

up the aim of this new emphasis on education:

"Education means one continuous and increasingly well ordered relationship with the body of knowledge and the activities involved in the sciences, arts and resulting philosophy of life, which the subjects of agricultural, household, mechanical and decorative arts comprehend and create. It rests

largely with the teachers of these subjects to impress upon their students the inferences to be drawn from this work as to the economic and social values of their processes and results, the ethics involved in points of view regarding work and workers and the historic development of vocations leading to an intelligent interest in present and future conditions."

CHARACTER AND FITNESS IN EDUCATION

Educational Review.

Without doubt the greatest development of our time has been the systematic study and promotion of efficient methods, or in other words, making a number of blades of grass grow where one grew before.

It is not, therefore, surprising that so many establishments exist under conditions of which the following is not an exaggerated description:

First. Raw material is received without specification and no more examination that to determine that it is material.

Second. Sixty-five to seventy-five per cent of this raw material is thrown out during the process of manufacture, after having been more or less worked upon or, in the language of the shop, spoiled during the process of manufacture.

Third. Each foreman or head of department, selected with little regard to his capacity for the work in hand, doing what he likes in his own line, having little regard to the character of the material, or to the work which others are doing; frequently with no knowledge of the qualities required in the finished product, and often undoing the work of some other department, more frequently duplicating the same.

Fourth. Where the attempt is made to put all of the material into the same form of machine, regardless of the kind of material, be it brass, steel, cast iron, or concrete.

Fifth. Where the men who use the finished product usually consider it a failure and generally work it over when they do not kick it out entirely, except in those few cases where the product happens to fit.

Sixth. Where no systematic study is made as to the suitability of the finished product for the work it is intended to do.

One would say that should such a plant be subject to the ordinary laws of business, failure would be a question of time only, and yet the description does not inaccurately portray the conditions which obtain in the average school of engineering, probably to a great extent in a modern university, and accounts for the all-pervading educated misfit.

This condition was tersely described in a recent inaugural address of a university president as follows:

"It is a sad commentary on the educational institutions of the country that those upon whom are showered their choicest honors are seldom if ever those whom anyone would care to resemble."

When we realize that in the old academic type of education the matter of utility of the subject was not only ignored, but was most studiously avoided (see the toast to pure mathematics), and when we consider that utility is the final test of technical education, we begin to see that modern technical education has caused a big step in ad-