

minority; we can do nothing." Such reply is a cowardly excuse to cover over selfish indifference. The facts are these: we send up men from English schools to this examination, well prepared according to our system, to begin the study of the profession of law; many of them are graduates in Arts from our Universities—some of them medal men in this course—with what result? to have many of them fail, while even our best men take a low place in comparison with those trained in French Schools. Let any fair-minded man look over the results of these examinations, and he cannot but come to the conclusion that the present regulations are a gross imposition upon English candidates. English schools attach much importance to the study of Mathematics, French schools attach a corresponding importance to the study of Mental and Moral Philosophy. The former is valued in this Examination at 100 points, the latter at 200! We deny that the Council of the Bar has any right to impose the French system thus upon us; we deny that a course in philosophy is any better preparation for the study of law than is one in mathematics: we admit that both are useful, and we simply ask that the opinions of the English educators throughout the Province should be respected.

To return, we believe that if the English members of the Bar would display a little more energy and determination, things would not be in the condition in which they now are. We do not believe that the French members have deliberately set to work to put our young men in a disadvantageous position; they have simply followed out their convictions, and there was no one of opposite convictions public-spirited enough to make objection or to urge a different course. We prefer one and the same examination for both French and English candidates for admission to study law, but if our French friends cannot be induced to modify the present regulations, then we demand as a right, not ask as a favour, that there shall be separate examinations for French and English candidates.

MCGILL'S ENGINEERING COURSE.

This Faculty, the youngest in the University, is attracting more and more attention among the friends of the college, and among those who are contemplating entering the profession of engineering.

Many shake their heads at a college course in engineering, and deride "book-engineers," while there is a tendency among many head engineers to look rather suspiciously at college diplomas, and university degrees, which an applicant may present as his references. They certainly have some reason for this,

as many graduates fully believe they know pretty nearly all about engineering that is worth knowing, and act upon this self-delusion when they begin actual work. In nearly every case they are found sadly wanting, being unable, even, to put in their stakes properly. For such a one his only salvation will be his willingness to condescend to begin at the beginning, and learn the practical part of engineering.

We have met with chiefs who would have nothing to do with college men under any circumstance, but we have been impressed with the belief that, while they certainly had real grievances, their feelings were thus embittered to some degree by a secret feeling of regret that they had not been able to enjoy similar advantages.

A college course will not make an engineer, but if properly used, will greatly help him to become one. While going through his course he must endeavor to avoid becoming too theoretical, and strive continually to become thoroughly practical, which is the key note to a successful engineer's career. On entering the field for actual work, the graduate must be willing to keep what he has just learned at college to himself, and to quietly add by experiences gained day by day, gleaned from any source, however humble, to his knowledge already attained. When an engineer sees that a man is of this stamp, he will certainly look with some favor upon him, and even help him to advance.

It is reasonable that a college course, if technical, must be invaluable to a young engineer, but we would strongly advise our graduates, to say little or nothing about their sheepskins or degrees, but to show by their deeds that they possess the stuff and merit of a true engineer.

As to our course at McGill, we fully believe that it is becoming, despite the limited supply of apparatus, and restricted supply of room, more practical, and hence, more valuable. The temptation to indulge too much in theory is very great, and also pernicious, but our course is now less theoretical than it was, and we cannot strongly complain on this point. The supply of apparatus is slowly increasing, though we sadly need much more, not to say a proper building. Our draughting rooms are rather dark and uninviting, but when we remember the many difficulties that have been overcome in putting this faculty upon its present basis, we must congratulate our Principal and his colleagues upon the success so far attained.

Our new laboratories, the most complete and best equipped in Canada, now offer excellent opportunities for those in mining and chemistry. The mechanical course has been strengthened by adding the lectures of one of the best engineers in the G.T.R. work-shops.