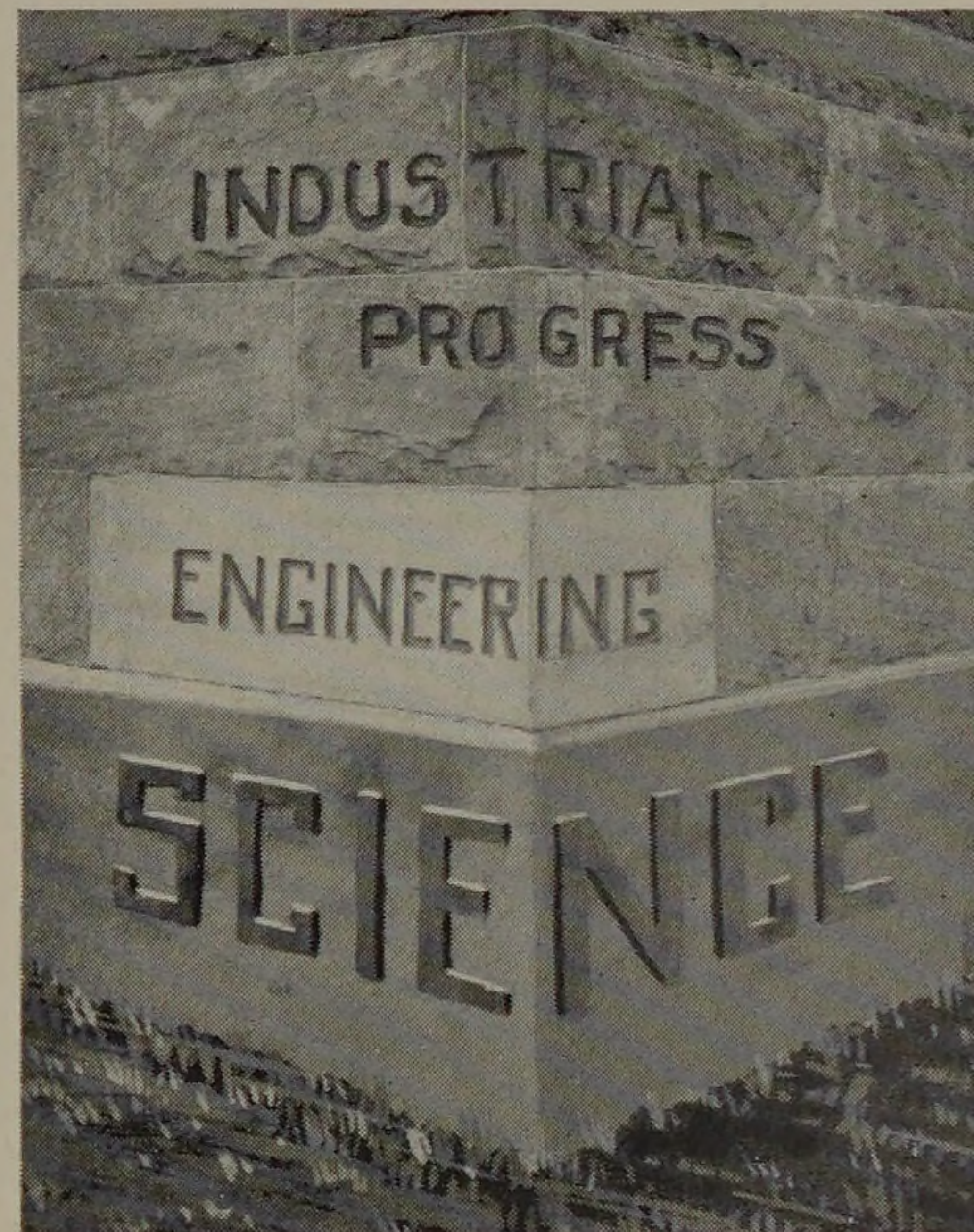


work, or the possibility of success in it as a vocation. But few have had the counsel or contacts which enable them to make such a decision wisely. They all feel that they wish to become engineers, but the difference in training in the specialized lines and the divergence in practice after graduation is not recognized until they are well advanced in their period of training. Others desire a general training in the sciences upon which engineering is based, together with a wider individual choice of engineering subjects than is allowed in any of the usual specialized courses. They also wish to devote more time to the study of physics, chemistry, mathematics, mechanics, English, modern languages, psychology, economics or history.

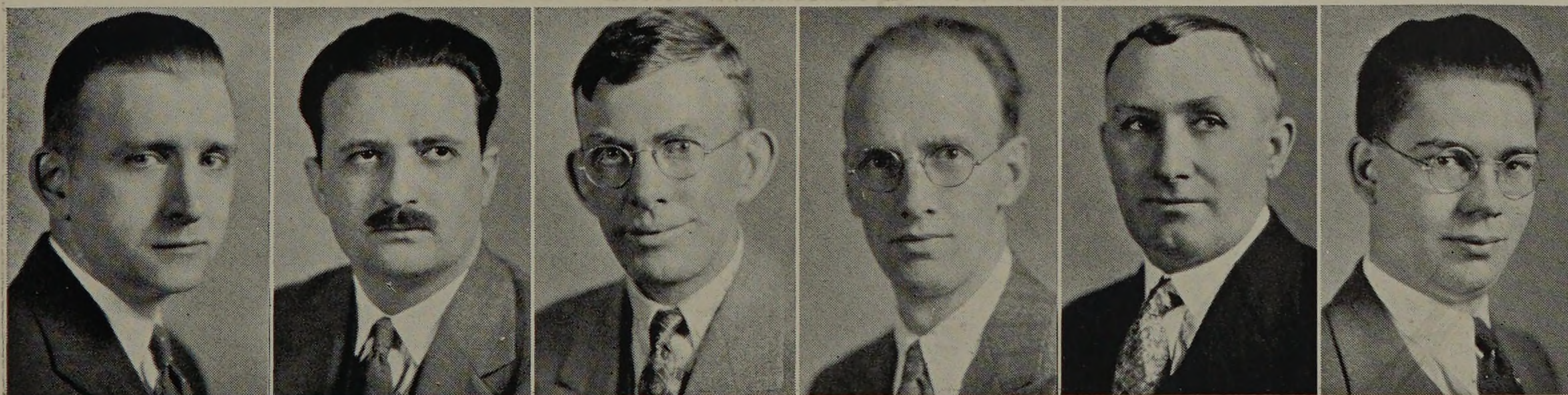
These types of students find the course in Science well adapted to their needs and ideas, because of its close relation to the specialized engineering courses during the first two years, the larger number of hours devoted to scientific and humanistic subjects, and the wide choice in electives offered during the fourth, or senior year.

In order to supply this kind of training, new courses are appearing in the Departments of Physics, Mathematics, and Mechanics, and many others are contemplated. More time is allotted to work in the Departments of English and Economics, and a broader scope in such subjects is covered.

The present trend of thought in technical education is toward thoroughness in fundamentals. These include subjects which are basic to the building of men of character, vision, and culture, as well as to the training of engineers and scientists to enter some branch of the industrial field. A well-balanced curriculum should provide this type of instruction.



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