

The legitimate needs of specialization can usually be met by providing options in the fourth year courses of the major divisions. This avoids diversion of funds which can be applied to better educational advantage by strengthening the work in the main fundamental divisions. Apart, however, from such financial considerations, we feel that the restriction of degree granting departments to the main branches of engineering is the sounder educational policy. This Faculty has held tenaciously to the opinion that the curriculum should be the same in the first two years of all engineering courses. This view has not always been endorsed by all the large engineering schools, some of which have provided for specialization almost from the outset of the course. At least one of the largest and most widely known schools is abandoning this policy in favour of one similar to our own. It has been suggested that students intending to enter chemical, mining or metallurgical engineering might take more chemistry than other students during the first two years, but no action has yet been taken. The argument in favour of such a change is stronger than heretofore in that entrance standards have been raised, and chemistry will become a compulsory subject in 1932.

The division of the curriculum into the six main branches of engineering named above, takes place at the beginning of the third year, and such options as are desirable and possible within existing resources, are offered in the fourth