

Just what does it mean to be a free-born Canadian citizen? Take that question away with you. Think it over in detail, and when Empire Day comes be prepared to convey to the boys and girls in your care an idea of how much they obtained from these four years of bitter struggle. A Roman citizen of two thousand years ago took great pride in his citizenship. You remember how, when the chief captain learned that Paul was a Roman, he said, "With a great sum obtained I this freedom," and Paul said, "But I was free-born." The freedom of our citizenship was bought for us by the lives of the lads who did not come back, and therefore our liberty is a priceless thing.

Canada has received many people from other lands. In the past we have not been careful of whom we admitted, but have taken in all classes from Germany, Russia, Italy, Austria, and given to them the privileges of citizenship. In the future only those who are physically and mentally fit must be allowed to enter. We have as much right to decide whom we wish to enter our country as to decide whom we wish to enter our homes. To those who come determined to be one hundred per cent. Canadian, who come prepared to identify themselves with this country, we will bid welcome. But if they come determined to stay German, to stay Ruthenian, we want them turned BACK! All immigrants must sign a declaration to obey all of the Dominion and provincial laws as they stand.

We realize the greater rights, benefits and privileges which are becoming ours, but let us remember that every right has its parallel duty; every privilege implies a responsibility. Let us lay not stress only upon the rights and privileges of citizenship, but also upon the responsibilities and duties of citizenship. Eternal vigilance is also the price of liberty. We must allow the entrance of no disintegrating factor from without. Are we capable of feeling humiliation? Think of the groups of people who said, "We do not like this thing and that thing in your laws. If we do not have to obey them we will condescend to come to your country"! And concessions were made, but never again! We will demand that any who come asking for citizenship must assume the burden it carries, too!

Your own work lies in the most hopeful field, among the growing boys and girls. The teacher is the true nation builder. Yours is the glorious privilege of inculcating the spirit of unselfish service. As your chairman has so well expressed, the only effective reorganization power is the spirit of the Carpenter of Nazareth. We must not only strive to maintain the standard of Canadian citizenship, but we must strive to train the men and women of the future to be worthy of the awful sacrifices of that fearful war, that the spirit of Canadian citizenship may be carried on in a greater measure to the generations yet to come.

DR. J. T. M. ANDERSON

THE TEACHER AND RECONSTRUCTION

I am glad to be here today, and to meet the school teachers of Manitoba in Convention assembled. It is ten years since I left the wilds of Northern Manitoba—for wilds they were then—to go to the wilds of Saskatchewan. Prior to that time I had taught school for two years in your province, and consequently I have a warm spot in my heart for Manitoba, and have been watching with interest its progress educationally.

The two splendid addresses to which we have listened this afternoon have covered a great deal of our subject, and surely left little for me to say, but I want to talk to you for a short time as one teacher to another. We have just sung very heartily "Pack up your troubles in your old kit bag," but we as teachers have been packing up our troubles in our old kit bag until the kit bag is nearly worn out, and the time is surely drawing near for these to be remedied.

We hear a great deal in these days of Reconstruction. Now, just what is Reconstruction? We find it hard to define. I am pleased to know that Major Newcombe substitutes the term Construction. The past great struggle, world catastrophe that it has

been, has given to us opportunities which could not have been ours otherwise. It has brought to Canada a national feeling such as she never has had before. It has brought our national and educational imperfections out in bas-relief. Let us set ourselves resolutely to the improvement of these. Let us set ourselves, in the light of the lessons the war has taught us, to the task of laying a solid foundation for a great Canadian nation that the sacrifice of our soldier heroes may not be in vain.

Western teachers, duty calls us as it has never done before. The future of our Canada depends upon the schools of the next ten years. From a population of only eight million, fifty thousand left in France and Flanders is a huge loss. The boys in the schools today must be trained to take their places, and therefore to you, teachers, duty beckons more strongly than ever before. Your work is the most important part in the problem of Reconstruction. We hear a great agitation for improved methods of agriculture, better machinery, better cattle. But what will these avail unless the farm sare owned by proper types of manhood? Yours is the duty