

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