

sectional prejudices so characteristic of the uncultured.

To guard against this narrowing tendency of technical training, most of the great technical and industrial schools require their students to take broad courses in language, literature, history and economics; and of these subjects, perhaps none is more valuable from the standpoint of culture and usefulness alike than those subjects grouped under the general name of economics, including political economy, industrial history, taxation, finance, tariff, banking, railroad transportation, etc. At least one course in economics is usually required by the schools, while in some, as the Massachusetts Institute of Technology, a large number of additional courses are offered, from which students are allowed to elect their courses.

The course in United States history offered this year for the first time has no direct connection with the work in economics. Its purpose is to give the student a connected general view of the history of this country. The student comes from the average public school or high school with a very meager knowledge of United States history. He studies a poor text, without

a reference library, and at an age when his mind is not mature enough to grasp the larger problems that history presents. Besides that, the teaching is frequently very indifferent or positively bad. Unless the student gets an opportunity to do the work over during his college course, he usually goes through life ignorant of the important facts of our history and of the lessons it has to teach.

In economics three courses are offered, one in each term. The class will study during the fall term the industrial and social history of England; in the winter term the history of industry in the United States and in the spring term political economy. Prof. Hutson announces that the English history will not be given in the spring term as heretofore. Either United States history or political economy will take its place, as the student may elect.

Some difficulty was anticipated in getting the work organized on account of the crowded condition of the courses. One year's work in economics, however, has been put into the new agricultural course, and it is hoped that a similar amount may find place in the engineering courses later on.

