

experience in engineering or industrial work before receiving a degree. In this step, which is working out well, McGill was a pioneer. Several other Canadian universities are now following the lead. Some new undergraduate courses have been added, notably one in Electrical Communications. The most vital changes, however, have been in the strengthening of existing courses. The process of keeping courses abreast of professional and scientific developments is always going on. But during the last few years there has been, on the part of the staff, a close scrutiny of objectives and, it is thought, notable improvement in teaching methods. Such a claim is hard to substantiate. Students, however, have their own ways of expressing dissatisfaction, either openly or indirectly. There has been no time in my experience when such expressions have been so rare as in the last few years. In 1921-22 out of a staff of 43 in the engineering departments 42 per cent. were of professorial rank; the remainder lecturers or demonstrators. At present in a staff of 37, 65 per cent. are of professorial rank. The added maturity and experience indicated by these figures cannot fail to increase teaching efficiency. In the departments of Chemistry, Geology, Mathematics and Physics, taken together, 45 per cent. were of professorial rank in 1922 as compared with 52.5 per cent. at present.

The engineering curriculum at McGill differs considerably from that of the two other leading schools of central Canada. It is therefore satisfactory to note that