

reported by the American engineering schools taken as a whole. Nor was the comparison less favourable to our men in the case of graduates of five or ten or fifteen or twenty years' standing. In fact the trends and the actual figures as regards earnings were surprisingly alike in the two countries.

The exodus bogey too, when viewed closely, was not so alarming. A subsequent investigation showed that of our Science graduates whose addresses were known, about 11.7 per cent were in the United States. The tendency to emigrate is, however, diminishing, since the percentage of those graduating before 1905 who live across the line is nearly double that of the graduates in the last twenty years. Altogether about 15 per cent of the members of the classes since 1905 are living abroad, a perceptible proportion engaged in graduate work or apprenticeship courses, while about 10 per cent of the whole number of graduates in that period came from countries other than Canada. The net loss of our Applied Science graduates is therefore only about five per cent. It is probable that the distribution as to residence is nearly proportional among the six or seven per cent whose addresses are unknown. Quite possibly universities situated in less active industrial centres may have a larger loss to report.

As regards policy and objectives, it was found that the principles by which we had been guided were in close harmony with the recommendations resulting from the international survey. The following extracts from a report drafted by the writer and approved by the Com-

mittee on Engineering Education of the National Conference of Canadian Universities indicate in part certain recommendations of the investigating board of the survey, and in part our own trend of opinion.

General Objective. "The curriculum should not be narrowly technical. As regards both content and methods of instruction it should aim at clear and accurate expression as well as clear and accurate thinking on the part of the student. The interest of the student should be stimulated and the engineering point of view developed in his mind by using every suitable opportunity of applying the principles taught, whatever the subject matter may be, to the problems of the engineer, of the community, and of life. . . ."

Curriculum. "The normal length of the undergraduate curriculum should remain four years. This proposal assumes that no attempt will be made to train men to be either specialists or all-round engineers in that period, and that further training is required to fit them to engage in the more advanced engineering specialties."

"As a general practice undergraduate curricula should be differentiated from each other to a moderate degree only. . . . The primary basis of the differentiation . . . should be restricted to the historic major divisions of the engineering profession, namely: Civil, Mining and Metallurgical, Mechanical, Electrical and Chemical Engineering. . . ."

"There should be a broad band of humanistic subjects extending through the curriculum. . . . It would be desirable to carry formal instruction in English



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