

Dawn of Tomorrow

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EDITORIAL

SOCIAL VALUE OF EDUCATION

All true education makes one a better man or woman and makes one more serviceable both to himself and to society and to the community. This being true then, the prime object of all education should be to fit the individual to the conditions (social conditions) by which he is surrounded. How to promote adaption of the individual to society, therefore, is the problem of education and herein lies the whole value of social education. It is the function of education to point out the value and the meaning of old sociological truths as well as to discover and point out new ones.

The aims which should dominate all education are first to diffuse such knowledge as enables one to interpret his social environments as well as other social environments, such knowledge as will enable one to gain control over the forces of nature as well as control over himself, third such knowledge as will enable one to be at one with his own social institutions as well as those institutions which embrace social progress of the world. It should also aim to teach of the individual social freedom as well as individual social responsibility.

Again it is the business of education to train and rear men and women who shall recognize the ties of human brotherhood and sisterhood. For the social relations of human beings are so intimate and the interest of one individual touches that of others at so many points, that to be able to lead a social life is all important.

Where then shall this training begin? It would appear that by all means we should begin with the child. For if, as we have intimated sociology is to control our educational policy, we should endeavour to give our children a consciousness of their place in the community and a sense of their responsibility to society as Ellwood has rightly said: "To think that good citizenship consists simply in vocational excellence is to misconceive the whole nature of social life and socialized education. Vocational education obviously can be made safe for democracy only by attaching it to a general program of social education."

"We must never forget that all men before they are members of any calling, trade or profession." Edwood rightly contends that social education must precede vocational education. Our children must first be taught the social point of view. They must be

taught to carry on their social life before they actually participate in it.

Social evolution has made its greatest progress through adaptation. We can understand therefore how necessary it is to begin with the coming generation whose habits are more plastic when we wish to institute reforms for the good of the social whole when we wish to eradicate evils, such as crime and the drink habit, and what shall we say of the value of education of the children who are born under the worst conditions in immoral and unsocial homes? Among such children education is capable of doing a great corrective and curative work. Starting in the kindergarten there must be a training which leads up to strong, healthy, growth morally, physically and intellectually, all of which makes for good citizenship. But if such children are allowed to run wanton during the first few years of their young lives, until evil habits become automatic in their lives, they will most certainly add to our already great number of unsocialized citizens.

But what of the social value of education of adults? Bishop Spaulding says: "The wise and good are those who grow old still learning many things, entering day by day into more vital communion, beauty, truth and righteousness." A nation's spiritual growth and prosperity depends upon the intelligence of all of its citizens. Millions of our citizens have remained children in education and are therefore, in need of continuous instruction. More and more we are beginning to realize that in a truly progressive community it is necessary for education to extend beyond childhood and youth into years of maturity. For how shall we have the proper social ideal, how shall we be able to choose that which is the best for the social unit or for ourselves individually, how shall we be able to overcome personal biases, to choose that which is best politically, ethically, economically or otherwise unless we keep abreast with the procession of education? How shall we understand how to choose out of life the things which sweeten and enriches human life except we be properly trained through education? For instance, when remember what a great per centage of our voting population are unable to understand intelligently the issues involved in any political issue, it will be seen how important the continuance of education is in any country whose government is determined by popular suffrage.

ETHIOPIA—BY WAY OF ENGLAND

"Mussolini may have Ethiopia, but England has got Haile Selassie." This comment by a contemporary editorial writer is exceedingly potent, especially after the refusal by League Powers to recognize Italy's conquest of Ethiopia and England's demand for continued sanctions.

We see Emperor Haile Selassie at some future time making a return journey to the Ethiopian throne by way of England and British bayonets. Il Duce is drunk with power and flushed with victory. Like Germany's Imperial Wilhelm in 1914, Italy too

has a Mad Dog and he is barking loudly. In fact he is so mad that soon he will essay to chew up vital British interests in Ethiopia and so promptly have his tail nipped by an angry lion—and it will be no helpless Lion of Judah.

Mussolini needs the waters of Lake Tana for his vast areas of dry land. England must have these same waters for the cotton plantations of Egypt which keep bread in the mouths of Britain's factory folk in Lancashire and Yorkshire. The first move that Il Duce makes to deprive English people of sustenance will find those same people demanding that their government should give him a spanking. The British Lion is slow to move but when he does there is no uncertainty about his actions. By land, air and sea Mussolini will have a real war on his hands and he will find that with Germany, France and Russia behind, it will be Italy around which an armed ring has been put. We are aware that Selassie will return to Ethiopia as a puppet ruler under Britain, but even that is preferable to the mockery that is Victor Emmanuel and Il Duce's Viceroy.

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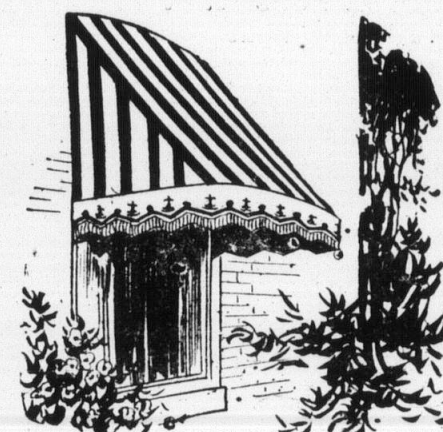
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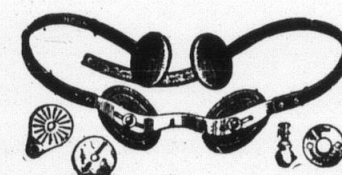
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