but not
Great Britain's. "We are cutting
down the privileges of the French
people," he said, referring to the
bill, and it would be unfair to treat
the French on the same plane as
the other non-English. The prob-
lem could not be looked at as the
extremists wanted. The historical
position of the French must be con-
sidered. Tolerance must prevail,
and the historical position of the
French race considered. Canada
had been French before it was Brit-
ish. The French here were a con-
quered or a ceded people, and the
traditional policy of Britain in sit-
uations of this kind must be remem-
bered. "We have a dual national-
ity in Canada," said Mr. Martin,
"and our aim should be to create a
better understanding between these
two great races."

Agreeing with the premier that
the language question had no con-
nection with the separate school
system, Mr. Maclean said the op-
position, however, took issue with
the government on the section they
had brought down dealing with the
language question. "What is the
problem before us?" he asked. "Is
it," he said in reply to his own
question, "to improve the school
system and to make the schools the
best that we can possibly have in
the province? There is no more im-
portant institution than the schools.
We aim to make them count and to
make them efficient. In the discus-
sion of this question there is no
question of politics and if we dis-
agree with the government on some
question of policy it does not mean
that we are making a political issue
out of it."

The speaker went on to say that
the government had already gone
a long way towards meeting the
demands of the people and also to
meet some of the suggestions made
by Dr. Focht and Dr. Anderson,
but he contended the government
should go as far as it was possible
to eliminate the teaching of a num-
ber of languages in the schools.
"We say," he said, "the measure
should go further and should elim-
inate the French language also."

He then introduced as an amend-
ment the following:

"Moved Mr. McLean, seconded
Mr. Frazer, That all the words af-
ter 'that' to the end of the question
be struck out and the following
added instead thereof:—'In the
opinion of this assembly the Eng-
lish language should be the only
language of instruction in the ele-
mentary schools of the province
during the regular school hours.'"

Declaring that this was one of
the questions which did not come
within the confines of party dis-
cipline the leader of the opposition
made an appeal to the members on
the government side of the legisla-
ture to deal with the question for
all time as had been done in Mani-
toba.

Mr. Motherwell's Address
Mr. Motherwell prefaced his re-
marks with an allusion to the des-
patch from Calgary reporting Cap-
tain the Rev. Murdoch MacKinnon
as condemning the proposed amend-
ments as not going far enough and
in this connection Mr. Motherwell,
after referring to "this rumbling
of artillery and rattling of sabres
from a well known source," said:

"I desire to congratulate the pre-
mier that the first opposition he has
received comes from such a source,
likewise to commend the leader of
the opposition that his first sup-
port comes from the same source."
"Three years ago the Hon. Mr.
Scott, then premier of Saskat-
chewan, launched a notable better
school campaign which resounded
from one end of the province to the
other and raised great expectations
of what could be accomplished in
the improvement of our educational
system which was admitted to be
good in comparison with other pro-
vinces, but yet capable of being
made better. In order to accom-
plish this desired end a complete
survey was made of education in
this province by Dr. Focht, a gen-
tleman of high educational and cul-
tural attainments, a resident of the
United States and a Dane by birth.
After a most exhaustive enquiry
along the line indicated, Dr.
Focht's report was made public
about a year ago which further
raised our expectations of the pos-
sibilities of improving our school
system. While a number of minor
recommendations embodied in such
a report have already been put into
practice, this school bill now before
the house for its second reading
is the first legislative enactment
dealing with school matters since
Dr. Focht's full report was made
public. The bill in question con-
tains five pages and twenty-two
sections, all of which latter are of
comparative unimportance with
the exception of really only one,
Section 14, and this latter would
have been most disappointing and
a piece of destructive legislation
instead of constructive had public
sentiment within this house not in-
duced the premier to change this
section from what it was prior to
last Thursday to what it is today.
I will refer to this matter further
on in my remarks."

"Turning to Dr. Focht's report
again: Anyone who has read this
very full resume of our school situ-
ation in Saskatchewan cannot but
have entertained very much greater
expectations of results than are
to be found in the bill before the
house. Not only that, but we had
reason to expect a different spirit
exhibited than has been displayed
thus far by this legislative pro-
gram. Permit me in order to make
my meaning more clear in this re-
spect to quote an important passage
in the report referred to (from the
bottom of page 19 and top of page
20):

"The Race Needs of the Popu-
lation.—To evolve a school system
without full consideration of all the
divergent elements in the popula-
tion would be a gross mistake, and
would ultimately work as great a
hardship on the alien immigrant
as it would at first on the native
Canadian. The alien must be un-
derstood, first of all. His own im-
perfection from its mother country
must be given full evaluation. Pa-
tiently, sympathetically, but firmly,
he must be led—and by teachers of
highest Canadian ideals, who have
special fitness and training for this
problem. With the right type of
schools established in the heart of
the non-English communities—
faithfully served—the assimilation
process cannot long be delayed."

"To educate all its people,
without exception, is both the duty
and the right of democracy. There
are in Saskatchewan thousands of
adults classed as illiterate—a ma-
jority of them from foreign shores.
If these people have been deprived
of educational opportunities in
their youth, it is the duty of the
government to extend this blessing
to them now in their years of ma-
turity; if they have neglected their
earlier opportunities, democracy
has the right to demand that they
correct the deficiency with govern-
ment assistance at once. For all
such people there should be estab-
lished, as a part of the regular
school system, night schools, part
time schools, and other types of
continuation schools."

"Where in the Bill, outside of
French, is the friendly considera-
tion referred to in the above ex-
tract, of the divergent elements in
our population and the sympathetic
treatment thereof? Or the desire
for rapid assimilation referred to;
or the anxiety for specially
trained teachers and special types
of schools, the better and more
quickly to Canadianize and assim-
ilate all the peoples that are coming
to our shores?"

Mr. Motherwell went on and said
that he anyway would vote for the
bill at its second reading and with
respect to the general phases of the
language question, stated: "I do
not propose to speak today and un-
til the bill is in the committee of
the whole stage."

"In the interim I would like to
get a pronouncement from the gov-
ernment on one or two points for
my subsequent guidance. First:
Does the School act authorize the
trustees to use the school premises
after hours for any educational
purpose, including the teaching of
languages, or is this teaching au-
thority only implied? Second: Am
I right in assuming that the teach-

ing of religion the last half hour

of the child, is a constitutional limi-
tation that this province cannot re-
move? When I am better informed
on these points I will possibly have
some further remarks to make on
the bill in the committee of the
whole. In the meanwhile, I vote
for the bill on its chief outstanding
principle."

Mr. Latta's Address
Mr. Latta, in opening, emphasiz-
ed the fact that the bill was of
transcendent importance and re-
quired the fullest consideration in
all its phases in order that a just
decision might be reached, that
would make for the attainment of
the real object for which the public
school was established. He had
some considerable experience in
public school work, and though this
experience carried weight he pre-
ferred to consider the possibly
greater experience of others as well.
The language problem was only a
part of the larger problem of the
object to be attained. The varie-
gated population, the encourage-
ment of immigration and all the
various other things that touched
the subject must be dealt with in
all its phases. The purpose of a
common language, and its relation
to a common national ideal must
be dealt with in the British way and
in the spirit that makes for the in-
fluence of British sentiment, the
world over. He preferred to deal
with the question by endeavoring to
answer the questions: What is the
purpose for which the public school
exists? What has language to do
with citizenship? Is it in the in-
terest of all that speak a com-
mon language? Is it an advantage
or disadvantage to be able to speak
in a tongue other than English? Will
a common language of instruc-
tion increase the efficiency of the
public school in attaining its ob-
ject? If so, shall that common
language be? Does the teach-
ing of a language other than Eng-
lish lessen the efficiency of the
school in the work of imparting
the best possible education in the
common language? Having in mind
the object to be attained, what other
things are worthy of consideration
in deciding the proper action to
take? What are these? What
should be done?

Mr. Latta agreed with the leader
of the opposition that the great prob-
lem was to make the public school
efficient even though he might dif-
fer with him on the method of do-
ing so. This great question trans-
cends all others with which the leg-
islature will be called upon to
deal. The seeking of a solution
must be free of prejudice, free of
political bias and all other senti-
ment that might be detrimental to
a just solution. The leader of the
opposition with one stroke of the
pen would settle this great ques-
tion for all time to come. Mr. Lat-
ta was sceptical of this. The bill
before the house would not settle
it for all time to come. What guar-
antee had the opposition leader that
the ingenuity of any man in the
house could devise a law that would
settle a question that had been with
us since 1763. Mr. Latta claimed
the indulgence of the house for per-
sonal references to himself. He
spent nearly a quarter of a century
teaching in a public school. From
1887 to 1893 of this time was spent
in the teaching of a school com-
posed of children who came the first
day knowing little or no English.
He could not speak the mother
tongue of the children, but during
his residence in the town he had
learned to understand them and be-
came interested in them, and now
when he read the names of many of
these boys in the honor roll of the local
paper and in the published casual-
ty lists he was bound to resent the
placing of some of the things that
were placed as the foremost object
to be attained by the public school
system. He acknowledged his
human frailty and the ever present
danger of prejudice. His only son
was at this moment "over there,"
and looking as he did at this great
question from every side, he was
bound to say that the only endeavor
that is a worthy endeavor is such as
would seek a solution according to
our best conception of the British
way. The language problem is only
a part, possibly a great part, in
the solution of the larger problem
of making the public school do the
thing for which it was established.

The French people were in this new
land when it was ceded to Great
Britain. Then came the English
and before these two peoples ever
became acquainted with each other
the population of this country was
augmented by thrifty Germans,
hardy Scandinavians, persecuted
Jews, freedom loving Poles, peace-
seeking Mennonites, peculiar Rus-

ants and a score of others. We en-
couraged this immigration; we reaped
immense profits because of it; we
must now shoulder the result and
in doing so, since deportation is
the veriest nonsense, unity must
be our guiding principle. The his-
tory of Great Britain convinces us
of the futility of an endeavor to
force all into one mould. Rather
should we recognize the British
principle that each may contribute
something in literature, art, music,
devotion, patriotism, idealism, in-
dustry, intellect, thrift—something
worth while to the composite char-
acter of the future Canadian na-
tion. He pleaded that it was a much
better way to capitalize the good
that may be found in each rather
than accentuate the prejudices and
differences. Whether we liked it or
not, the evolution of Canadian his-
tory will be similar to that of the
British Isles. However, the British
character evidences color of each
of the various peoples that had
come to live in them. So in this
land, whether we like it or not, the
composite nature of our future
citizenship will evidence color,
much or little, of each of the peo-
ples of our variegated population.
Get the best, not the worst."

What is the purpose for which
the public school exists? The great-
est educators of all time have
practically agreed in the purpose
of education. The making of ad-
vances, intellectual giants, the pre-
servation of life, the cultivation of
good manners and aesthetic tastes,
the development of artisans, profes-
sional men, are all admirable in
themselves. Good fathers and
mothers, good husbands and wives,
good patriots and citizens—this is
the order. Argue the matter any
way you will and after you have
gone round and round it, you reach
the final place, the production of
good citizenship in our country.
Good British citizenship. To make
men and women who know the
British character, understand Brit-
ish institutions who believe in
righteousness, justice and freedom
for which they have been built up.
The public school, to do its duty,
must develop men and women who
are concrete exemplifications of the
British spirit, men and women who
this great struggle has demonst-
rated, will sacrifice life itself to save
these things for the benefit of him-
self, his family and his fellows.

To produce good citizenship is to
produce a great nation, which is but
the sublimation of the good quali-
ties of all the individuals and all
the elements contained therein.

What has language to do with
citizenship? There is no denying
the fact that it plays an important
part but let us not be led astray in
the conviction that it is the only
thing necessary to produce it. He
could conceive of a condition of
things that in the interest of all it
might be to some extent a sacrifice.
Patriotism is of the heart, not of
the mouth. One language has all
the advantages of one literature,
but there are advantages in other
literatures. It forms the common
bond but there are other common
bonds. It is a great factor in unity
but there are other factors in unity.
The examination of nationality dis-
closes the following factors that
usually enter into it but not always.
Race, identity, common language,
unity of religion, identical econ-
omic interest, geographical compact-
ness, common history and tradition,
one theory of government. All of
these must be considered in the pro-
duction of good citizenship. Four
hundred and twenty-two million
inhabitants of the British common-
wealth of nations are drawn from
every quarter of the globe. "Cut a
section through mankind and in
every layer there will be a British
citizen living under the jurisdic-
tion of British law."

Three hundred million people of
India speak fully 200 languages
and dialects and worship according
to a hundred religions.

One-fifth of the land surface of
the globe and one-quarter of all the
people constitute the British em-
pire, of which slightly over 50 mil-
lion are of European descent, the
remaining 350 million know no
English. In the colonies great num-
bers do not speak English. Canada,
the Mauritius and South Africa
recognize English and the native
tongue as official. Even in Zulu-
land, in addition to English, little
children are taught their native
tongue. The answer to the question
is then, that though language may
play an important part in the pro-
duction of citizenship, it is not the
only thing to be considered.

Is it in the interests of all that
all should speak a common lan-
guage? This house seems to be pretty
well agreed in the answer to this
question. In addition to the part
that language plays in the produc-

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ited, Ottawa.

onic reasons that all recognize. In
the interests of all the people of
this province there is absolutely no
doubt that all should be able to
speak a common tongue. In this
country all have agreed, and right-
ly agreed, that that language shall
be English. So our educational in-
stitutions should strive to cause
every child to have the best educa-
tion in English possible.

Is it an advantage or a disad-
vantage to be able to speak a lan-
guage other than English? He be-
lieved that, other things being
equal, the man who spoke two,
three or four languages would be
the more useful man, would be able
to get more out of life than the man
who spoke only one language.
There were a thousand reasons
that he did not think necessary to
emphasize at this time.

Will a common language of in-
struction increase the efficiency of
the public school in the production
of the best citizenship possible? If
we were to admit that language
was everything, the answer would
be easy. There were public schools
all over the British dominions and
when British democracy was in
danger, every unit of the British
empire contributed of its best in
men and money to save that prin-
ciple. There was never in the his-
tory of the world such a battle line
as the British battle line. White,
black, yellow, Jew, Gentile and
Heathen—a babel of tongues but a
united sentiment that is the essence
of citizenship in the British empire.
One common language will increase
the efficiency in the production of
citizenship only when another
language does not preach the things
that are opposed to the British
ideal.

Does the teaching of a language
other than English lessen the effi-
ciency of the school in the work of
imparting the best possible educa-
tion in English? Here is an impor-
tant matter? For the reasons out-
lined, all should know the language
of communication within the state.
It is the duty of the state to place
every child in possession of self-
protection in this respect. Whether
that possession may be attained by
the use in the school room of the
child's mother tongue is a matter
upon which the best opinions differ.
The premier had dealt with the
phase of the subject fairly fully
and it may not be necessary just
here to enlarge upon this subject.
The leader of the opposition also
pointed out that that was a matter
of opinion on both sides. Dr. Mer-
chant and other prominent men
favored the use of the mother ton-
gue. Other prominent and suc-
cessful men advocated the direct
method of speaking English and En-
glish only to get the best results in
the teaching of English to children
who come to school not understand-
ing English. There was no doubt
about it that in answer to this
question opinions were hopelessly
conflicting.

Having in mind this conflict of
opinion and the object to be attain-
ed by the public school, and having
in mind the part that language
played in the attainment of this
object, what other things are
worthy of consideration in decid-
ing the proper action to take. It is
obvious to everybody that because
of the great number of languages
constituting the mother tongue of
thousands of Canadian boys and
girls, it is an impracticable thing
to teach them all by the use of
their mother tongues. His own ex-
perience convinced him so far as
he was concerned, the splendid
progress made by the direct meth-
od. Another fact to be remem-
bered was that hundreds of schools
in Saskatchewan where the parents
speak a language other than En-
glish and where the trustees could,
if they chose to do so, have the
children taught in their mother
tongue, do not use any language

THE KINGLET'S CHRISTMAS SONG

By Fanny C. Harvey

I am a very tiny King,
Few birds are small as I,
And yet I wear a yellow crown,
A badge of royalty.

I shine and glimmer as I sit
Amid dark cedar trees,
I am a fiery of the day,
A shuttle of the breeze.

I am a radiant little King,
I have a little Queen.
We hover, flutter and alight
Our dainty fare to glean.

And then we hurry on our way
In the cold season grim,
When Christ was born and wise
men came
To bring their gifts to Him.

I am a dauntless little King,
I brave the wintry storm.
I wear an olive-colored coat
And somehow I keep warm.

And now and then I sing a strain
So faint and sweet and high,
The ear must needs be quick and
keen
To catch my minstrelsy.

A golden-crowned King am I
Of low yet high degree.
The One who guides the sage and
saint,
He deigns to watch o'er me.

Listen! my song of faith to hear
And from all care be free.
God guards the Kinglet from the
blast,
Will He not comfort thee!

English people are as anxious to
have their children become efficient
in the English language as their
English fellow citizens. He gave
them credit for that. They are suc-
ceeding well. To him it was an in-
dication that the privilege once
granted in the act was becoming
more and more less necessary to be
there. Quite true a privilege, once
granted, though never taken ad-
vantage of, when taken away was
not a pleasant thing to the persons
it affected. He recognized its effect
upon the unifying sentiment of the
people, but as he previously argu-
ed, all the effects must be taken in-
to consideration.

There was another thing to be
considered, that great numbers of
the children, especially in the rural
schools, left school when they were
comparatively young. The non-
English child goes to school know-
ing little or no English. He thinks
in his mother tongue, he speaks his
mother tongue at home, he speaks
it in the Sunday school, he uses it
in all his religious observations.
Should he not concentrate all his
energy during the few years at
school to get the best grounding
possible in the English language
for his own sake? Here was an-
other reason, a reason being recog-
nized more and more by the non-
English people of Saskatchewan,
that the very best effort should be
put forth during the few years of
school to get a sure foundation laid
that the child, when he leaves
school to battle with the world,
may have this weapon of speaking
the common language of the coun-
try to use in his own defence. The
few schools of the province using
the language privilege indicates
that the problem is surely solving
itself.

Mr. Sykes at this point got up to
make an explanation. While he was
still not prepared to support the
bill, there was some doubt in his
mind as to the amendment, and he
was not prepared to support the
amendment at the present time.
He also left the assembly and did
not vote.

Mr. Hogan, Vonda, said that
while he supported the bill he was
opposed to the repeal of section 177
of the School act.

B. Larson, Milestone, who first
said that although a supporter of
the government he could not sup-
port the bill, later on changed his
mind and declared that he would
stay for English and English only
in the public schools.

The vote on the amendment was
then taken. Only four, all members
of the opposition, voted for the
amendment, Donald MacLean,
Messrs. Badger, Gallagher and
Salkeld. When the vote against
the amendment was taken, the gov-
ernment members rose en bloc and
were supported by Col. J. A. Cross
from the independent ranks.

The bill was then given a second
reading and, it was announced,
would be considered in committee
of the whole.

Children Cry
FOR FLETCHER'S
CACTORIA