

Le Commerce des États Unis.
Quelques Mots sur la Question
es Sucres.

Le Pétrole du Caucase.
Droits d'Entrée sur les Denrées
Alimentaires.

De l'Instruction Commerciale.

La Politique Coloniale.

Le Partage de l'Afrique.

The most recent effort of the Association has been the organization of an International Congress on Commercial Education, which was held at Antwerp in Easter week, 1898*.

One other point ought to be alluded to in this connection. Belgium, as is well known, is unhappily divided by religious differences. And, though theological matters do not enter into the curriculum of the Institute, nevertheless there is a strong tendency among Catholic parents to prefer to send their sons to places of education which are under distinctly Catholic influence.

This leads me to say a few words on the subject of discipline. The regulations of the Institute follow the ordinary model of a foreign university. The students, when outside the premises of the Institute, are under no disciplinary supervision. There is no residential college, but one or two of the professors take boarders into their houses. Students are not admitted to the examinations unless they produce a certificate from the principal teacher of the "Bureau" to the effect that they have worked through at least four of the principal subjects of the curriculum. Breaches of internal discipline

*A report of the proceedings of the Antwerp Congress will be found in the *London Technical Education Gazette* (P. S. King, 9 Bridge Street, Westminster), for May, 1898, (p. 60-6). The full official report of the Congress has since been published (Theunis, 28 Rue du Lombard, Antwerp).

would be punished by the withdrawal of leave to attend lectures, or, in extreme cases, by expulsion from the Institute.

In this, as in every department of its work, the Institute gains much from being on a public basis. It can take its own line in difficulties, and is under no constraint to conciliate individual whims and fancies. The plan of studies is approved by the Government. In educational matters full freedom is given to the teaching staff. The professors can aim at what is educationally best, and are not hampered by any anxiety as to numbers, as would be the case if they were "paid by results." Government inspection and the *esprit de corps* of a great institution secure efficiency, and furnish the guarantees for which the public and the parents have the right to ask. I was assured by those on the spot that it would have been impossible for the Institute to have won its present position on any other terms.

The professors have not themselves actually been in business, but they have one and all strong business interests, and are practical men. They live in a commercial atmosphere, in a great commercial centre. This, the director urged upon me, is essential to the success of such an institution. It must be in the middle of things, otherwise it would become "academic," and detached from the facts of commercial life. It by no means follows that a man actually or recently engaged in business would give the best commercial instruction. In manual training (to quote a parallel case), it is by no means the case that a working carpenter best teaches a class of boys to do woodwork. What is essentially necessary in both cases is the *teaching gift*, to which (in the case of the com-