

already accomplished. It is therefore of opinion that the University of New Zealand should consider granting credits up to a maximum of all subjects of the Engineering Intermediate Examination to men of exceptional ability who have completed with distinction the third year of the diploma course. Reference to the prescriptions suggested for this course, and set out in Part IV, will show the scope of the work covered. So strongly does the Committee believe in the desirability of this provision that it recommends in Section 13 the award of a strictly limited number of scholarships for exceptional students. The University Senate may wish to limit the granting of credits to those who are selected as scholars. At stages later than the third diploma year transfer would be increasingly difficult and is not recommended.

216. It would be less difficult to arrange for transfers in the reverse direction. There are always likely to be some students who find the degree course too difficult, or who cannot devote their whole time to study. A man could unhesitatingly be credited towards the diploma in any subject which he has passed at the degree stage.

RECOMMENDATION—

That provision be made for cross-credits to students who transfer from the degree course in engineering to the corresponding diploma course, or vice versa.

(6) PRACTICABILITY OF THE SCHEME

217. The Committee considers that, in future, no great difficulty would be experienced in providing the necessary instruction in all subjects of the first three years of the diploma courses in civil, electrical, and mechanical engineering in the technical schools in the four main centres. This is already being done for the subjects of Section A which correspond closely with the proposed diploma subjects of the first three years, although in one or two of these schools further equipment is required.

218. The Committee is of the opinion that, outside of the main centres, the necessary instruction in the subjects of the first two years should be given through the Technical Correspondence School, but that arrangements should be made for practical work in those subjects requiring it. A short concentrated period at the end, say, of each term would enable this to be done. The method is admittedly not ideal, but seems the best way possible. The Committee considers that in practical subjects correspondence instruction leaves much to be desired.

219. The provision of bursaries at the end of the second year, which is recommended elsewhere, would enable students to attend full time at a technical school in one of the four main centres for the third year's instruction and thus fulfil the condition laid down earlier in this section that at least one year of the diploma course should be full time.

220. The subjects of the fourth and fifth years of all courses are more closely related to the practical requirements of the engineering profession than are the subjects of the first three years, which are to be regarded as preparatory only. The necessary instruction in the fourth- and fifth-year subjects requires in most cases more equipment than at the earlier stage. Moreover, the numbers of students will be smaller owing to wastage earlier in the course and owing to the transfer of some of the most promising students to degree courses.

221. The technical schools are not finding it easy at present to secure engineering instructors, but this is one aspect only of the present shortage of professional engineers, and the difficulty should in due course be overcome if the Committee's proposals for increasing the supply are put into successful operation.

222. Discussion of the practicability of the scheme for diploma courses inevitably brings up the question of time off for study. All witnesses who were questioned on the