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ENGINEERING DEPARTMENT, QUEEN'S.

Thirteen may be an unlucky number, but the thirteenth annual dinner at the School of Mines was no unlucky function. Queen's Engineering Department know how to entertain and how to properly mix good-fellowship and education.

Queen's University has a total enrolment of fifteen hundred and seventeen, an increase of one hundred and sixty-six over the registration of the previous year.

In the department of engineering the registration for 1909-10 is three hundred and ten, an increase of twenty over the 1908-9 enrolment. The work this department is doing for the university and for the engineering profession has for some time been recognized. The world of affairs and business must respond to a department which yearly sends out sixty or seventy men to take part in its activities.

Queen's men are loyal to Queen's, to their chosen life-work, but they are not so clannish but that they can recognize the good work of others.

In that spirit Queen's graduates have made good—they are benefiting; so will Queen's.

INDUSTRIAL EDUCATION.

K. A. Mackenzie, B.A.Sc., in Applied Science.

Beyond all question the movement for the improvement and extension of education along technical and industrial lines has come to stay. Each country must choose for itself whether it is to keep up with the procession or drop out of it; no country has any other choice left. On the broad lines of technical education Canada is twenty years behind Europe and at least ten years behind the United States.

The example of Germany is continually quoted in furtherance of all appeals for advancement along these educational lines. In Germany the education is threefold—the masses or the ordinary laboring man; the university or the engineer; and, lastly, the manufacturer. All will admit the extent to which Germany has succeeded in every branch of industry to which scientific method is applicable; and at the present day that includes all industries. It is just a question how much of this success is due to secondary education. The fact is that the German labor material is somewhat different from the English. The German will apply himself and work harder than the average Canadian, and this in some measure is the secret of German success. The average Canadian is just as intelligent, just as ingenious, and besides has infinitely more initiative than the average German.

Many claim that the real secret of German success lies in higher technical education; i.e., in the education