

different type. He deals largely with inanimate things, and expresses the results of his thoughts in blue-prints and drawings, or by models made to scale. Frequently this is the best, even the only method he can use. Our social and industrial organization is changing however, and it is necessary that the engineer of to-day, no matter what branch of the profession he is following, should have clear fundamental ideas on subjects which may be classed broadly as "non-technical". These constitute a general background for a proper understanding of our social structure, towards which the technical skill of the engineer has contributed so largely. To this end, interest must be developed in such subjects as the following:-

- (a) The general history of mankind, particularly with regard to the evolution of modern social and industrial conditions.
- (b) The principles of political science and economics.
- (c) Modern industrial organization, in the broad sense.

We believe that a great forward step will be made if the natural curiosity of the student can be directed along proper channels, and to this end his interest in English, both as a tool of his profession and as a means of acquiring the desired kind of knowledge of the subjects outlined above is of primary importance and must be stimulated.

*Begin here*

Experience has shown that the regular courses given by departments devoted to such studies, fail in some measure to attain their objective. The engineering student seems to establish a barrage or smoke-screen which those who do