

Nearly half a million dollars were expended in new construction and improvements.

To guarantee an adequate supply of lead ore for the Trail smelter the Consolidated has entered into an agreement with the Canadian Metal Company, whereby it secures the Canadian Metal Company's entire output of lead and zinc concentrates for a period of years. The Consolidated Company has a strong hold upon the Canadian, Chinese and Japanese lead markets. Hence this step was necessary.

The report is signed by W. H. Aldridge, managing director. It concludes with a warm recognition of the valuable services of several of the company's officers. To Mr. R. H. Stewart, mine manager, is attributed the excellent condition of the company's mines.

Messrs. Jules Labarthe, T. W. Bingay, William Chambers, John F. Miller, A. J. McNab, all of whom are officials connected with the Trail smelter, are given especial credit. Mr. R. Purcell, Mr. W. P. White, Mr. Charles Biesel and Mr. John M. Turnbull, who are responsible for various individual mines, are placed in the same roll of honor.

Such open recognition of faithful services, coming from a superior officer, is evidence of harmony and cooperation among the various members of the staff.

THE VALUE OF CORRESPONDENCE INSTRUCTION TO THE MINING MAN.

This is the title of a paper read by Mr. H. H. Stoek, editor of *Mines and Minerals*, before the American Mining Congress at its annual meeting in Joplin, Missouri.

Mr. Stoek traces the history of the International Correspondence Schools. The story of the origin and phenomenal growth of this institution is one of absorbing interest. The actual beginning of mining instruction was made about 1885 by Mr. T. J. Foster, who started a series of technical articles in the *Mining Herald*, published in Shenandoah, Pa. These articles "were intended to assist the ambitious and studious men about the mines."

From this small beginning has resulted a system through which 34,496 persons have received mining instruction.

The success of this important movement is justly attributed to the actual need of just such simple, flexible and practical educational method and to liberal "inspirational" advertising.

By means of carefully compiled statistics, Mr. Stoek demonstrates that in general the correspondence student makes a more energetic and successful miner than the miner who relies upon his unaided intelligence. The fact is accentuated that no man can learn by correspondence unless he is willing to make sacrifices of his spare time, and that this very willingness argues the presence of more than average backbone.

Many mining engineers, graduates of technical colleges, pay for a correspondence course for the sole purpose of securing a set of the International text-books. Others again, after leaving college, take the correspondence course as a supplementary training.

Reading Mr. Stoek's clear and forceful paper impresses one with two things. Firstly, the International Correspondence Schools have done a vast amount of good. They have opened the way to promotion for hundreds of men to whom the doors of our colleges are closed. They have imparted the right kind of instruction in the best available way to the men who most needed it. For these men, workmen, foremen, and bosses, our Canadian educational systems have made little or no provision. Only in Nova Scotia is a serious attempt being made to meet the requirements of these classes. Hence, both in Canada and the United States the correspondence system has performed a function of extreme importance.

But, excellent as is the system of the International in conception and in administration, efficient and complete as are its courses, it is obvious that its very existence is due to a vital defect in our present educational conditions. The absence of any provision in our schools and colleges for means to do the work that is done by the correspondence schools is anomalous and anachronous. We are not over-stating the claims of what, for lack of a better name, we designate the laboring classes, when we say that in all large communities they are and must be paramount. These claims our educationists have so far neglected to consider, and the correspondence schools have filled the gap.

The correspondence schools, of which the International is by far the largest and most important, have been created to supplement present educational systems. In this sense they are an artificial growth. To Canada their existence means a loss in money; but, also, a more than compensating gain in the increased efficiency of student-workmen.

It has often been pointed out that this money should be kept in Canada. This, however, is not the point. The benefits conferred by the International Correspondence Schools alone are worth more than can be expressed in terms of money.

The real question is this—must we not, as Canadians, see to it that to every man is given at all times the opportunity of securing exactly the kind of education he needs? It is not necessary to disparage the correspondence schools. It will, rather, be necessary to emulate them.

A ROYAL COMMISSION NEEDED.

The Toronto Branch of the Canadian Mining Institute has formally requested the Ontario Government to appoint a Royal Commission "for the purpose of revising, simplifying and amending the 'Mines Act' and the 'Act to Supplement the Revenues of the Crown.'"