

superficial.

2. The subject matter should be of such a nature that its applications are general in theory and illustrated by specific problems. In other words given a problem, the student may attack it with honesty and some hope of success.

3. The method of presentation should at all times be such that the objective of the lectures is clear and emphasis placed on the necessity of clear reasoning and honest interpretation of results.

What measure of success the teachers in the Department have obtained is difficult to measure for the standard to be used is not known.

Is the Undergraduate reaction a good standard? Oftimes no, because their opinion is likely to be biased by their personal feeling for the teacher. An unpopular lecturer may give an excellent course while the reverse may be true. Still as the courses are given to the Undergraduate if they are not apprehended or for any reason the course is not found interesting, in fact is found to be boring, then the course is not a successful course in the broad meaning of the term. Unfortunately it is only from the Undergraduates themselves that his information can be obtained, though most teachers know whether they are getting any positive reaction. As Head of the Department I hesitate to question any student on the work of my colleagues. However when I have heard from any source, an expression of dissatisfaction I have always endeavored to aid the situation with advice and sympathy.