

additional work of the regular third and fourth year courses leading to that degree. Experience shows that only a small proportion of students follow this procedure, and the full purpose of the course is therefore not attained. Those graduates who do not complete the work of the course in Electrical Engineering have had very little real engineering training, and their course differs from that of other graduates in Engineering Physics mainly in that they had their preliminary training in mathematics and the fundamental sciences in this Faculty rather than in the Faculty of Arts and Science. Their training in mechanical and geometrical drawing and surveying is no doubt of definite value, but broadly speaking when students taking high standing in our first two years leave us to take Engineering Physics and do not return to complete the Electrical Engineering course, there is a distinct loss so far as engineering is concerned. It is questionable whether those who have a bent for research, particularly along industrial lines in which wide opportunities are offered in electrical engineering, would not be better advised to complete the electrical engineering course, and proceed subsequently to a higher degree in pure science. They would obtain the engineering background, which is otherwise lacking by reason of the partial fulfillment only of one of the main ideas underlying the course. The increased facilities for study of communication engineering in the Department of Electrical Engineering are attracting the attention of students keenly interested in mathematics and physics, and some adjustment of ideas may take place naturally, whereby there