Developments in instruction.
The history of the past year will be found
recorded in some detail in the reports of
the general administrative officers
of those in charge of departments, which
are submitted with this number of the
REPORT. I invite your special attention. I
can speak here only of the more impor-
tant developments, and I will mention
those relating to the work of
instructors.

The curricula of all the strictly engi-
neering courses have been modified in
the past two years by the omission
or, in part, of the second year
work in modern languages, and the time
so gained has been utilized to increase
the amount of instruction in English and
history, and to give a more thorough
and fundamental engineering sub-
jects, especially in applied mechanics, statics
and steam engineering. It is felt that engineers
make practical use of some knowledge
of modern languages, and that the general and scientific subjects that
have been substituted are not
more directly useful, but either have
higher cultural values or provide a
better mental training.

Important progress in the direction of
more advanced work has been made. In
greatly extending and systematizing the subjects of instruction offered to candidates
in five-year courses leading to the degree of Master of Science. Almost
every department has been amended, and is prepared to offer in the next school-year,
advanced courses of a somewhat more
specialized character in the different fields of applied science and engineering.

To effect in civil engineering further work in the design of structures (particularly
those of reinforced concrete), of rail-
roads, and of hydraulic works. To proceed
in mechanical engineering, further study of turbines and gas engines, and of
steam design is provided for; in architect-
ure, advanced courses in the various
branches of architectural design are en-
couraged; and similarly in all other
disciplines advanced work has been
expanded. The broad significance of
this form of development and its ben-
efits, the character of our undergraduate
works (courses in which will be spoken of later.

In graduation from other colleges a spe-
cial provision is made for students who,
having completed the work of the Institute
in less than four years, may be admitted
to the Home Class and prepared for an
early exit from the School. For this pur-
pose the Home Class is provided with
some classes especially designed for
students who have previously attended
other colleges and wish to enter at once
upon a course leading to the degree of Bachelor of Science. The Home Class
is provisionally on the roll, and may be
entered at any time during the academic
year.

Another important change that has been
made in all the parts of the Institute's
work is the initiation of a plan of individual conferences between
the instructor and the student in each
department in order to secure a closer
relationship between the student and his
instructor. This plan includes additional
instruction of a private nature, and it is
possible this year to put this plan in
practice to a limited extent in some sub-
jects of English and mathematics. It is,
I believe, of great importance that this
plan be largely extended as rapidly as
facilities permit; for it is my firm belief
that many of the students who now
fail to reach any standards, could over-
come many of their difficulties if they
were given more help in learning how
to study and more personal encour-
agement and stimulation. The plan also
develops an attitude of self cen-
trality and mutual helpfulness both in the
instructing staff and the student body
which is a source of healthy work spirit.

The instruction in the department of
mathematics is undergoing a somewhat
radical revision, in which the old divi-
sions into advanced algebra, plane
geometry, differential and integral cal-
culus are being in large measure obli-
cered, and the whole subject is being re-
organized, irrespective of the traditional
(grouping, in a manner most economical and advantageous for the student,
with the help of a large number of con-
crete applications.

The Department of English is trying the interesting and very successful
experiment of dividing its students into
sections upon the basis of their prep-
endency. This makes it possible to
give instruction better adapted to individ-
ual needs; on the one hand, it avoids hold-
ing back the brighter students, and
on the other, it makes it possible to help
more effectively those who need it most.
A trial of this plan in other subjects of
instruction seems advisable.

(Continued on page 3.)