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Chemical engineering curricula today face the sternest confrontation of their entire history, a challenge from inside the world of engineering itself that amounts to questioning their *raison d'être*. Yet if the discipline of chemical engineering is reality and if the chemical process industry is not illusion, there should be no doubt about the reasonable purpose of chemical engineering education. The core of that purpose is three-kernelled: *to prepare its graduates at all levels to solve the engineering problems of chemical processing, from research to marketing; to provide clear educational leadership in chemical engineering in both academic and industrial spheres; and to share strongly the technical leadership of chemical engineering.* The central kernel is, of course, the first.

A not inconsiderable piece of the student's equipment with which his chemical engineering education should outfit him is attitude. He must be conditioned to seek creative solutions to complex, real-world problems. He must be able to look at whole systems and not merely the components thereof. He must be stimulated to sustain a lifetime of continued learning. And he must be aware of his field, recognize its power, and sense the satisfaction it can yield to its practitioners. Indeed, perhaps the most significant burden laid upon late-twentieth-century faculties of chemical engineering is one of attitude. We who teach must impress our undergraduate and graduate students with the imperative of continued scholarship and the reward that goes with it. We must find ways to encourage disciplined originality. Above all, we must reflect the genuine excitement of the real-life engineering problem. Without such inspiration, our students can be expected to view the world of chemical engineering toward which their college experience should direct them with mild interest at best, and possibly with distaste. The persistent maintenance of infectiously zestful attitude is a demand of inestimable importance that we educators cannot evade.

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