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The following is the text of Principal Galbraith's address at the banquet given in his honour December 21st, by the students and graduates of the School of Practical Science:—

1906.

The Function of the School of Applied Science in the Education of the Engineer.

Mr. Chairman and Gentlemen—

NO words of mine can do justice to the magnificent reception tendered me this evening by the graduates and students of the School of Practical Science. It falls to the lot of few to receive such an ovation and I know that you will forgive me if I fail to express in measured phrase, the feelings which overpower me.

In casting about for a theme on which to address you this evening it seemed to me that it would be appropriate to the occasion to give you my views on the subject of engineering education formed as they have been largely on my experience of the last twenty-one years in the School of Practical Science, and on my knowledge of the success of our graduates.

The fact that our course is in a measure unique, differing as it does in some important respects from the usual four years' course in the great universities of the continent, may add some interest to the subject.

When the school was remodelled and removed to its present site in 1878, by the late Hon. Adam Crooks, Minister of Education, the faculty consisted of the late Professor Croft Chairman, Professors Chapman, Loudon, Ramsay Wright, Dr. Ellis and myself. On Professor Croft's resignation he was succeeded in the Chair of Chemistry by Dr. Pike, and the late Sir Daniel Wilson President of University College, became the Chairman of the Board. Professor Baker was shortly afterwards added to the staff. In its early days the school could be considered only in the light of an experiment. It became evident that it ought to serve the necessities of the Province rather than those of the municipality like its predecessor the College of Technology. Each member of the board of 1878 gave the question of the function of the new school close study and earnest thought, and I hope that I am not making an invidious distinction in mentioning more particularly in this connection the services of President Loudon, who from the early seventies to the present time, has been a thoughtful and clear-sighted student of the various developments of technical education. About the year 1888, the present Premier, the Hon. G. W. Ross, then Minister of Education, recognized that the time had come for putting the School on a broader basis and for introducing the practical or laboratory method of teaching into all departments. To provide against the possibility of serious mistakes he decided