

of the chemists no striking results are expected for a year or two after their appointment. They devote themselves to the special task allotted them, and in time fully justify their appointment. Nowhere else has the gap between the educational system of the country and the practical interests of commerce been bridged in so effective a way.

From conspicuous examples of the prizes and positions that are within his grasp, if diligence, application and hard work be accepted as the conditions of winning, the German student enters upon his work with a different spirit from many students on this side, whose idea of fame often consists in his desire to be champion in all athletic contests, and the work of the German student is aided by the display of a similar spirit to his own. When it is desired to start a school the funds available are not invested in expensive buildings, but instead any large building with good walls and sufficient space is pressed into service, and the real expenditure is unstinted in the employment of teachers full of the spirit of research and demonstration, whose zeal has been increased by constant investigation, rendering them fully capable of inspiring others with the same zeal. To these men no saving of any sum in salary necessary to secure them is considered, and this should, I think, be our policy. The school is not the building. It is the staff who teach, and the spirit communicated, and the ambition awakened that influences the intellectual and scientific life of our country; the value of this cannot be measured by dollars and cents. I trust we will not commit the folly of erecting magnificent buildings first, at a probable cost of, no cautious man dare hazard a guess how much; if done in the same prudent, economical, business-like manner that has characterized the erection of some other edifices, the scheme would be crippled, the usefulness of the school impaired, and a stunning blow be given to the success of the school that a generation could not repair. I would endow brains instead of bricks, and secure as teachers men who can lead the students to new intellectual levels, and increase their regard for the truth in acquiring practical knowledge based on human experience.

Having now hastily given you a cursory glance at what has been accomplished in Germany, I will summon courage sufficient to outline what from the standpoint of a merchant should be done in Canada. I maintain that production and distribution are the two specific sides of trade. If distribution be weak, production will be retarded. If technical education be necessary to the mechanic, it is equally so to the merchant. Assuming that there will be no difference of opinion on this point, we will first discuss what can be done to make production more effective. It is characteristic of the Germans that they prepare a long way ahead; they are not impulsive reformers, but proceed systematically upon the bases of what exists, changing it as conditions of life demand. In this way I would introduce elementary technology into all forms of