

# SCIENCE

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THE TEACHING OF ENGLISH IN A  
SCIENTIFIC SCHOOL

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THE teacher of English in a scientific school faces in many ways a special problem. In a place where exact sciences are fundamental, he teaches an art which must often appeal to standards of taste. He finds always among his pupils a number who are at the start unsympathetic. Yet his subject is undoubtedly important. Aside from its practical value in training men in bearing and address, English composition may be made the basis of logical cultivation of the thinking powers, and the means of awakening in the mind the love of broader scholarship. On these accounts, if those interested in scientific education ask themselves how the time devoted to teaching English in scientific courses may best be employed, they are attacking a question by no means unimportant. In an attempt to throw some light on this question the present paper undertakes to deal with the broader aspects of the work in English composition as the writer has observed it during the last eight or nine years at the Massachusetts Institute of Technology.

Undergraduate instruction at the Institute of Technology is divided, as may be known, among thirteen prescribed courses of scientific and engineering studies, each of four years' duration. Without attempting to be precise, it may be stated roughly that the first two years are given up to studies which are regarded partly, or even mainly, as a means of general education. These subjects range from mechanical drawing, through elementary physics and chemistry, to history and economics. Some of them, like history, are purely educa-