

beset by financial problems. Indeed, a number of them had to take part-time employment in order to finance their studies. This was the case, for example, of a German student, Jurgen Steinmeister, who came to Canada in 1955. In the following three years he mastered English, earned enough money to register at the Ryerson Institute of Technology, Toronto, led the first year students in his Hotel, Restaurant, and Resort course, and, in 1958, won a scholarship from the Ontario Hotel Association.

Similarly, Laurent Chretien, while taking his Grade XII diploma in Ottawa this past year carried on a full time job with the Quebec Hydro Commission.

But foreign born students have shown not only ambition but also considerable appreciation of their opportunities.

"Canada has been so good to me," said Silvere Brochez, "that it is time I started to repay Canada." He decided to join the RCMP.

"I am very interested in science," said Helmut Hesse. "I plan to make science my life's work."

Richard Kalinowski, a Polish-Canadian who established a scholastic record for Ontario in Grade XIII in 1953, explained that he had chosen the medical profession because "I want to help people."

Jack Heynen says he lives by the motto he has chosen for his Sunday School class: "We study that we may serve."

Why have so many immigrant children put so much effort into their school-work and conscience into their citizenship?

The answer is partly economic, partly psychological. Young newcomers are anxious to improve their place in society, and in scholarship they see a way to excel; they are anxious also to fulfill their parents' expectations; they realize the value of their opportunities; and, finally, they are often better-disciplined than are Canadian children.

Many Canadian students, challenged by finding themselves surpassed scholastically by newcomers, study more earnestly. They also acquire a better understanding of the cultures of the countries from which their immigrant friends have come. Unfortunately, teenagers have been known to taunt New Canadian students.

Since the children of immigrant parents enter Canadian schools at an impressionable age, they acquire Canadian customs and languages quickly. Their parents, however, are usually less fortunate. This is particularly true of mothers. Schooled in other languages and in other traditions, and with fewer opportunities for association with native Canadians, they take longer to integrate into Canadian life. The result frequently is that young immigrants tend to

become critical of their parents' adherence to old ways and of their inability to converse in English or French. Tensions sometimes develop in the home — often in direct ratio to the Canadianization of the younger generation in relation to the conservatism of the parents.

It is an unfortunate but understandable situation. It is here, however, that members of Canadian Home and School associations (and may we add Women's Institutes? Ed.) may be of genuine assistance to newcomers. Canadian and immigrant parents have a common interest in the progress of their children, in the development of their communities, and can learn a great deal from association. But, first of all, **newcomers need to be warmly welcomed** to such groups and to have the function and value of such meetings explained to them. Many newcomers are naturally shy and hesitant and it remains for Canadians to extend to them the hospitality and understanding which they themselves would like to receive.

Once in the group, foreign-born parents may be introduced to Canadian ways and thus begin to understand the changing viewpoints and aspirations of their own children. Even closer association in other fields of social and economic endeavor may follow, to the speedy advancement of the cause of integration. This year will see thousands of new students introduced to the Canadian way of life — and thousands of native-born Canadians to new opportunities for service.

★ ★ ★

THE NEW CANADIAN  
By Elizabeth Russell Hendees

I am an alien here, and yet  
I think as other people do,  
I love as others everywhere.  
To fullness of life I also aspire  
And long for friends who understand.  
Far from home, alone and strange . . .  
Behind a wall of language new and customs strange  
to me,

Is there no little open gate  
Where I may enter in  
To play and sing with you,  
To laugh and love and live with you,  
To work and learn and strive with you,  
To add my gifts to yours, and build with you  
A better world and larger life?

I am the new Canadian,  
No longer alien here,  
For I have found the gate that's in the wall.  
To me upon one golden day  
There came a friend.  
She knew my thoughts and ways,  
She was the Key  
To fit the long-locked door.

She led me in,  
And now  
I speak your tongue, I think your thoughts;  
I add my gifts to yours, and help you build  
The world anew in this our Canada.

★ ★ ★