

their graduates would be picked up as fast as they were produced.

A professor on the staff of one of our Canadian universities once told me that the year before there were graduated sixty men in the Department of Electrical Science and five hundred positions fairly clamored for these trained men.

The more involved the social organism becomes, the more highly organized commerce grows, the more scientific principles and methods are applied to industrial processes, the more imperative it becomes that the captains of industry should be men of wide knowledge and highly specialized training to master the problems and guide the operations of our modern complex mechanism. And we believe the emphasis placed upon applied science and technical instruction in our modern system of colleges testify eloquently to the general recognition of the fundamental value of a college training as an equipment for life work and also of the desirability that there should be some adaptation of the college course to life processes.

Dr. Harris, the Commissioner of Education for the United States, after a careful investigation of statistics leads us to the conservative estimate that in the history of the United States the ratio of college graduates to the entire population is about 1 to 750.

A further study of the available data seems to show that this group of graduates, less than one-seventh of one per cent. of the population, has furnished nearly 40 per cent. of the men of outstanding wealth, over 80 per cent. of those called to the eminent financial position of Secretary of the Treasury, 32 per cent. of all Congressmen, 46 per cent. of the Senators, 50 per cent. of the Vice-Presidents, 65 per cent. of the Presidents, 73 per cent. of the Judges of the Supreme Court, 83 per cent. of the Chief Justices, 35 per cent. of the fifteen thousand names in the *Cyclopaedia of American Biography* and 75 per cent. of the one hundred and fifty names that have been placed on the scroll of the immortals of American history.

While we would grant that such statistics may not be absolutely accurate, and perhaps a closer study of the influences and forces behind the figures might reveal that the college training was only an important factor in the success of these prominent men, nevertheless we feel justified in making the modest deduction that it pays, both in efficiency and power, in emolument and honor, to send a boy to college.

That which brings increased wealth and added power to the individual means potency and permanence to the nation composed of the individual units; hence a college is a valuable asset in contributing to the commercial significance and political prestige of the nation.

After Napoleon had broken the power of Prussia at Jena and Austerlitz she set herself to rebuild the walls of her national greatness by the better training of her young men—there followed a period of almost feverish educational activity that many years after bore its fruitage in the Franco-Prussian war when the verdict of Austerlitz was reversed and the fair lilies of France trampled in the dust.

When the campaign was ended General Von Moltke, the commander-in-chief of the German forces, made this terse comment, "The schoolmaster has won our battles."

There is no doubt that the secret of the swift emerging of Japan from the mists of obscurity to a place in the rank of world powers is found in her favorable attitude toward Western education and in the emphasis she has placed upon her school system and the training of her youth.

George Kennan, who knows Japan and Russia equally well, tells us there is one book store in St. Petersburg to ten in Tokio; that 25 per cent. of the children of school age are in actual attendance at the schools of Russia and 92 per cent. in Japan; two years ago there were probably as many young men taking a university course in Tokio as in any other city of this habbling earth.

No wonder Japan overwhelmed her unwieldy antagonist, and the Mikado might well have echoed Von Moltke, "The schoolmaster has won our battles."

Great Britain cannot hope to hold her place in the van of world powers simply by laying down two super Dreadnoughts to Germany's one; it can only be if the young men of Britain are given a broader culture and a finer technical training than Germany gives her sons, for the personal equation is all important; it is the man behind the gun, behind the loom, the forge, who is the very centre of the problem and they who frame the curricula of the schools shape the destiny of the nation.

But we hasten to state that the development of the material resources of a country does not constitute the most important work of higher education.

A college training is not intended to sharpen the wits of a young man so that he may more effectually outwit his fellow men in the stress of modern competition; it does increase his earning power and greatly enhance his chances of attaining fame, and yet the highest function of education is not to enable him to make a living but to give him a larger life, to widen his horizon and lift his skyline; to help him to preserve a due sense of proportion; to emphasize the higher values; to deepen his appreciation of the true, the beautiful and the good and to aid him in achieving a character of noble aspirations and lofty ideals.

In this busy and commercial age some are inclined to judge everything from the standpoint of a crass materialism and superficially appraise everything by its present cash value; but we venture to suggest that the most valuable assets of a nation cannot be ear-marked and their place easily indicated in the profit and loss account.

What is the worth of culture to a nation? What is the value of the Bard who has made Stratford-on-Avon a world's shrine?

We speak of the England of William Shakespeare, for he has so opened the golden sluices of the day that the stream of influence of our English mother tongue is a river that cannot be passed over, waters to swim in, a mighty gulf stream that pours its flood through the Seven Seas and touches every continent of earth.

An intense spirit of patriotism inciting to self denial and righteousness of life means everything to a nation.

Our pride in our Anglo-Saxon birth, our devotion to land and empire are our very life blood whose throbbings sound the drum beats of a great destiny.

And we will never be able to estimate how much we owe, as an empire, to our master artists, our singers and teachers, our preacher prophets and poet laureates, the bards who have hung the nation's harp where the free winds of Heaven have breathed upon and thrilled the chords with the music pregnant with celestial fire; our statesmen who have "moulded a mighty state's decrees and shaped the whisper of the throne."

Though the unthinking man on the street may say of such men, "They toil not, neither do they spin," yet are they weaving the destiny of the race and are empire builders in the deepest and truest sense of the term.

They have kindled the divine fire on the altars of the nation and they who fare forth to the fight hum their music on the march to death.

And it is in emphasizing the higher values, in lifting up those lofty ideals of truth and righteousness, without a vision of which the people perish, that the paramount function of higher education consists.

Cecil Rhodes, who crept back from the shadow of a consumptive's grave to give a larger life to the race, dreamed of a time when the spell of the angel's song of peace and good will would hold the hearts of all in thrall and men would brothers be the wide world o'er.

But he was more than a sentimental dreamer—he was a prophet statesman who planned to make his dream come true.

He realized that the leading part in ushering in this millennial dawn must be played by the Anglo-Saxon race, and after earnest thought he said: "This will I do: I will gather together the very flower of our Anglo-Saxon youth at old Oxford, hallowed by its many sacred memories, the atmosphere breathing of the historic greatness of our race; so that, after they have lived and studied together in such