

room for some doubt as to the value and general effectiveness of such courses unless they are presented from a very definite standpoint, which, while specially adapted to the needs of engineering students, must not be narrow. Extended business training would seem to call for a special programme of study after graduation. A student adequately prepared in his undergraduate course for self-direction of his education after leaving college, could pursue such studies to advantage while dealing actively with the business aspects of engineering. It is not sufficient merely to displace from the engineering curriculum certain technological or scientific courses and substitute therefor subjects from a business curriculum. Engineering training emphasises principles capable of experimental verification, and the processes of teaching and study are fairly rigorous and logical. Training of engineers in general economics and the principles of law and accountancy should, as far as possible, be interwoven with technical training, but without sacrificing fundamental soundness of the instruction given.

To borrow an analogy from the teaching of law, much of the best "case material" lies in the records of studies of particular projects by engineering corporations or consulting engineers. It is a question whether the undergraduate, with his restricted outlook and technical limitations, could appreciate fully all that might be discussed by the "case method". It may be that the sounder policy is to try to impart the general