

The Canadian Engineer

WEEKLY

ESTABLISHED 1893.

VOL. 19.

TORONTO, CANADA, OCTOBER 20, 1910.

No. 16.

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Issued Weekly in the interests of the

CIVIL, MECHANICAL, STRUCTURAL, ELECTRICAL, MARINE AND
MINING ENGINEER, THE SURVEYOR, THE
MANUFACTURER, AND THE
CONTRACTOR.

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Present Terms of Subscription, payable in advance:		United States and other Countries:	
Canada and Great Britain:		One Year	\$3.50
One Year	\$3.00	Six Months	2.00
Six Months	1.75	Three Months	1.25
Three Months	1.00		

Copies Antedating This Issue by Two Months or More, 25 Cents.

ADVERTISEMENT RATES ON APPLICATION.

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London Office: 225 Outer Temple, Strand, T. R. Clougher, Business and Editorial Representative. Telephone 527 Central.
Address all communications to the Company and not to individuals.
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NOTICE TO ADVERTISERS.

Changes of advertisement copy should reach the Head Office by 10 a.m. Friday preceding the date of publication, except in cases where proofs are to be mailed to distant points, for which due time should be allowed.

Printed at the Office of The Monetary Times Printing Company, Limited, Toronto, Canada.

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TECHNICAL EDUCATION, UTILITY SCHOOLS, ARTISAN SCHOOLS.

The Royal Commission on Technical Education has for some months been taking evidence, gathering information, assimilating and systematizing the recommendations placed before them, so that they may present a clear and useful report that will be satisfactory to the labor man, the employer of labor, and the educationalists of the nine Provinces of Canada.

The chairman of the Commission has for years been a leader in the departments in which he is working, and he stands out clearly as a leader of this Royal Commission. He doubtless has in his own mind definite ideas as to what is expected of the Commission and of what he hopes to accomplish, but as yet we fail to see evidences of the grasping of that ideal, either by the public or by the witnesses that foregather to enlighten the Commission.

Educational training of any kind to be successful must have that element of commercialism, a demand, before there will be results that are valuable. The demand for technically trained men is being well met by the applied science faculties of our Canadian universities. Students seeking technical training will enter these departments in sufficient number just so long as the course outlined prepares men for the different branches of engineering. These courses will be prepared with this end in view just so long, and only so long, as the professors in the departments are not only teachers but engineers. Our applied science faculties yet fail in filling the part they should play in our educational system, unless the heads of departments are more familiar with what should be taught than how to teach. Teaching is one of the most noble and honorable professions, requiring patience, tact and judgment; but it is also true that you can secure ten men who can teach successfully for the one who has the foresight and vision and leadership that makes it possible for him to prepare a well-balanced curriculum and to inspire the student so that he feels each subject in the particular line of work which he is preparing himself for is absolutely necessary. Suggestions in the matter of technical education which may come from the Commission, although applicable at the time of the preparing of the report may in one year have so little direct bearing upon the then present educational matters as to appear absurd. The one report on this question that the Commission may safely make is that the professors in the engineering colleges must be men with a commercial instinct.