

vance of the culture of the civilized world, and when we take into account the condition of our technical schools as described above, we can understand why it took over 2,000 years from the university at Athens to the university of the present day to do what comparatively little civilizing was done, and when, as someone remarked recently, the growth of civilization in the last forty years has been greater than in the previous 2,000 years, we can appreciate more completely the possibilities of engineering education.

A member of the faculty of one of our universities was heard to boast that his university was founded on the university of Athens. Would we be so far wrong should we feel that the university has not grown much above its foundation? Many of our universities have grown far above such a founda-

tion, are veritable sky scrapers, but the student is too apt to find that the elevators are not running today.

How many students start on their college work who are both mentally and temperamentally unfit for the course they are trying? The writer has seen numerous cases where a very cursory examination would have shown that the boy could do better at almost anything else than what he was attempting, and in many cases has sent civil engineers into medicine or law, or mechanical engineers into agriculture or business, or men who were delving hard towards the domain of pure science into executive work, and had them come back afterwards and thank him from the bottom of their hearts.

How often we are attempting to make a silk purse out of a sow's ear, or use a razor wherewith to open oysters?

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## THE GARY SYSTEM IN NEW YORK

The School Review.

An educational tragedy was enacted in Chicago when the first school board of reasonable size was inaugurated under a weak and scheming city administration. Now New York, about to inaugurate a board of seven members, has fallen into the hands of Tammany. The irony of the situation in both cities is not unsimilar to what occurred in Des Moines a few years ago. In that city the first city commissioners elected were the very leaders of petty politics who had opposed the adoption of the commission form of government. Only a very unintelligent citizen would allow himself to be prejudiced against a small board by what is happening in Chicago and what may happen in New York. The best plan of organization known cannot rise far from the level of the officials chosen to run the machine. It is only fair to add that friends of Mayor Hylan assert that he is vigorously championing a strict divorcing of the board of education from interference on the part of the city administration. Of course this is a consummation devoutly

to be desired. We shall suspend judgment, hoping to be compelled to apologize.

Mr. Wirt may no longer be needed, and Mayor Hylan may change his mind when he really forces the placing of 20,000 children, now on full time under the Gary system, back on part time. New York simply cannot keep pace with her school population. Moreover, Mayor Hylan and his new board would be blind indeed to ignore the almost unanimous approbation of the school executives.

One district-school superintendent of the Bronx, who confesses his initial skepticism of the system, has today this comment:

I have now been for more than two years engaged in reorganizing some of the schools of my district in accordance with the Gary plan, and here are some of the results I note, as shown in a report of mine which has just been published by the Board of Education:

1. One-half of my children, 30,000 in number, are in Gary schools.