

out this idea to a fuller extent even than the Social Settlement. The Reading Camp instructor identifies himself in every particular with the toiler and his life. He works all day at the same task with him, eats at the same table, sleeps in the same bunk-house, and takes the same risks whenever risks are involved. By this life of comradeship in daily toil he wins the confidence and friendship of the foreigners, and persuades many of them to make use of his services as an instructor in their leisure hours. He presides over a free reading camp supplied with newspapers, magazines, tables, games, and sometimes an organ or gramophone; provides, as far as he can, decent, interesting entertainment; conducts a service of praise on Sundays; teaches those who cannot speak or read our language to do so; sometimes gives instruction in the higher branches of learning; in a word, adopts whatever methods he thinks most likely under the circumstances to make him of human service to the men about him.

Such is the strenuous type of humanitarianism that is practised by the Reading Camp Association. That scores of Canadian students are glad to volunteer for such work speaks well for the physical and moral calibre of a large portion of our college men. Nothing but genuine enthusiasm for social service could sustain an intellectual man, month after month, and sometimes summer after summer, in such a life of toil and social privation. One of the students has become so impressed with the importance of teaching foreign immigrants our language that he has decided to give his life to the work and to spend two years in Italy so as to fit himself for work among the Italians in Canada.

The importance of such work as that carried on by the Reading Camp Association cannot be doubted by anyone familiar with the immigration problem. The public school can reach the children of the foreigner but not the foreigner himself, and unless he is helped by some voluntary association he becomes a citizen without knowing our language, our literature, or our institutions. Until the State itself takes up more seriously the problem of assimilating the adult immigrant, the Reading Camp Association, the Social Settlement, and other similar movements deserve the financial support and the heartiest sympathy of all public-spirited citizens.

TEACHING THE IMMIGRANT.

The recent book on "The Immigration Problem" by Prof. Jenks and W. J. Lauck sets before us what is in many respects the most extraordinary industrial and social phenomenon of modern times. The North American continent is receiving every year more than a million immigrants of varied races, colors, creeds, and nationalities. It must not only find a place for them in its industrial system, but, what is much more difficult, teach them its language, impart to them its standard of living, make them intelligently familiar with its institutions, and, if possible, quicken them with its higher ideals. The high standard of citizenship which has obtained in the United States and Canada in the past cannot be maintained unless the problem of assimilating the immigrants is successfully solved, for the majority of them are now coming not as in the past from Northern and Western Europe, but from Eastern and Southern Europe, where a low type of citizenship has always prevailed.

That this problem is not one for the cities alone but also for the frontier is evidenced by the eleventh annual report of the Reading Camp Association, which has just come to hand. This Association, which was founded by Mr. Alfred Fitzpatrick, does for the immigrants in the lumber and construction camps of the frontier what the Social Settlement is doing for those in the congested portions of great cities. The central idea in both is the identification of the social worker with the people among whom he is working, but the Reading Camp Association carries