



Hotchkiss, Knox, Krum, Merrill, Mitchell, Monroe, Morton, Munday
Parker, Peabody, Raymond, Rossetter, Schommer, Sunny, Thorp, Tuttle, Wiles

THE FUTURE OF THE ENGINEER

Few persons would like to have the task of enumerating the possibilities the future holds for the engineer. Certainly no engineer, no matter how broad his vision, would try to predict what lies ahead for his profession, as a whole. His immediate thought is to see what there is to look forward to in his own particular field.

Especially is this true of the engineering graduate. His first question is not, "What will my profession be a century from now?" or even, "What can I accomplish in the next twenty-five years?" His question is, and rightly, "Where do I start?"

Having asked the question, most students lose no time in answering it for themselves. Their formal education has already shown them the direction of their interests. The decision as to what lines of the profession they shall follow has already been made. It remains only for them to start utilizing the knowledge they have acquired. And never before in the history of the profession have the possibilities presented to the engineering graduate been so numerous and promising.

The young engineer is fortunate in that he is entering a field which, far from being crowded, is constantly reaching for capably trained applicants. It is a field to which the younger men and their ideas are welcomed. Particularly is this true at the present time when the rehabilitation work, which always follows an economic crisis, is just starting. Unusual opportunities await the graduates of today. Their training in the school has kept pace with the developments in the field, and they enter their work already equipped with a foundation upon which to start building.

But in spite of his apparent advantages the young engineer must serve his apprenticeship, and prove in the field the equations he solved in the classroom.

It is during this period of development the young engineer may find his education did not give him sufficient specific equipment to meet the conditions with which he is constantly confronted in his work. Here, he has the choice of two alternatives. He can laboriously solve his problems by "trial and error" with a loss of valuable time for his employer and himself; or when he gets his bearings he can resume his schooling during his spare time.

The alert engineer spends his leisure hours studying. In this way, he can add to his knowledge rapidly. Much time is saved and the advances made are proportionately rapid. And only by such methods can an engineer hope to keep abreast or draw ahead of his fellow engineers who, because of their years of experience, are trusted with the more important jobs. Fortunately, the schools of today offer this opportunity for review and research in part-time evening classes so the man on the job can keep in step with what is happening in the field.

The future of each engineer lies in his own hands. Decision as to direction and speed of the progress depends upon the individual's alertness and eagerness. And every difficulty overcome will bring a new vision of the future and a promise of achievement.

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