

intendents and boards of education may be frequently aided by the advice of the teachers who are nearest to the problems that frequently demand attention. The needless fear that such organizations may infringe upon the functions of the superintendents has hitherto checked progress in many communities, but where superintendents, boards of education, and citizens are genuine well-wishers, they are quick to see the value of the advice and assistance of the classroom teacher in the solution of classroom problems.

VALUE OF LESSONS ON FOOD AND NUTRITION

An experiment carried on in Akron, Ohio, in teaching lessons on food and nutrition to ascertain whether improvement in the physical condition of children could be produced through the medium of instruction alone, indicated by a large percentage of gain above normal that instruction did result in better health and improved living conditions. The results of this experiment should encourage those who have been making an effort to arouse interest in this work in our public schools.

ADVOCATES THE MOTION PICTURE IN EDUCATION

Enthusiasm for the motion picture business was recently expressed by Sir Gilbert Parker in unmeasured terms. The whole movement of the film world, he declares, has been upward during its decade of development from the day of the nickelodeons. He advocates, not only the large use of motion pictures in education, but is a staunch believer in the establishment by the Government of a regular film service in the schools, as a means of accomplishing important ends in citizenship education.

BETTER SALARIES FOR BETTER TEACHERS

Of the public school teachers of the United States 140,000 have had training equivalent to high-school graduation and two years or more of professional training in addition. Of our public-school teachers 560,000 have had less than this modest minimum. America's greatest educational need is a trained teacher for every child. To reach this goal, the members of the teaching profession in America must agree to the following—

1. Make use in season and out of season of legitimate effective publicity and propaganda.

2. We ourselves must see to it that needed legislation is enacted which will require a decent minimum of training for all who are permitted to enter the teaching profession.

3. Superintendents, principals, and high-school teachers must comprehend the problem as a whole and exercise such influence that a fair percentage of the best boys and girls in the upper quartile of our high-school senior classes shall be attracted into the teaching service.

4. The State must provide teacher-training institutions of college rank properly equipped and supported, and numerous enough to insure within a reasonable period—five years—a trained teacher for every child.

5. The public must everywhere accord to the teaching profession a decent degree of social recognition.

6. There will be a shortage of trained teachers until such time as compensation is adequate to make the profession attractive.

Adequate compensation must be sufficient to provide—

1. A living which includes food, clothing, housing, laundry, incidental essentials, medical, dental and surgical care, insurance, church, legitimate charity expense, and all desirable facilities for wholesome recreation and the promotion of health.

2. Social and professional growth, including expenditures for social life, including association with the attractive personalities of one's community, reading matter, music, art, expense of educational associations and meetings, travel, and professional training in institutions of learning.

3. For a high percentage of all teachers, women as well as men, especially those who have been in the profession five years or more, compensation for the support of members of the family or other dependents.

4. An annual surplus for investment. A teacher who has served faithfully and invest-

ed thriftily for a period of thirty or thirty-five years should have a living income from investments. The teacher is entitled to a return for the investment of time and cash involved in preparation for professional duties.

The average salary in the United States is still pitifully inadequate. It is not sufficient to attract enough high-grade young men and young women into the profession to do the job which must be done. This inadequacy is not due to National poverty. We are not poor. We are rich.

There is indubitable evidence of the ability of the United States to pay adequate salaries to the teachers of our public schools. This evidence may be enumerated under four heads.—*The Journal of the National Education Association.*

IX

HOW THE CO-OPERATIVE EDUCATION ASSOCIATION IS SERVING THE STATE

The Co-operative Education Association is rendering an invaluable service to the cause of education in Virginia. For the past seventeen years it has worked continuously for the improvement of the educational and social needs of the state. Through the community leagues which are organized under the auspices of this Association, new buildings have been erected; teachers' salaries supplemented; music, libraries, and laboratories put in schools; establishment of medical and dental clinics; purchasing of playground and athletic equipment; or anything that was needed to improve the conditions in the school and community.

Last session three hundred and ten thousand dollars was raised by the citizens through the leagues for betterment of our schools. Two hundred citizens attended the various meetings of the leagues where they discussed and studied the big problems in connection with the school and community life. The school can not be a force in the community unless we have the interest and

active co-operation of each and every citizen of the community. Providing equality of opportunity "for all the children of all the people" is no small undertaking. If this country is to continue to be the Mother Democracy, shedding its rays of liberty and freedom throughout the earth, we must have an enlightened and an educated electorate. The fountain head of our democracy is the public school system and the state must rise or fall with its schools. It must follow then that the best investment a state can make is in the education of its boys and girls upon whose shoulders the duties and responsibilities of citizenship must rest.

The plan is very simple. The teacher or other interested citizen calls a meeting of the people of the community. The purpose of the league to improve the school and civic conditions is announced and a short talk on the neighborhood needs is given. An organization is perfected and Committees on Schools, Health, Highways, Entertainment, Membership, and Civic and Moral Betterment are appointed by the chair. The meetings are held bi-weekly or monthly and a definite program suggested by the Co-operative Education Association is followed. Last year 346 leagues held patrons days; 144 observed health day or health week; 144 good roads meetings; and 177 leagues did special work along social and recreational lines.

Wherever Community Leagues are organized we have as a rule progressive schools. There are about 1400 school leagues in Virginia with 40,000 citizens among the membership.

The following is what Superintendent A. H. Hill says about the Co-operative Education Association: "I beg to say that the work of the Co-operative Education Association is so well established in the state of Virginia that I presume every well-informed citizen looks upon it as a permanent institution just as he looks upon the State Board of Education, the State Highway Commission, or the State Board of Health. The Co-operative Education Association has done a most valuable work in the development of rural communities and it would be nothing short of a calamity for anything to happen to impair its usefulness in our State."

GEORGE W. GUY