

SUPPLEMENT TO THE MCGILL NEWS

The business aspects of engineering, including law and accountancy, received the greatest amount of support, followed at a considerable distance by economics and English. Languages, cultural subjects and greater insistence on fundamentals also received some emphasis.

QUESTION 7. "What courses or lines of study you took in college have you found of the most practical or professional value to you?"

The palm is in this case awarded to the technical subjects of the major divisions (Civil, Electrical, etc.). Mathematics and Applied Mechanics, broadly considered, in the order given. Physics and Chemistry come next. Economics and Law which have been in the curriculum for many years do not seem to have measured up to the expectations indicated in the replies to Question 6.

QUESTION 8. "Please indicate your judgment as to the order of importance to engineers of the following four divisions of subjects of curricula, cultural, scientific, engineering, economic."

Adopting an arbitrary scale, the replies may be summarized as follows:

	<i>Weight</i>
Cultural group, languages, history, etc. . . . .	45
Scientific group, physics, chemistry, mathematics, mechanics, etc. . . . .	100
Engineering group. . . . .	92
Economic group, economics, law, etc. . . . .	66

A more detailed study of the replies shows that graduates in each of the major divisions attach about the same relative weights to these groups.

QUESTION 11 asks, "Which of the following statements most nearly expresses your views as to the objectives of engineering courses?" The vote is as indicated.

- (a) To train broadly for the general needs of industry (the word "industry" being used in the broad sense). . . . . 18%
- (b) To train for the specific needs of specialized divisions of engineering practice—to give a professional type of training of the same general character as law and mechanics. . . . . 9%
- (c) To provide the former type of training for the majority, but provide the latter type for those who desire to spend the additional time needed to acquire it. . . . . 73%

QUESTION 12. "If you employ, or have to do with the employment of engineers, please state the relative weight which you give to the following qualifications . . . ."

The table gives the percentage of replies under each head.

QUALIFICATION	RELATIVE WEIGHT		
	<i>Little</i>	<i>Moderate</i>	<i>Great</i>
Evidences or estimates of good character. . . . .	1	24	75
Physical qualities, including appearance and neatness. . . . .	11	72	17
Scholastic record. . . . .	34	58	8
Evidences of initiative and qualities of leadership. . . . .	4	21	75
Training in a particular course or specialty	23	52	25