

# SHOCKED

## Are People Who Read Senator Meek's Testimony in School Investigation.

### STAR CHAMBER SESSION POSED

In Bill Introduced for Appointment of Another State Commission—Some Interesting Gossip About Ohio's School Affairs.

Columbus, O.—(Special)—Parents and educators who have looked upon the school system of Ohio as a model can hardly help being shocked at the admissions of Senator Milner H. Meek, made before the investigating committee of the legislature.

Many teachers connected with the training of the best school districts of Ohio have been awarded certificates to teach not because of merit, but because the state examiners, for reasons known only to the states, have seen fit to issue certificates when the applicants fell below the required percentages in examinations. Teachers who stood as low as 20, 10 and even zero in some studies have been given certificates to teach in those studies. It is a condition that appeals strongly to every father and mother.

Senator Meek, himself an examiner for ten years, admitted that he had taken part in these gross irregularities and announced that the examinations were worthless. The investigators will hold another session Monday. Up to date the following facts have been brought out by the testimony of Senator Meek, and they show the people of Ohio, who are interested in the education of their children, the condition as it actually exists:

He told the committee that many persons who had fallen below the minimum had been granted certificates. In the 1906 examination 67 per cent of the applicants fell below the minimum and that was an average examination.

"How did they get above it then?" asked Judge Milner, attorney for the investigation committee.

Meek said that an applicant must average 80 per cent or higher in all the studies and must not fall below 60 in any one study.

"What would be the sense in having a 60 per cent rule, if the average is to determine?" asked Judge Dever, of the committee.

"Judge, to be honest with you, while we have written rules we never follow any rules at all. It is always fixed up to correspond to the rules."

"And you joined with the rest in fixing it up?"

"I could not help myself. We always raised them to 60 per cent or more. It would mean a personal break between the examiner and myself if I did not do it."

Senator Meek inquired about "pull," and Senator Meek answered: "The state examination has been so conducted that we might just as well have gone over the list of applicants on the first evening before the examination and picked out what men were considered good, indifferent and bad and so on. The class is pretty nearly corresponds with the first evening's talk about the applicants. Many of those grades that I gave 50 in were 20 or 30."

In answer to a question of Mr. Little, of the committee, he said:

"We go over the list and mark some O. K. and some M. O. K. means not that they are going to get a certificate, but that there is nothing against them. M. means we do not know anything about them and therefore they must go upon merit."

"Suppose an applicant is examined," asked Judge Milner, and you are satisfied from the grades he makes before you that he ought not to have a certificate. Isn't it your sworn duty to simply refuse to sign his certificate?"

"Well, I explained the other day—"

"Just answer the question: Isn't it your duty?"

"I suspect it is true."

"What is the object of the examination if your examination does not correspond with the work?" asked Judge Milner.

"We might just as well not go through the examination."

"You learned they were doing this as early as 1900 and yet you have continued to mark them 50 when they were low, right up to the present time?"

"Yes."

"When you suspected others were boosting grades, why did you not leave them exactly where they were?" asked Judge Dever.

"The average was over 80."

"There would not be the same liability of the average being above 80, if it were down in your branch, as there would be if you marked them 50 or 55."

"If you had been sitting on the examining board for ten years you would change your mind on that," responded Senator Meek.

"But isn't that a mathematical fact? You say your specialty is mathematics?"

"That is true. There is no way to stop the passing of an applicant very well, if they are determined to raise the grades."

Judge Milner asked: "Did it ever occur in the examination of a man in the last ten years that you did not occur in the granting of the certificate?"

"No; we all signed them."

Asked whether he had any recollection of other examiners raising grades when they ought not to, Senator Meek

said: "I do not recollect that; no, sir." Senator Meek said there were two factions in the schools, the Corson faction, led by former School Commissioner Corson, and the "outs." He was asked if he was not the leader of the "outs," and replied: "I can not help what they may think about it."

What the secretive George Howard, book agent, is doing in Columbus this session is a mystery to the legislators. At one time he was chief manufacturer of books for one of the large book companies. He had charge of many states for them. He now spends a large part of his time at a prominent hotel in Columbus. Whether he has a business connection with any book company or with men who want new school books introduced into the state is not known. He is conceded to be one of the most active and effective workers in the book business. While he plans, other men do the actual work, so that it is seldom known just what he is doing. His workers seldom mention him, and their connection with him is little known. The investigators may seek to learn whether he has any interest in the bills now before the legislature affecting the schools or whether he is taking sides with either faction in the investigation.

Since the Rowe local option bill passed, the friends of school book uniformity are discouraged. They doubt whether their bill will be passed by the legislature. A scheme has been discovered to hook to the uniformity bill as a rider, a free school book amendment making books free to pupils in all parts of Ohio. It is a dangerous rider, for it will mean an immense increase in the tax levies of the various school districts.

Already the Pose bill is bound to go away with saloons in some counties and thereby reduce the revenue, which means that the property-owner will have to pay higher taxes. Then if the school books are forced upon the communities, the tax rate would have to be still higher. For that reason friends of uniformity doubt the possibility of passing it.

There are two plans, embodied in bills before the legislature, that interest school book men. One is the uniformity plan and the other the school book commission plan. Uniformity means that the same books shall be used everywhere in Ohio and teachers shall be punished in court for not using the books adopted. The book commission means that a board or commission shall be selected to pick the books that shall be used everywhere in the state.

In Kentucky similar bills were adopted. Previous to their passage the school book business of the state had been divided among many publishing firms. The course of study being laid out in any community, books were selected to fit it.

After the bill had passed, one company got a monopoly of the entire school book business, and the profit that it makes from the deal is enormous. Superintendents of schools were handicapped for instead of fitting the books to the course of study, they had to fit the course of study to the books. This was extremely awkward for the reason that different communities require different courses of study.

Considering the big plum that is to be nabbed by some book concern it is little wonder that the agents take a decided interest. In the bill proposed for Ohio it is stipulated that the state board may choose books still in manuscript. This opens the door for authors and would-be publishers to contest for the enormous profits that will accrue to the successful party whose books are adopted.

One of the most dangerous paragraphs ever put into a bill, urged as beneficial for the people of Ohio, is the "star-chamber session" clause in the Crawford bill. It provides that no person but members shall attend the sessions of the commission, and the commissioners shall give out no information of their transactions. The meetings must be absolutely secret. After the session is closed the members may print in pamphlet form the proceedings of the session.

The session might last a month or more, while the members were selecting books for the entire state. During that time the people of the state and the newspapers which advise the people when dangerous deals are under way, would have no way of knowing what the commission was doing. If there was any publicity about the people would know nothing of it until the contracts had been signed, sealed and delivered, and at that late date might not be able to discover the evidence.

By the deal made by the commission the people of the state would be tied for five years, for books once adopted are to be kept in use that long, by the bill's provisions.

"Star-chamber" session are a backward step in this age, when all the tendencies are to give publicity to public affairs, with the view that citizens may be advised and that corporations and politicians may not take advantage of them.

The Shankland bill is more reasonable. It will provide against the too frequent change of textbooks, but gives no opportunity for secret deals with publishers. It protects the parent against excessive expense in the purchase of textbooks. Boards of education cannot force parents to buy at frequent intervals. Board members who might desire to make frequent changes of books for personal profit would not be permitted to do so under the Shankland law.

# BRAIN PUZZLERS

## Questions That Applicants for Teachers' Certificates Must Answer.

### MADE UP BY STATE COMMISSIONER

To Test the Qualifications of Those Who Would Hold the Ferrule in the Public Schools For the Education of the Coming Generation.

Following is the list of questions as prepared under direction of the state commissioner of public schools, and submitted at the county examination for teachers March 7 for elementary school certificates:

#### GRAMMAR.

1. "On the top of a windmill, of which the ridge tower is still to be seen on the side overlooking the field, the king, who had his head quite bare, remained in absorbed silence whilst the young Prince, who had been knighted a month before, went forward with his companions in arms into the thickest of the fray."

(a) Analyze the foregoing, showing clearly the kind and relation of the subordinate clauses. (15 credits.)

(b) Classify and state the relation of the italicized words. (15 credits.)

(c) Classify and state the relation of the prepositional phrases. (10 credits.)

2. Write (a) a complex interrogative sentence, (b) a compound complex sentence with an adverbial clause, (d) a sentence with a noun clause used as the subject of the verb. (15 credits.)

3. Distinguish in meaning between (a) I have aided you more than he. I have aided you more than him. (b) An able and intelligent friend. An able and an intelligent friend. (c) He was happier than any person in the house. He was happier than any other person in the house. (d) Few men have been more honored. A few men have been more honored. (10 credits.)

4. Distinguish between shall and will in (a) declarative sentences, (b) denoting determination, (c) asking questions. (10 credits.)

5. Give a synopsis of have with he in all the modes, tenses, and voices. (15 credits.)

6. Write sentences showing four different uses of the pronoun and explain each. (10 credits.)

#### THEORY AND PRACTICE.

The last five questions are based on Keith's "Elementary Education."

1. From the standpoint of school government state the essential qualities of the teacher.

2. Point out the practical importance of memory. How would you attempt to strengthen a weak memory? Illustrate from school studies.

3. Indicate the importance of correlating history and geography.

4. What relation exists between one's acts and one's interests?

5. What relation exists between the school and the library?

6. What changes may be noted in the present public school curricula when compared with those of several years ago? How do you account for the change?

7. Show by illustration what is meant by realism and symbolism in teaching.

8. How has the conception of realism influenced teaching? Give example.

9. Content and form are the two great concerns of the teacher. Explain the terms content and form.

10. When does action cease to be educative? Following the thought in your answer, what is the inevitable result of the increased division of labor?

#### ARITHMETIC.

1. What value do you attach to (a) oral analysis in arithmetic, (b) the making of problems by the pupils?

2. What part of 1200 bushels of wheat is  $2\frac{1}{4} - \frac{3}{5}$  of  $\frac{1}{4}$  of 2-11 of 6698 bu.

3. Three-fifths of a merchant's stock was destroyed by fire, and two-thirds of the remainder was damaged. He sold the damaged goods at three-fourths of the cost and the undamaged goods at cost, realizing \$6,500. Find the total loss.

4. Suppose one lives 7" east of the 90th meridian. Is standard time fast or slow? How much?

5. If a gas jet burns 4 cubic feet of gas an hour, and 4 jets are lighted, each burning from 6:30 p. m. to 10:00 p. m., what will be the gas bill for February, 1908, at \$1.00 for 1,000 cubic feet?

6. (a) Express as per cents: 1-16, 5-12, 2-7. (b) Express as fractions in their lowest terms:  $31\frac{1}{2}\%$ ,  $56\frac{3}{4}\%$ ,  $\frac{3}{5}\%$ .

7. What per cent of a leap year is the time from Washington's birthday to the Fourth of July, 1908?

8. Write a negotiable promissory note signed by James Fox for \$75.00 due 90 days from February 19, 1907, payable to yourself. Name (a) the payee, (b) the drawer, (c) the date when the note becomes due. What words in the note make it negotiable? What does negotiable mean?

9. Find the simple interest on \$785.56 for 3 years 7 months 16 days at  $4\frac{1}{2}\%$ . At what rate per cent will \$2,250 amount to \$2,565 in 4 years at simple interest?

10. How many cubical blocks, each edge of which is  $\frac{1}{8}$  of a foot, are equivalent to a block of wood 8 feet long, 4 feet wide, and 2 feet thick?

#### ORTHOGRAPHY.

1. How do spelling and reading compare in importance as school subjects?

lowing words: sail, sale; sea, cease; ring, wring; gait, gate; by, bye.

4. Show the pronunciation of the following words: horizon, granary, heroine, algebra, despicable.

5. Give complete form of the following abbreviations, and use each in a sentence: Mt., prox., MSS., e.g., Dr.

6-10. Spell the following words, to be pronounced by the examiner: certificate, laboratory, comrade, miscellany, vein, collision, straggler, taxable, fallible, dissipate, Venezuela, restaurant, capillary, effigy, mandamus, imbedded, intriguing, cursory, prairie, session (a sitting).

#### WRITING.

For this branch examiners will grade the manuscript in orthography.

#### PHYSIOLOGY.

1. What organs are especially affected in each of the following: pleurisy, pneumonia, fainting, bilious attack?

2. Describe the effect of exercise upon the muscles of the body.

3. Draw a line to represent the curves of the spinal column. Mention two purposes of these curves.

4. Locate the liver and the pancreas. Into what portion of the intestine does the secretion of each pass?

5. What is the entire capacity of the lungs? What amount of air is taken into the lungs with each inspiration?

6. What are the lacteals? What is the thoracic duct?

7. How many sets of valves has the heart? Where are they situated?

8. What part of the nervous system supplies the voluntary muscles with nerves? What part the involuntary?

9. How is the voice produced? How is it modulated?

10. What is the law relating to the teaching of scientific temperance in the public schools of Ohio?

#### GEOGRAPHY.

1. What are the limits of the north temperate zone? What is meant by the axis of the earth?

2. Which of the United States are crossed by the meridian of Columbus? Which by the parallel of Columbus?

3. Compare the mountain systems of North America and South America.

4. Name three products of Japan. Compare the Japanese people with the Chinese.

5. Give three or more reasons why people accumulate wealth more slowly in Europe than in the United States.

6. What form of government has Portugal? Name its leading productions. Give approximate area and population.

7. Locate as to state, part of state and body of water: Milwaukee, New Orleans, Kansas City, Seattle, Baltimore.

8. Whence do we get the following: rice, sugar, caoutchouc, rope material, tin?

9. How would you develop the general laws of climate with a class in elementary geography?

10. Draw a map of your own county, locating thereon the county seat, chief towns and water courses.

#### LITERATURE.

1. Tell something of the life of one of the following: Dryden, George Eliot, Thackeray.

2. Name a journalist, a novelist, and a poet who advocated the cause of abolition. How did each contribute to this cause?

3. What are some of the elements in Hlavatha which render this poem so popular with little children?

4. Name one of the principal works of Joseph Rudman Drake, Bancroft, Celia Thaxter.

5. "Poe's fame as a poet rests on less than a dozen short poems." Name at least five of these. Tell something about each to show that you have read the poems named.

6. Give several interesting facts concerning the family of James Russell Lowell.

7. What can be said about Lowell as an editor? As a diplomat?

8. Name some of the best known longer poems of Whittier and Lowell.

9. Give the general idea of one of these poems by each of the authors named in number 8.

10. Quote at least one complete stanza from each of two of Lowell's poems.

#### UNITED STATES HISTORY AND CIVIL GOVERNMENT.

1. Tell something about the discoveries of Ponce de Leon, Frobenius, Champlain.

2. Where did the following make settlements: The London Company? The West India Company? The Plymouth Company?

3. When were the following colleges founded: Harvard, William and Mary, Yale? Where are they located?

4. What was the Stamp Act of 1765? Give three arguments used by the colonists in justification of their resistance of the measure.

5. What years are known as the "Critical Period" of American history? Why so called?

6. In what presidential campaign has the extension of territory been a party cry?

7. What part did Clay, Calhoun and Webster take in the slavery controversy?

8. After the close of the Civil War, what was the difference between the president's plan of reconstruction and the congressional plan?

9. What is meant by the "Philippine Question"?

10. Name one power which the senate alone may exercise. How may a bill be passed over the president's veto?

#### READING.

Examiners will conduct an oral examination in reading.

#### MEXICANS IMPORT LARD.

Lard is one of the chief Mexican imports from the United States. The figure for 1907 was nearly 7,000,000 pounds.

# THROATS OF THE WARDENS

## WERE SLASHED BY THE DESPERATE LIFE CONVICTS

Before One of the Officers Could Shoot Down His Assaultants—Escape Was Planned.

Deer Lodge, Mont., March 9.—Warden Frank Conley, of the Montana state penitentiary, was dangerously wounded and Assistant Warden John Robinson was killed, when three life convicts, George Rock, W. H. Hayes and another whose name is not given, made a dash for liberty. Robinson's throat was cut from ear to ear, and the jugular vein was severed. Conley's throat was gashed, and he was stabbed several times in the shoulder and groin before he was able to draw his revolver and shoot two of his assaultants down. Convicts Hayes and Rock were both shot down by Conley after the latter had been wounded. It is believed that the warden will recover.

The attack and attempted escape, according to the prison authorities, had been long planned by Rock and Hayes, who were cellmates. Both were armed with penknives, the blades of which were sharpened like razors. The three convicts were brought to the office of the prison in the courtyard by Deputy Warden Robinson to be tried for some trivial infraction of the rules and, Conley was waiting to sit in judgment. Hayes had for several months been a "trustee" and had been given the position as turnkey. He had been placed in the same cell with Rock because the authorities believed he would watch the latter, who had been regarded as a most desperate convict.

The moment the men entered the office door Rock turned swiftly upon Robinson, who was closing the door, and, quickly drawing a knife, he began slashing at the warden's throat. The deputy sank to the floor dying. At the same moment that Rock attacked Robinson, Hayes drew a knife and started for Conley. The latter retreated to the rear of the office, but before he could draw his revolver Hayes had slashed his throat. The convict, seeing his intended victim getting away, grappled with him and stabbed him several times in the shoulder and the groin. Although bleeding terribly, Conley managed to draw his gun from his pocket and fired four times, with the weapon pressed against Hayes' abdomen. As Hayes sank to the floor Rock rushed at Conley, who emptied the remaining cartridges into Rock, and the latter also went down.

The third convict who had been called to the office took to his heels at the first of the battle, but was quickly captured. The authorities refused to give out his name until they have investigated whether he was concerned in the plot or had merely been called to the office at the same time as the other two.

How the convicts, Hayes and Rock, secured possession of the knives is a mystery. It is believed that the infraction of the rules had been planned in order to reach the warden's office, where they would have more chance in making a dash for liberty.

Rock was shot through the lungs twice and Hayes three times through the abdomen. Both are badly wounded, but it is believed they will recover.

#### WELFARE OF CHILDREN

Will Be Topic of Discussion at Mothers' Congress in Washington.

Washington, March 9.—Women representing nearly all the progressive nations of the world will assemble here March 10 to attend the international congress on the welfare of the child, under the auspices of the National Mothers' congress. Subjects bearing upon the great work will be discussed throughout the sessions which will continue for a week. President Roosevelt will receive the delegates at the white house on Tuesday and will talk to them concerning child life. At least a dozen different nations will be represented. The United States will be officially represented by Elmer Ellsworth Brown, United States commissioner of education. The British ambassador, Hon. James Bryce, will speak of the child protectors of Great Britain.

Big Dam Will Furnish Electric Power

Brattleborough, Vt., March 9.—The construction of a big dam across the Connecticut river here is now well under way, with the expectation of turning the waters of New England's greatest river into New England's biggest electric plant. By means of the dam it is proposed to distribute the electric power within a radius including parts of three states. The cost of the dam will be more than a million dollars. The electric power to be developed will be 16,500 horse power and will benefit mainly the towns of Brattleborough and Vernon, Vt., Hinsdale N. H., and Northfield, Mass.

Fire Chief Threatened

Hattiesburg, Miss., March 9.—Capt. Frank Potter, chief of the Hattiesburg fire department made public a letter posted at Hattiesburg, in which his life is threatened. It said: "Your end is near. Fair warning. A word to the wise is sufficient."

Shot Her Daughter

Rapid City, S. D., March 9.—During a quarrel over a trivial matter Saturday Mrs. Charles S. Barbour shot and killed her adopted daughter, Ros Adams, aged 17. No one witnessed the tragedy.

# ROOM FILLED WITH SKELETONS.

Grotesque Discovery Made in an Ancient Monastery at Carientini.

For nearly 38 years the monastery at Carientini, Italy, has been abandoned, although the chapel connected with it has remained open for public worship. Behind the sacristy is a door which has always been shut and was believed to lead into one of the rooms of the monastery. The other day the syndic decided to make use of this room, so he had some workmen open the door. A terrifying spectacle met their gaze for the room was piled full of human skeletons, reaching almost to the ceiling. The syndic ordered the skeletons, some of which were more or less mummified bodies, to be taken out and buried in the Campo Santo. They numbered a few over 4,000.

Naturally, a tremendous sensation was caused by these discoveries, and the wildest conjectures given voice to. According, however, to the oldest inhabitant of Carientini, the facts are as follows: When monks inhabited the monastery, a certain sum was paid them for the privilege of sepulture in the church. The church, however, was small, and when there was no room for any more corpses, the monks, rather than lose an important source of income, continued to receive bodies for burial, but instead of depositing them beneath the floor of the church, cast them into the rooms behind the sacristy, or into the pavilions close by, where they have just been discovered.

# WORLD'S NEED OF STRONG MEN.

Should Be Better Than the Generations of the Past.

Some of us are disposed to be satisfied if we can be pretty nearly as good as the men of the last generation. That will not do at all. The men of this generation have got to be a great deal better men—bigger, broader, sounder, keener, braver, men—than their fathers were. If they are not they will be swamped with the business of the world in their hands. The entire ethical standard of financial life is being, and must be, lifted up. We cannot do the enormously increased business of the world to-day on the moral plane where we were living 25 years ago. If we attempt it we shall plunge ourselves in chaos. We have got to have higher principles of justice and equality and clearer notions of financial integrity, and stronger convictions of fidelity to trusts, and a deeper sense of the business responsibility of every man to the whole community.—Washington Gladden.

# Still Accepting Bouquets.

"It is strange," remarked Mr. Squirens to his grandson Horace, "what a fascination chorus girls exercise upon such young noddies as yourself. Take a woman as homely as a gingham umbrella and put her in the back row of the chorus, where she hasn't a thing to do except draw her breath and her salary, and the first thing you know a lot of foolish boys are sending her flowers, mash notes and jewelry and begging her to come out to sample hot birds and fizz bottles. 'Pon my word, it's a queer thing—this glamour of stage life."

"But grandpa," said Horace "the actresses of the present day are far more fascinating than they were when you were a lad, 40 years ago."

"Not much, my boy! There are many on the stage now with whom I was acquainted in my youthful days."

# Letter Writing.

Writing interesting letters doesn't come naturally to me, and there are a good many people with whom I must keep in touch through letters, if at all. So I have got into the way of keeping a notebook and jotting down in it brief notes to remind me of little bits of news that will specially interest my different correspondents. I even jot down a little joke sometimes, says Home Chat. Then, when spare time comes to write my letters my notes are ready to hand, and the interesting scraps of news don't go flying away directly I put my pen to paper, as they used to do. Everybody tells me my letters are much more interesting than they used to be. If so, that is the secret.

# A Road to Happiness.

It is not at all difficult to believe that it is easier to give it if it is the English girl, inasmuch as the former always knows exactly what she wants. But a fact which must not be lost sight of is that the American girl is admittedly entitled to demand what she wants, while she gets it because the American husband takes the view that it is easier to give it if it is wiser to refuse. The English girl, as a rule, loses her capacity for knowing exactly what she wants for the simple reason that she is aware that greater happiness lies in dismissing vain desires from her mind.—Lady's Pictorial.

# Side Lights on History.

The Washington estate had just been named Mount Vernon in honor of Admiral Vernon of the British navy. "You'll have