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THE VALUE OF THE COLLEGE IN NATIONAL LIFE

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It has been said that the Twentieth Century is Canada's Century, and certainly we are just beginning to realize as Canadians what a goodly heritage we possess. Our broad Dominion presents a panorama of surpassing scenic beauty paralleled only by the opulence of our natural resources.

Yet the true wealth of this great land does not consist so much in her minerals as in her miners; not so much in our great manufacturing plants as in the army of mechanics who, at the witching hour of five o'clock, issue from the swinging doors of factory and warehouse; not so much in our dairy products and enormous wheat acreage as in those honest yeomen who till the soil and reap the golden harvest; not so much in our splendid colleges as in the regiments of students who crowd these halls of learning with bright, eager faces and will go forth with trained faculties to build up a great nation's greater life.

When the mother of the Gracchi pointed to her group of stripling sons with the proud words, "These are my jewels!" it was more than a pretty bit of sentiment; it was the enunciation of a great truth; for the most valuable asset of any country is its manhood, and no nation can hope to enjoy continued prosperity unless it gives itself with intelligence and zeal to the task of the training and development of its youth.

Education is at the very basis of the wealth of a nation; for what are the natural resources of a country, however splendid, without the developing faculties of the children of men.

Wealth properly conceived, is the product of the energy and intelligence of the sons of toil; what we accomplish depends upon what we are, depends upon the quality of mind and character which largely constitutes the

economic efficiency of the workman who is the industrial unit of the social organism.

Edwin Markham some years ago wrote a poem describing "the man with the hoe," vivid, almost ghastly in the lines of its portraiture; but he who constitutes the problem and even the menace of the Twentieth Century is the man without the hoe, the man who holds not in his right hand that which is at once the symbol and implement of the work he can do well, that he has been trained to do; and the problem can best be solved if society will bring some form of adequate training within reach of every youth, so that he may be prepared to adjust himself to modern conditions and find a productive place in the industrial world.

The school house is the door to success; the Twentieth Century belongs to the trained man as no preceding era in the history of the race.

No matter what arena of commercial or industrial life a young man enters to-day he will ere long find himself brought into active competition with other young men who, in addition to the possession of the same faculties and powers he possesses, have those powers trained to a nicety; and in the stress of modern competition it is the trained man who almost invariably breaks the tape a winner.

Go to the Bethlehem Steel Works and you will see men in their early thirties occupying positions of trust and large emolument; men who not only know that pig-iron can be converted into Bessemer steel but also understand the principles and methods involved in the process; they are scientists as well as mechanics; many of them are graduates of the Massachusetts School of Technology and if there were ten such schools in Boston



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