

not clearly understand his outlook and method of approach, find it difficult to penetrate. We believe that more can be accomplished if a well-planned effort is made by the teachers of engineering subjects and by engineers in practice to bring home to the student the vital importance of such studies. In a word, we must try to enable him to see over and beyond the wall which technical study alone tends to set up around him.

This is a difficult task, but we believe that if the inertia of the student can be overcome, he will be enabled to do much for himself, and will do so through his own reading. We propose therefore to use the experience gained in the past three or four years with the First and Second Year classes in planning a broad course of supervised study extending over the four years of our course. We believe that in many cases proper methods of study are not followed, and that much may be accomplished by an effort to teach a student how to study, and how to develop those habits of thought and expression which make for clearness of perception and the exercise of sound judgment. Many of these points can be well illustrated and the attention of the student arrested, by reference to the procedure which should be followed in the collection of data on subjects in which he is interested professionally, and in the preparation of technical reports. Opportunity will also be provided for writing concise descriptive papers and simple specifications, and for practice in speaking before the class.