

CURRICULUM AND TEACHING EFFICIENCY.

Up to some ten or fifteen years ago there was a trend in the curricula of engineering schools generally towards greater specialization. McGill did not follow this trend very far. Experience soon showed that while some parts of an engineer's training could be given in the class room and laboratory far better than elsewhere, other parts could be best obtained in the field, shop or office under actual commercial conditions and with the stimulus of responsibility. In the meantime the rapid developments in engineering science demanded a more thorough training in the fundamental sciences, mathematics, chemistry, physics, mechanics and the like. This demand made it difficult to maintain even the moderate degree of technological specialization which we had and which for several reasons it seemed desirable to maintain, without a better entrance standard. It was therefore decided to adopt full senior matriculation as an entrance requirement. Since, with perhaps one exception, none of the schools in Quebec, public or private, prepared students for senior matriculation the only alternative was to prescribe one year in the Faculty of Arts. This, although not an ideal arrangement, had the advantage of making the student somewhat accustomed to university life and methods before entering upon the rigorous course in Applied Science. This change, which became effective in 1927, had the inevitable effect of reducing the number of students entering the first year to a serious extent. This will