

well as the *indirect* benefit of the whole people.

Great Britain, though somewhat late in recognizing that education is apt to lag behind instead of dominating social and industrial relations, is rapidly establishing provincial universities and agricultural and technical schools which are being extended in scope and increased in number. The prestige of having the finest cultural centers in the world without available channels for conveying direct to all the people the knowledge of the few, was not meeting her needs.

The development of the state university in the United States and its orientation in the educational system of the commonwealth has been the cause of amazement to the whole world, including some of the older seats of learning in that country itself.

Beginning with Ontario, Canada is developing a system of state or provincial universities. She has every reason to feel proud of those provinces which have taken up this logical and natural as also inevitable function, and no university in America, whether supported by state or private endowment, has developed finer standards or achieved more real success than the University of Toronto.

In order to meet her many peculiar conditions, some of which have been already mentioned, Canada must bring to her work all the help which can be afforded by the other nations of the world. She draws her citizens largely from them. Some of these are capable of adding greatly to Canadian cultural and scientific prestige. Many, however, must be regarded simply as raw material, brought to Canada for the purpose of their individual and collective improvement.

To hasten the process of Canadianizing them and to derive the greatest national profit from the best and the worst in the shortest possible time are most important.

If we are not satisfied to wait until the second or third generation for results, we must provide leaders who know conditions in both lands. The best brains of their countries may be used to leaven our land. They and Canada's strongest sons who have been trained in both lands are needed in our universities and schools.

The example of Japan in this matter is worthy of our emulation if we are to take and keep our place with other nations and bring to the empire what she has a right to expect.

There is no one force which can do more in this important undertaking than the provincial university when properly articulated with the other educational units of each province, if these resulting provincial systems are properly coordinated and organized into a workable national mechanism.

CONSERVATION OF NATIONAL RESOURCES

It is most important that we appreciate our responsibilities for the heritage which has been given us. We must not be intoxicated by the realization of nature's prodigality. In the exuberance of our youth, we must not sow national wild oats for our children and children's children to reap.

We must conserve our national resources intelligently, which means that we must use and not abuse nature's gifts to us. We can well take warning from the experiences of the United States, where it is being found necessary to hold annual conservation congresses, one of which is now in session at Washington, D. C. At this congress, forest conservation will receive first attention, the desire being to specialize on some one phase of the conservation program at each meeting, for the purpose of achieving more lasting results. In the call issued for this congress, the following announcement is made: