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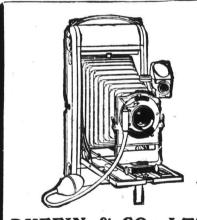
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The Needs of the Foreign Child

Written for The Western Home Monthly by J. Richardson

Between birth and death lies a life filled with possibilities and opportunities for social service, for a fully developed, rational citizenship, and incidentally for the betterment of the individual and the race in the fields of material, economic and ethical service.

For the purpose of such a life work every child is entitled to, and should get an education in harmony with our ideals, which shall be to him a many-handed blessing and which may shed a beneficent influence upon those with whom he comes in contact.

Economic considerations and governmental indifference to the welfare of the foreign born child debar it from performing intelligently the duties and responsibilities of citizenship.

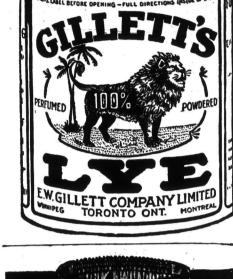
Child is responsible for his birth. knowledge of English as will give him Die he must in the course of time. an "equality of apparatus". English-speaking child.

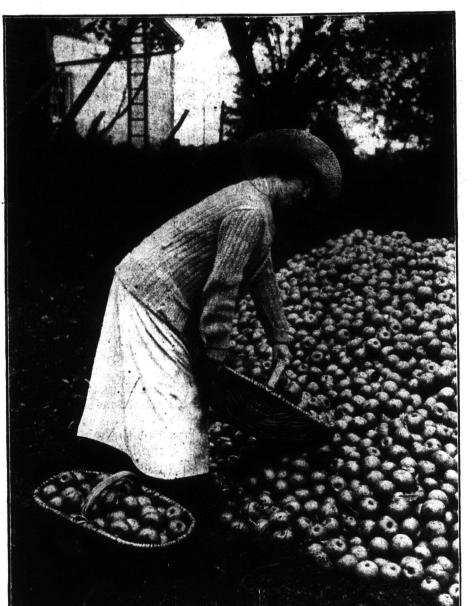
The greatest factor in the assimilation of the foreign born child is a knowledge of, and an ability to use, in every affair of life — the English speech.

Assimilation begins with the public school where the English tongue is the sole instrument of instruction.

Hence, for the benefit of both child and state, it is essential to provide the necessary school houses, but this would in itself fail, unless compulsory clauses are enacted, laws which can and will be enforced. A reasonable, regular attendance must be ensured, of course, without creating unnecessary hardships, if satisfactory results are to be obtained.

The Dominion government is largely responsible for the present difficulties.





Where the Apple abounds. Niagara District, Ont.

The education of the child of foreign | It settled these people in large areas and parentage is delayed by the exigencies of party politicians.

The parent and the state are jointly responsible for the education of the child and if the educational machinery be insufficient it must be supplemented with efficient machinery, and should any government, knowing its responsibilities, fail to live up to them, the only safe course is to remove that government and replace it with one that will deal honestly with the problem and face the difficulties, which have been created for political gain, with courage and determination, and place the foreign born child in such a condition educationally as will redound to his and the state's

No money honestly spent can be money ill spent in this cause.

The child's parent has a right to demand an education for the child, the duty of the state is to provide jointly with the parent the means of supplying a sane educational code

Since the English language is the speech of Western Canada it should be obligatory upon the state to insist upon every foreign child acquiring such a ment created.

often rigorously excluded an influx of English speaking settlers into such districts. The provincial governments having no control over these lands could not prevent such settlement.

During the last twenty years the public press pointed out some of the difficulties likely to ensue, but the Dominion authorities turned a deaf ear to the protests, but of course, that has usually been the course pursued, unless political gain was to be got by unstopping the deaf ear.

The B. N. A. placed education within the province under the control of that province and the Dominion government can point to B. N. A. and say the difficulties we have created by our method of settling our lands are yours to solve.

Moreover, the late government, in its mad desire to acquire fame for its vigorous immigration policy admitted vast numbers which it was impossible to assimilate, thus, a rank injustice was perpetrated upon the Western provinces, in order that evidence should exist as to the very vigorous policy it had espoused.

Therefore, the finances of the Dominion should be drawn upon to help remove the difficulties which its mode of settle-



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