

be the function of these qualities to put a keen edge upon those bigger ones that alone can make a man a formidable power in the world of commerce. Commerce is more than a game of wit or a game of deceit.

This brings us to a third group of aptitudes, which will be rated the higher the more thoroughly we appreciate the exigencies of modern commerce and industry. Typical of this group or aptitudes are the powers of observation, concentration, analysis, reflection and forecast. These are powers of mind. I cannot stop to describe, except most briefly, the changes in the organization and structure of modern industry that has given the primacy to these aptitudes. Those changes are the outcome, of course, of the wonderful improvements wrought in the machinery of production, transport and communication. The advantages that large-scale operations possess over small scale, in the distributing no less than in the manufacturing industries, have greatly increased the size of the modern business unit. The same order of circumstances has also greatly increased the complexity and range of business. Local industry and

local markets have given way to a world industry and world markets. Its cargoes are marked "outward bound;" the empire of commerce is pushing its frontiers to the ends of the earth. At the same time business has become more speculative, because more uncertain.

The modern industrial world devotes a larger proportion of its energy and resources to the production of goods for future consumption. "Futures" in this sense are a necessary feature of all trade. Plans are laid long in advance; their issue at best is uncertain. But the uncertainties can be greatly reduced by skilled and deliberate calculation. It is one of the highest functions of scientific training to develop the power of forecasting future conditions. Comte made the power of prediction the test of true science. Here we have an extraordinary group of mental aptitudes of the highest service in business, where reinforced with the requisite special knowledge, that are capable of development in most men through the training which it should be the aim of the college of commerce to provide.—*University Record*.

THE LAPSE OF RELIGIOUS TRAINING.

MR ARCHIBALD MACMURCHY, the editor of the EDUCATIONAL MONTHLY, some time ago started an interesting inquiry into the question, how far the youth of Ontario were being instructed in the Scriptures. An examination paper containing an equal number of about equally difficult questions on the Scriptures and on the old Greek and Latin classics was submitted to the students in a Collegiate Institute, the answers to which showed clearly that the young people knew more about the classics than about the

Bible. The Bible is taught in the Sunday school. It is read, but not in any way commented on, in the day schools, whereas classical literature and allusions are naturally a subject of untrammelled study in these. Following up the same inquiry, Mr. A. W. Fisher, an educationist of Galt, recently prepared a paper consisting of twenty very elementary questions on Scripture knowledge, which he got submitted to the pupils of four High Schools and Collegiate Institutes in widely diverse places in Ontario and to those of