intendents and boards of education may be
frequently aided by the advice of the teacher-
who are nearest to the problems that fre-
quently demand attention. The needless
fear that such organizations may infringe
upon the functions of the superintendents has
hitherto checked progress in many communi-
ties, 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 teach-
er 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 physi-
cal condition of children could be produced
through the medium of instruction alone, in-
dicated 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 busi-
ness 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 advo-
cates, not only the large use of motion pic-
tures 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 ad-
dition. Of our public-school teachers 560,-
000 have had less than this modest minimum.
America’s greatest educational need is a train-
ed 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 propa-
ganda.

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

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, cloth-
ing, housing, laundry, incidental essentials,
medical, dental and surgical care, insurance,
church, legitimate charity expense, and all de-
sirable facilities for wholesome recreation and
the promotion of health.

2. Social and professional growth, in-
cluding 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 teach-
ers, 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 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 Superintenden 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