

Third. To furnish the faculties of American engineering schools with a fund of information about the profession they are teaching, only a portion of which is now known to any of them individually - which information they should be able to use to great advantage in their pedagogic work.

Fourth. To provide some 500 pages of truly interesting, instructive, and useful reading matter for every engineer in our land who is willing to take the time to peruse the volume; because there is absolutely no one person who now possesses all of the information it contains, unless he has read the book.

Fifth. To give the general public an opportunity to correct the impression it has concerning the Engineering Profession, and to teach it that a professional engineer is not a man who drives a locomotive or operates a stationary engine.

Sixth. To keep the square pegs out of round holes and vice versa, and thus prevent a great number of young men from making failures of their lives, and from developing in their minds an inferiority complex because of having flunked out of a technical school.

Seventh. To save a vast sum of money each year by preventing a large number of young men who are unsuited for technical careers from attempting to study engineering. The magnitude of this saving will be understood when one considers that about one-half of the entering engineering freshmen are dropped out in the first year, that it costs in the neighborhood of one thousand dollars per annum for a young man to attend college, and that the institution has to spend at least that amount in its unsuccessful attempt to teach for a scholastic year a predestined flunkout. The amount of this annual saving of useless expenditure has been conservatively figured to be all of twenty million dollars.

Eighth. By keeping weaklings out of the freshman class, the men of higher mentality will make greater progress; because it is a well recognized fact that the slow-thinking, lazy, indifferent, and otherwise undesirable members of the class always hold back the better men, thus getting them also into lazy habits and preventing them from attaining to the maximum of their working capacity. The immediate result of such exclusion would be the including of more courses in the curriculum and the attainment of greater thoroughness and efficiency in the methods of teaching.

Ninth. To arouse in the minds of both engineering teachers and engineering students a far greater enthusiasm for the Engineering Profession than they have under present conditions. This result is likely to occur for two reasons - first, the writers of the various chapters of the book are themselves enthusiasts, and what they say is often of an exceedingly stirring and inspiring character; and, second, a thorough knowledge of what engineering in all its lines and ramifications really means must arouse the interests of all live men who have adopted it, or are contemplating adopting it, for their life work.

The preceding remarks apply to practising engineers as a whole as well as to technical teachers and students - and nobody can deny that the enhancing of the respect and liking of engineers in general for the profession of their choice would be a most important desideratum. One direct result of this would be to induce engineers to take an interest in civic and national affairs, and to assume their proper stations in society.