

tion. It is true that something can be gained by conferences of teachers of engineering, and members of our staff take a share in such activities. But the broadened outlook which would result from visits to other institutions, and a more intimate study of many problems than is possible by conferences, are advantages that can only be gained if, and when, relief from teaching duties can be granted for a prolonged period.

NUMBERS OF STUDENTS IN COURSES.

The attached chart, Fig.1., shows the total number of students registered each session since 1919-20, in the third and fourth year courses in the various branches of engineering. It does not measure the relative amounts of teaching work in different departments, because students registered in any one department, attend classes in other departments. Furthermore, some departments give a large amount of instruction to students in the first and second year courses, and classification into various branches of engineering is not made until the third year. The figures do, however, indicate the total numbers of students proceeding to degrees in the various branches of engineering.

Many factors combine to influence such figures, and it is unwise to draw hasty conclusions from them. In all cases, there were definite decreases following the peaks reached about 1920 to 1922, and generally-speaking the lowest figures were reached about 1927. The number of engineers seeking employment in the early part of the post-war period was greater than was required to meet the needs of the country, and the numbers entering engineering colleges were reduced, these decreases being reflected