

mechanics is unquestionably essential to the engineering student. It enables him to grasp quickly the underlying principles in engineering science: But much time is devoted in an engineering course to the application of such principles to specific problems of design, in the working out of which many other qualities and perceptions are required than those which are developed by a study of mathematics and mechanics. It is by no means certain that the most brilliant student in mathematics will be able to make a better design for a bridge than a student less well equipped mathematically. Not infrequently he has less flair for a construction problem than a student who would be rated as average in mathematical ability. Our courses are sufficiently comprehensive and difficult to ensure that all types of student will find that high general standing calls for hard work. The student who combines high mathematical attainments with a flair for engineering can find an outlet for his abilities in the design problems encountered, by carrying them to a fuller development and by having opportunity to view them from broader standpoints. It does not appear probable that brilliant mathematical students are being held back or sacrificed, if one considers that the ultimate object of our course is to train students to be engineers. Examination of the records of students entering first year some few years ago, when the possible effect of such segregation of classes was being considered,