

has been digging ditches. On the first of the month he was made a foreman. A gang with Edward in it always turns out a good deal of work. While he is full of wise-cracks, he is not a kicker.

He is young but he will be a popular foreman. The gang he is in will always follow Edward, even though they may have another boss—on paper. He will be a good man to have on your side of an argument.

Certainly, it is a good thing for young men to begin at the bottom and work up. But whether ditch digging or even being a boss of ditch diggers was the best investment of this last year of Edward's life, is another question. If education really means search for truth, and if the future of Democracy depends on the degree to which truth is allowed to prevail—one may doubt the wisdom of the Fates, and be a little impatient with the smugness of their reasoning.

Edward is born to lead. The more *real* education Edward has, the more chance there is that he may lead wisely.

—U. S. Department of Education.

ENIGMAS

The dull boy and the genius are still enigmas. Rare indeed is the teacher sufficiently skilled to reach them. Too often instead of understanding them, we condemn them. Let us not forget that Napoleon stood forty-second in his class. Linnaeus, who later revolutionized the science of botany, was admitted to the university by his director only on the desperate chance that "if transplanted into different soil" he might progress. "During my whole life," said Charles Darwin, the father of modern science, "I have been incapable of mastering any language." Robert Fulton was a dullard. Lord Byron stood at the foot of his class. Edison, Ford, and a hundred leaders of today were called misfits in

school. While it is freely granted that only rarely will the seeming dullard actually prove to be a genius, yet whether *genius or dullard, each will play his inevitable role in the pattern of our democracy. And that democracy today stands imperilled.*

—J. L. STENQUIST

THE THREE R'S

When the last tooth is filled,
And the last nit is killed,
The ears excavated,
The parents placated,
The intelligence ranked,
The last penny banked,
The suspects all schicked,
And the last special picked;

When the last lunch is eaten,
The worst sinner beaten,
The last test is given,
The last truant shriven;
All the adenoids gone,
All the spectacles on,
And we've tested the ears,
Noted rash that appears;

When we've made out the blanks
For the over-age cranks,
And the last neck is whitened,
The muddy shoes brightened,
And marked those who stutter,
Taught some not to mutter;
When we've preached self-control,
Pointed every known goal,

Then let's thank our lucky stars,
We can teach the three R's.

—*Author Unknown, But Appreciated*
From *The Grade Teacher*

The real test of civilization is the proper use of leisure, just as the use of one's diversion is a true key to the character of a man.—Professor William Lyon Phelps.

EACH CHILD IS UNIQUE

When Thorndike proved by objective measurement that "the most gifted pupil will, in comparison with the least gifted of the same age, do *over six times as much in the same time, or the same amount with one-sixth as many errors*," he shocked a nation of somnambulant schoolmasters into a realization that the public one-track school was, after all, not the most perfect of all institutions in a democracy.

The three decades since the birth of mental measurement have taught us, if they have taught us nothing else, that no two human beings are alike nor can be made alike. Each child is unique, has no duplicate in all the past and will have no duplicate in the long ages to come! *This is the most troublesome but the most glorious fact in education!*—DR. J. L. STENQUIST, in the *Baltimore Bulletin of Education*.

TESTS OF RADIO'S AID TO
CHICAGO SCHOOLS PLANNED
BY OFFICIALS

Readin', 'riting, 'rithmetic and radio may become the new "Four R's of education" in Chicago. Tests are now being planned by the Chicago Board of Education to determine results of radio's emergency educational broadcasts during the infantile paralysis epidemic. If these tests show that radio has proved itself in a new field, it may become a permanent part of Chicago's educational system.

The tests, as designed, will reveal not only how far the work of the school year was advanced by radio, but may also be depended upon to disclose what steps have been made and how much has been done toward making parents "teacher" conscious. Recommendations on the increased use of radio instruction in school work will be made upon the basis of results obtained on both counts.

A PARABLE FOR TEACHERS

At the Crime Detection Laboratory at Northwestern University, they have invented a way of reviving the most faded or perished ink-script. Unless the actual fabric of the paper has been destroyed, the ink leaves iron residues; and by blowing a gas upon an apparently blank sheet these particles of iron can be corroded so that the former writing leaps to sight, now rusted brilliant red.

It struck me that here was a shiny parable for teachers of literature. Their topic is often ancient books and papers, from which the childish pupil might suppose all life had withered. But if the teacher has the right kind of gas on spout, handwriting as old as Chaucer can burn again more vivid than tonight's tabloid. Presuming that it had, to begin with, the authentic mettle.

CHRISTOPHER MORLEY in "The Bowling Green,"
Saturday Review of Literature, April 3, 1937.