should hold to its traditions.

(continued from page 2)

The difference of departmental needs does not mean that the whole plan presented in the separate reports of those in charge of the departments is to be discarded. These reports are the result of careful discussion with the members of the faculty of each department. It is evident that the faculty of each department has the greatest interest in the work of the department and the funds that it needs; hence their reports are of the greatest possible value.

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It is certain that the needs of engineering education are to be developed, in which cultural subjects are given as essential training in a graduate school; but this is not our field of educational service. Such a development is to be planned for in the reports of the departments, and it is to be our task to study the conditions of making them. We must therefore not allow our attack on the problem of education to be weakened by the discussion of the question of the relative merits of advanced and professional education, or any other question.

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