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OBEY THE IMPULSE: BUY A STANDARD TODAY!

Inspiring Address To Canadian Club

Yesterday Dr. James C. Miller, Assistnat Director of Vocational Training for Ontario, Took for Subject "What Are We Doing With Our Greatest National Asset."

Bond's yesterday afternoon the members listened with rapt attention to an address by Dr. James C. Miller, as sistant director of vocational training for Ontario, who pointed out the increasing necessity of vocational training for the future citizens of Canada. The president, A. M. Bedding, was in the chart, and in introducing the speaker, pointed out that Dr. Millar had visited New Brunswack in 1219 when he was making a survey of the educational systems of the provinces with special reference to rural education. He has just now come from

In his younger days Dr. Miller lived in the only wooden dwelling in what is now the city of Regina. After the luncheon yesterday he was driven about the city to see the leading in

Dr. Miller is the assistant director of vocational training for Ontario, and was the man whom the Canadian government lent to Washington to aid in establishing vocational training for the American soldiers. The subject of Dr. Miller's address yesterday after noon was: "What are we doing with our greatest national asset?" and was

Canada is a young country richly en dowed in torritory and natural re sources. While our population is re latively small, it is in the main, coin posed of as fine and as virile human stock as can be found anywhere in the world. Our present human resources may be small in quantity but no apologies are needed regarding its potential qualities. Our greatest national asset is to be found in the undeveloped childhood and youth of our land and in the adults now actively participating in the affairs of life. Without this asset all other resources are of little avail and can accomplish nothing. May we take counsel together this afternoon for a few minutes regarding this basic and most vital of our natural problems. What are we to ow with the greatest of our national

assets?

From the point of view of quantity we must look for the increase in ou human resources to immigration as to home production. With reference to the former we need to give heed to the quality of the human stock that is admitted to our citizenship from be yond our borders. We must guard thouter gates and admit only the 30 With even greater intelligence as foresight must we take care that these who enter through the uner gates on childhood are physically and mentall fit to become real assets to the nation and not liabilities. We must safe guard the frontier of childhood agains disease, lack of viriety and physic defects. The efforts of our new metonal department of health to meet this responsibilities will be a supposed to the color of the colo

Our numan resources are increase through the immiscration of adults. I telligence requires that they be not telligence requires that they be not telligence as a group apart with social, positical and language barriers must be removed and they must be brough into intelligent and sympathetic a sociation with all the carried phases, so a calculate the powers of assimilation through instruction in English, in personal and etyle retitions, in economic and political organization and methods. The least the we can do is to assist them in breating through the language barrier. O tarlo, Manitoha, Alberta have recanized this responsibility and have

What of Childheed and Youth. It is the children of our native bor and the children of the immigrant that we find the source of our huma assects—the foundation material out owhich our nation is to be built, an through which it is to be maintaine and to find its growth. Our wisdon foresight and effectiveness in conserting, developing and utilizing the human resources that come to us through this inner frontier will determine on

In the efforts to meet this responsibility society has evolved a social situation which it calls the school whether it be kindergarten or university. It has placed the school as intermediating institution between the helplessness and immaturity of chief hood on the one hand and the opportunities and responsibilities of adult for the other. Its task is essentially threefold in character:

2—It must function as an educative agency developing and nourishing the life of the child with social, intellectual, moral and religious intent and at the same time giving it a mastery of the tools which it may itself use to continue this kind of nourishment

throughout life.

3—It must function as a selective agency discovering on the one hand the special talents of the children and developing these precious talents so that each may attain to full self realization and on the other hand ascertaining the varied demands of a child life so that it may assist in guiding the children into those walks of life where in they may find full opportunity for self realization and at the same time self realization and at the same time

that opportunity to render their greatest service to the welfare of society. Not many generations ago, the school was but the hand-main of the church. The emancipation of the human intellect from arbitrary authority led to the development of our universities and all that this has meant in times of, increased knowledge of nutures materials and nature's forces. The emancipation of the individual from arbitrary control carried with it

responsibilities be met as west as right and privilege claimed. The grants among privilege committee the individual from excessive economic pressure has brought not only the necessity but also the possibility of providing education for all citizenship and for vocational efficiency. The applications of several to the problem of discovering and utilizing nature's materials and so arranging and controlling nature's forces as

communication. transportation and production. The increased productive power thus obtained has made possible (1) the elimination of child labor until sixteen and even eighteen years of age and in fact until sixteen and even eighteen years of age, (3) the restriction and regulation of working day. All these without any great relative strain on the immense working day. All these without any great relative strain on the immense of working day. All these without any great relative strain on the immense in the momental ton of society. This immense evolution of society has, however, brought then complexity of our human relations and in the preparatory training needed by all those who desire to enter the field of commercial and industrial work. The equitable distribution of the results of this greatly increased productive power is the chief problem in running and purpose of our thought today is is sufficient to say that it has made it necessary to extend the school period for the training of our youth who are to the statement of the conservation of the results of the system of the running of our youth who are to the training of our youth who are to

If the school, the several institutions we as citizens have erected to care for the organized training of our childhood and growth, is to meet these increasing reoponsibilities, as business men and good citizens we must see that we make it possible for it to measure up to its responsibilities and having made it possible we must see that it does measure up to its opportunities for service. We are demanding that it care for the education of all the children of all the people, that it trains ome for intellectual and professional leadership and in the operative work in all wakes of life and usual train all in personal and social ideals and on the live principles of good citizenship. The problem of giving a preparatory training to those who are to enter the trades, the industries, the commercial schools if which will be as helpful to them as it be preparatory training we now give those who are to enter the professional in training for our youth while they are engaged in useful employment is generally and fundamental part in any programme for vocational training. The development of vocational children is the considered as in any way in conflict with cultural and professional training. He will be an increase it planned it well being an increase it planned it well being an increase it planned it well being an increase of the should be that of preventional responsionity is the that of preventional responsionity is the tent of the providing intellectual, mor all religious, pointed and social lead eachip will have to be greatly strength creat of the fifteent people will and industrially efficient peop

Gentlemen of the Canadian Club, wonder if we tuily realize our respossibilities in this matter. Beyond a question or doubt, before the childrenow in our schhools have run the course in life Canada will not be to Canada of today but a Canada of thity or it may be firsty millions of pe pie Think of what that means terms of opportunity times

sponsibility. These opportunities and these responsibilities wit nave to be met, in some sort of fashion by our boy- and girs of today. How do we want them to meet and to deal with them? When their day of trial, of stress and strain comes will they be able to look back and say "We are not afraid, we know and can do, because our fathers planned wisely and provided isberally to prepare us for the life that was before us." Will they be able to look back and say that or will our Canadian born boys and girs have to step aside and give the places of leadership and of conditions of leadership and of conditions to other strong of today have planned more wisely and more generously for the training of their young than we are

doing. Gentlemen, the extension of our educational service is not merely a personal or civil or even a provincia matter. It is all of these but it is the very foundation of our national life. What are we going to do with our greatest national asset?

Too Much Tobacco After Forty-Five Suicidal, Says Doctor

immoderate use of totacco and totacco in torty-five is suicidal, says Dr. Hirsci feid, eminent medical author, an other doctors agree with him Excestive use of tobacco is bad for anyon any time, and how much you call stand can only be told after you have used too much. Better to quit, an here Nicotol with help you, Get a fe Nicotol tablets from any druggist an let them drive the craving from you let you want to resume after seein how much better you feel without to bacco you can do so any time. Nicotol is sold under a positive money-but guarantee, it costs you little to quand nothing if Nicotof fails.

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