

SUPPLEMENT TO THE MCGILL NEWS

Many replies to this question are very properly qualified. The weight to be attached to special training, for example, depends greatly upon the duties for which a man is required. It will be observed that the only qualifications to which the majority attach great weight are character and initiative. Scholastic record fares badly; the vast majority considering it of little or moderate importance. While much may be said for this point of view were high scholastic record considered an end in itself, the writer's experience in placing graduates and following up their careers leads him to think that it is a valuable "indicator" of other desirable qualities. The imposing list which could be drawn up of graduates with high scholastic rank who have been exceptionally successful, a list which certainly could not be duplicated from any other group of equal number, seems to point in the same direction. However, the subject is too controversial to deal with here.

QUESTION 13. "Please indicate . . . the manner and extent to which you believe your college experiences have been valuable to you."

The percentage of replies under each head is indicated below.

	<i>Little or none.</i>	<i>Moderate.</i>	<i>Great or very great.</i>
Discipline in methods of thinking or habits of work	11	25	64
Knowledge of the fundamental principles of science	1	22	77
Training in engineering courses and direct preparation for engineering work	17	41	42
Training in shops, laboratories, etc. (acquisition of craftsmanship)	33	41	26
Acquisition of the basis of a liberal education	27	38	35
Inspiration and guidance from members of Faculty	35	30	35
Associations and friendships with fellow students	27	30	42
Development derived in a not easily definable way from the college life and atmosphere	12	31	57

A more detailed study shows curious fluctuations in opinion from one period to another. During the war years, for instance, both faculty influence and that of fellow students were sharply reduced. Both, however, more than recovered their ground when the storm passed away.

The replies to question 14 indicate the percentage of graduates reporting who have continued their technical education since graduation by each of the methods stated.

Graduate work in college or university	15.5
Extension, correspondence or similar course	14.5
Systematic self planned and self-regulated study	25.2
Systematic study or courses given, supervised or required by employer	47.5
Such unsystematic study as requirements of work have demanded	71.3
Other methods	16.7
None worth mentioning	12.0