

### THE NEWEST PUBLIC SCHOOL.

By Frederic J. Haskin.

KANSAS CITY, Mo., September 29.—Every now and then somebody writes a book on "Great Men Who Never Went to School." There are plenty of such great ones.

An important subdivision of the family are the great men who couldn't go to school, not on account of lack of means, but because they couldn't get along with the school system. A volume even more interesting than any of the published ones might be written by some conscientious commentator on the men who might have been great if they had been able to go to school.

The chief strength and the chief weakness of our public schools lie in the same point—their standardization. They are schools for the average child, finely figured down to meet the needs of the average child, and that makes it possible for them to give the average child the best free education he ever got in the world's history.

That is their strength. When they come up against the unusual child they show their weakness.

The unusual child doesn't fit into the scheme of things. He remains as a friction point, causing lost energy and heat on the part of teacher and parent until he and the system often part company on terms of hostility.

Here in Kansas City they have just opened a new public school that is dedicated especially to the cause of the unusual boy.

This School for Unusual Pupil, boys who can't get along with the ordinary public school system. It doesn't make any difference if they are young geniuses or only unusually obstreperous. Their trouble may be anything from budding artistic temperament to congenital dislike of authority.

If they fail to fit into the scheme of things as drawn up for the usual child, they can come to the new Broadway School. They will get a schooling if it is humanly possible to give them one, and probably enjoy the process. The new school is an interesting exhibit.

Miss Henrietta Campbell, moving spirit in the new departure and an enthusiast in the cause, has a long record of service in the schools of Kansas City. It was largely on the strength of that record that her ideas were hearkened to and blossomed forth in concrete form. She is a specialist on the problem of the unusual child. She is troubled by the boy who leaves school in the middle of his grammar course just when he ought to be getting interested.

She was one of those chiefly instrumental in starting the local manual training and trade school, in an attempt to hold that boy, but the trade school flourished so exceedingly that it wandered away from its original purpose. It has grown into a big department of the public schools now, where the boys who want to learn trades instead of going to college build two-story brick houses as part of their course, and the unusual child is about where he was before.

So Miss Campbell went before the school board and seeing what she had done, they gave her the new school to carry out her ideas. In this school an attempt will be made to hold and educate the boys who, would otherwise drop out of public school on what the divorce courts call grounds of mutual incompatibility.

The school is an integral part of the public school system. No one is compelled to attend it, if he or his parents prefer to have him attend the local ward school. Any boy who can't get along elsewhere is welcome.

Outwardly, the school resembles almost anything rather than the public institution of learning we attended in our youth. The Not Usual School, founders were particularly desirous of getting a good environment. Some of them had seen the success of kindred experiments jeopardized by putting the school in the wrong place.

So they invaded one of the exclusive residence districts, where the streets are quiet and overarched with big trees, and the houses stand back from the pavement and regard the world askance. They found one of those big brick houses with white pillared porches that the west seem to have evolved as a residence type.

It had started life as a residence, and subsequently had been turned into a church. Now it is a school, though there is still a pipe organ in the gymnasium. Naturally the neighborhood at first regarded the new school a little doubtfully. It was known to have been started for boys who didn't get along elsewhere, and its presence appeared somewhat in the light of an invasion.

But the boys were carefully posted on this state of affairs, and asked to vindicate the fair name of their new alma mater. Mischief would lead to complaints, and complaints might lead to removal. As a result of this appeal to reason, the conduct of the new school as a body has so far been worthy of a young ladies' seminary.

After the neighborhood had watched for a week, an emissary came in the shape of an old gentleman who lived next door. He admitted the initial suspicions of nearby residents, but now, he said:

"We are convinced that you will be a success. If you need any help, call on us."

So much for what the stimulation of school spirit among the boys may be. The first step they take here is to try to make the boys like the school, and to take pride in it. The attendance is still small enough to make a clan spirit possible.

All the boys who attend have picked out the school in preference to the regular one on their own initiative, or on that of their parents. There are about thirty of them so far, and practically every one of them is a boy who would have sooner or later dropped out of the public schools because he couldn't get along in them.

boys of all types represented. The unusually bright boy is just as hard for the big school to handle as the unusually stupid or the unusually mischievous boy.

Miss Campbell tells of one boy that she taught a good many years ago who has since become one of the leading professional men in a neighboring big city. That boy was continually in trouble, much of it serious. He was even up before the court.

His trouble was that he was too bright. He could finish his lessons in half the time allotted, and spend the other half doing things better left undone. He could play truant two or

three days running and still keep up with the class, and he knew it. He probably had a certain contempt for the school program, and those who had to labor over it. As a result his school days were one continual turmoil.

In the Broadway School they will keep a boy busy if he has the brain of a Webster. They study each case and give it as much to do as necessary. The school is not divided into grades, but into groups. That gives a loophole and a renewed self-respect to the boy who is low for his age and size, and who often quits because he is ashamed to be classed with the little boys. It also gives a chance for the boy whose abilities are scattering—not a rare type, and often one of unusual

ability along certain lines. The big public school takes a cross-section of a dozen subjects and offers it as a year's work. Such a cross-section contains a part of each subject that is as difficult in its way as the parts of all the other subjects.

The boy who can master one can master all. That is the theory, and it works with the average child. It doesn't work in certain cases. They have boys in the Broadway School who can't spell. They may never learn to spell. That weakness held them down in grade, kept them from promotion. They couldn't "pass" in spelling.

Yet one of them is a fine arithmetician, a branch calling for a higher type of brain than spelling. He may get up unable to spell words of six letters, but that is really no reason for holding him back in other branches. If he has capacity he can get somebody to do his spelling for him for \$18 a week.

To give any comprehensive idea of the various types that a school like the Broadway will naturally get in any big city and of Varied Type.

The motto of the school is "A chance for every boy," and the record of the newcomer is not even investigated. He gets a chance to make a new one. As an experiment, the school is interesting and significant. It is a public school doing what many private schools do, but it combines the advantages of both systems. The public school may lead, too much toward the machine, occasionally. There is a certain impersonality and ruthlessness about the laws of the big public school system that give the child a foretaste of the laws of the world.

Even for the out-of-the-ordinary boy whose parents can afford to send him to a private school, such a school as the Broadway would seem to be a good thing. And when the family can't afford a private school—with the state owes an education to the unusual individual just as much as to the average.

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## Can YOU Drive 100 Miles An Hour In YOUR Car?

The Paige-Detroit Motor Car Company designs, builds, advertises and sells nothing but genuine stock models. We have refused to build racing cars. We have refused to change the gear ratios in our stock models so that purely superficial "records" might be established on the hill or track. We have refused to court notoriety through sensational "stunts" which might capture the public imagination for a few brief hours—but prove absolutely nothing so far as the essential quality of our product is concerned. In short, we have refused to resort to expedients of any kind. From the very beginning, it has been our purpose to build thoroughly reliable, thoroughly serviceable automobiles—and we have attended strictly "to our knitting."

### "A Hundred Miles an Hour"

Every engineer knows that we—or any other manufacturer of high grade cars—can take a stock car, strip the chassis, change the gear ratio, "tune it up," and drive it 100 miles an hour on the track. That would be a simple task—but an absolutely profitless one. Such a car would have to be a specially prepared "freak" model. It would have to be a "speedster"—pure and simple. And, unless we are deliberately willing to misrepresent, we could not advertise it as a genuine Paige stock model. In other words—to put it in plainest terms—*we advertise precisely what we have to sell. We sell precisely what we have to advertise.* If we claim a maximum speed of a mile-a-minute, we mean that your Paige—any man's Paige—will travel that fast. As you very well know, some manufacturers are claiming truly startling "records of performance" for their cars. Beyond doubt these records have actually been established. But were they stock model records? Were they made by the same standard car that you must purchase from a local dealer?

### Get the Real Facts

Ask an owner. Find out if he can duplicate those "performances." See if he can turn up 100 miles per hour—or ninety—or eighty—or even a mild, conservative seventy-five. If not—what's the use of all this misleading prattle? It's a very bad thing for the motor car industry as a whole and very unfair treatment of the prospective buyer as an individual. No—the Paige refuses to employ any such advertising and selling methods. On the other hand, here is what the Paige-Detroit Motor Car Company actually DOES. We design, build, advertise and sell motor cars to run twenty-four hours a day, seven days a week and fifty-two weeks in the year. We believe that a speed of a mile-a-minute is the maximum that can be secured without shortening the life of the car, without ruinous repair bills, without wanton waste of gasoline and oil. We give you the best design, the best materials, the best workmanship and the guarantee of a name—the Paige name—unexcelled for quality and value in the motor car industry. That is Paige Policy.

### Service Always—Everywhere

And—wherever you buy a Paige, wherever you drive a Paige—your Paige is kept running. That is Paige Character and Paige Service. The Paige challenges no competing cars to Speed Tests. We believe that such tests are inconclusive, deceptive, worthless. But the Paige-Detroit Motor Car Company does herewith post a challenge—a sweeping and bona fide challenge.

### A Real Contest

We challenge any motor car manufacturer in the world to produce a car—within three hundred dollars of the Paige price—of better design, better materials, better engineering practice than the Paige. We challenge any motor car manufacturer to produce a car—within three hundred dollars of the Paige price—that offers more consistent performance, on hill or highway or in heavy traffic, than the Paige. Or, a car which offers AS MUCH Dependability, Stamina, Genuine Power and All 'Round Comfort as the Paige offers. We challenge any motor car manufacturer in the world to produce a car—within three hundred dollars of the Paige price—that offers the Gentleman Driver and Owner AS MUCH luxurious, reliable and uninterrupted motoring under all conceivable motoring conditions as a Paige car offers. And we challenge any motor car manufacturer to produce a car approximating the Paige in power and capacity that will show gasoline and oil and repair records within twenty per cent of the corresponding records of the Paige. That is our challenge. It is merely the echo of the testimony of 20,000 satisfied Paige Owners.

### Buy Now—And Save Money

At the time this advertisement is written, we have on hand less than one Fairfield "Six-46" Model for each Paige Dealer. When these cars are sold, we shall start upon another production schedule of Fairfields and the list price will be substantially increased. The cost of materials and labor has risen enormously during the past twelve months. We are obliged to pay more for every ounce of crude metal that goes into Paige cars—and, of course, we shall have to charge more for the finished product. So, you can actually make money if you buy a Fairfield at its current price—\$1375. But, remember the present production is very nearly exhausted and you must act quickly in placing your order. We want to be absolutely fair with prospective purchasers. For that reason we are giving this advance notice. The price of the Paige Fairfield Six-46 will be substantially increased just as soon as the few remaining cars are sold.

### In Conclusion

We think too much of our good name, of our good product, of our success (unrivaled in the industry) to employ misleading advertising. To cheapen our car or our principles—To design, build, advertise and sell anything but that car which we have for every man and every motoring need. That is the Synonym for Square Dealing—as well as the "Standard of Value and Quality."

These, you know, are "Jubilee" Days. In every section of the United States, Paige Dealers are decorating their show rooms—trimming their windows—and arranging special displays that will entertain and instruct. This Jubilee is the nation-wide celebration of the most conspicuous success in the entire motor car industry. It marks the triumph of clean merchandising, clean manufacturing and clean advertising. It is the time when the Paige Dealer plays "host" and keeps "open house" for everyone in his community. So don't fail to visit your local Paige Agency. There you will find "Welcomes" on the mat and a corps of men who will do all in their power to make your visit a memorable one.

Fleetwood "Six-38" Models: 5-Passenger Touring Car, \$1090; Touring Sedan, 5-Passenger (Springfield Type) \$1175; 5-Passenger Convertible Winter Top, \$1275. Wire Wheels, extra, all models. Prices F. O. B. Detroit. Fairfield "Six-46" Models: 7-Passenger Touring Car, \$1375; Touring Sedan, \$2300; Limousine \$2750; Town Car \$2750; Coupe, 4-passenger, \$2100. Wire Wheels, extra, all models. Prices F. O. B. Detroit.

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