books in general is about as unmeaning as to ask what are the hundred best things in general.

The present writer certainly did not write the article in the Quarterly, but readers of The Tech will recognize a familiar sound in the following: "How often has the young inquirer been imbued with a distaste for solid literature by being compelled to read 'masterpieces' long before he was able to appreciate their value, or even to comprehend their history! The system at many of our schools is much to blame in this respect. There are, we believe, comparatively few boys who acquire, until they seek it for themselves, even the roughest general outline of the world's history to which their various episodic studies may be applied, so that each may fall into its proper place and order. 'Periods' and 'Epochs' are studied without any knowledge of the grand structure of which each forms but a single fragment; and history is too often divorced from geography. . . . The Historical List which we have proposed should be prefaced by a chronological table indicating the epochs into which the world's history divides itself, and the periods covered by each of the works recommended. This would give the student a bird's-eye view of the field which he is about to explore, and enable him at any moment of his exploration to take his reckonings and verify his position. . . .

If, to this main stem of history there be added the due complement of branches and leaves — memoirs and biographies — the Plutarchs and Pepyses, the Walpoles and St. Simonses, the Crokers and Grevilles of each generation, we should have a tree of knowledge that would yield to none in interest and utility.

Lord Erskine is said to have copied out Coke upon Littleton twice, with his own hand. 'Writing an analysis,' says Archbishop Whately, 'or table of contents, or index, or notes, is very important for the study, properly so called, of any subject.'"

The current number of the New York Nation (May 13) is full of good sense and sound doctrine on the labor question that is now agitating the country.

W. P. A.

Bicycler to rural individual: "How far is it to Blankville?"

"Wall, for a hoss'n kerridge it's a good three mile, but for one of them blamed things I guess it ain't more'n a couple o' hundred rod. Fust road to th' left, mister, then keep ahead t'l ye get there." — Record.

COMMUNICATIONS.

The editors do not hold themselves responsible for opinions expressed by correspondents.

Mr. Editor: —

Now, at the close of the school year, is a good time for the students to look back upon the work they have done since September, and to look forward to next year, to try and correct the faults they have observed in their departments. With this in view, will you kindly allow us a little space to suggest a few reforms badly needed in the Architectural department. Briefly: We feel that the Faculty should be careful in their selection of an instructor to take charge of the drawing-room. He should interest himself in the students' work in such a manner as to gain their good-will, respect, and hearty support. In this, we are sorry to say, the present instructor has utterly failed, and we must admit the fault was not all his.

We think that there should be better order maintained in the drawing room; neither the order of a primary school (which was tried this year, and failed), nor the noisy frolics of some of the "younger pupils," but a sensible mean should be chosen. Then, if the Vandalism (I know no better word) attendant upon these frolics of the "younger pupils" cannot be stopped by the heads of the department, the older students should combine to "sit upon" this recklessness which has ruined or damaged so many valuable casts, models, and books belonging to the Institute.

There should be a set time at which each problem should be handed in, and on no account should this time be extended; and no problem not handed in at this time should be credited. The students who work hard and finish their problem on time, only to find that the time has been extended two or three weeks at the request of some of the easier workers, have not a fair show when their quickly studied designs are placed beside those which have had twice that length of study given them. Promptness receives poor encouragement with such an arrangement.

Last, but not least, is the matter of criticism. Quoting from the catalogue of the Institute, "Each set of drawings is examined and criticised before the classes." This should either be omitted from the catalogue, or else put into the department. In fact, not once this year have the designs of the first-year class been criticised at a time when school exercises