

sources, and every exporter can show large balances at the debit side of profit and loss as the result of shipping to Britain. This has been changed by trained teachers holding Dairy Schools throughout the country, and to-day our butter rivals Danish butter in the British markets, as the increase in the value of its export, which in 1894 was valued at \$437,988, in 1898 was \$3,217,004.

I need not mention cheese, in which we have long held supremacy. Though not the purpose of this paper to deal with articles of trade, I may be pardoned for remarking that in connection with our fruit waste, the loss from which annually would reach enormous figures, we should be able to manufacture jelly, the annual production of which would surprise us, and an export trade in it would in a few years equal that now done in butter. There are two factories in Dusseldorf on the Rhine that for this purpose alone use annually 550,000 lbs. of German fruit waste, and about 2,000,000 lbs. from Holland to manufacture into jelly. What prevents us doing this trade? I answer, want of technical instruction in this line, but in addition to efficiency in production, we must have equal ability in distribution, and this brings us to notice the necessity of some training for merchants that will be technical in its nature and broader in its application. Commerce fills a larger place in the world to-day than ever it did before. To this generation and the next are open broader possibilities than were ever the good fortune of any previous age to possess. The application of inventions to the annihilation of time and space has made all the nations of the world near neighbors, and has swelled the volume of trade far in excess of the growth of the world's population. This has caused an increasing keenness of competition until now success may depend upon the skill and shrewdness of the men who manage the business of distribution. It has been said, "Commerce is the basis of all true civilization." If this be accepted as correct, then it follows that those who direct commerce should have special training to fit them for their responsibilities. It is to the belief that this is the case, that the necessity of commercial education is occupying so large a place in the discussions of commercial bodies. One of the significant facts of the time is the demand for an education that fits young men for the practical requirements of the business world. The conditions of this country to-day are ripe for the introduction of a curriculum even in our elementary forms looking towards training boys for business careers. Germany, France, Belgium, Austria and Switzerland are conspicuous for the introduction of commercial courses leading up from the elementary through the secondary to the Commercial High Schools. I have seen in use in the secondary forms in Belgium and France an admirable system of actual business plan of teaching business and accounts, and a scheme of laboratory business practice, wherein the pupil is trained to do business as it is