

SCIENCE

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THE TEACHING OF ENGLISH IN A
SCIENTIFIC SCHOOL

CONTENTS

<i>The Teaching of English in a Scientific School:</i> PROFESSOR A. T. ROBINSON	657
<i>The Conditions affecting Chemistry in New York:</i> PROFESSOR MORRIS LOEB	664
<i>Rare Birds in the New York Zoological Park:</i> C. WILLIAM BEEBE	668
<i>International Conference on the Map of the World</i>	669
<i>Mr. Kennedy's Bequests</i>	669
<i>Scientific Notes and News</i>	670
<i>University and Educational News</i>	672
Discussion and Correspondence:—	
<i>Autonomy for the University:</i> DR. ALFRED G. MAYER. <i>National Educational Responsibilities:</i> DR. THEO. B. COMSTOCK. <i>International Language:</i> PROFESSOR OTTO JESPERSON. <i>Oxygen as well as Water proved to exist in the Atmosphere of Mars:</i> DR. FRANK W. VERY	673
Quotations:—	
<i>The Harvard Medical School and Harvard College</i>	679
Scientific Books:—	
<i>Life and Letters of Peter and Susan Lesley:</i> PROFESSOR J. J. STEVENSON. <i>The Cambridge Natural History:</i> PROFESSOR THOS. H. MONTGOMERY, JR.	680
Scientific Journals and Articles:—	
<i>Internationale Revue der gesamten Hydrobiologie und Hydrographie:</i> PROFESSOR CHARLES A. KOFOID	684
<i>The Treatment of Certain Tick-transmitted Diseases:</i> W. D. HUNTER	687
Special Articles:—	
<i>Demonstrations with the Musical Arc:</i> W. B. HUFF. <i>The "Rock Wall" of Rockwall, Texas:</i> SIDNEY PAIGE. <i>Apogamy in Enothera:</i> DR. R. R. GATES. <i>Membrane Formation and Pigment Migration in Sea Urchin Eggs as bearing on the Problem of Artificial Parthenogenesis:</i> E. NEWTON HARVEY	688
Societies and Academies:—	
<i>The Philosophical Society of Washington:</i> R. L. FABIS. <i>The Chemical Society of Washington:</i> J. A. LECLERCQ	696

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-

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