

ent birds dive in and out, some hundreds of times a day, without either stretching the aperture or disarranging the structure of the walls. And—more incomprehensible still—although they have to share the nest after the eggs are hatched with ten or twelve little ones, so closely packed together that

the nest literally expands and contracts as they breathe, not a feather of all the long tails is ever ruffled. It is a veritable triumph of architecture and of domestic management as well—the very last word in nest-building.

(By Theodore Wood.)

EDUCATION IN TERMS OF TODAY.

The growing belief that the schools must deal with every-day living is the greatest forward movement in education. To have the mind stored with theories and fine learning is admirable, but we must know how to do something exchangeable into dollars and cents, that can in turn be converted into bread and meat. A man may have talent and culture, be a great scholar and yet fail to make a living for himself.

There are many great educators in America. There are those who believe in the academic education which is the "memorizing of things read in books, and things told by college professors, who got their education mostly by memorizing things read in books and things told by other college professors."

There are other educators who believe in teaching in terms of the lives of the people; who believe that education is that training which fits us for the duties of life; that education is obtained from the books of human experience, written in the language of the people; who believe that education is alive, dynamic, progressive, practical,—finds inspiration in the here and now, with the things that are.

This article deals with an American educator whose life's work must needs place him among the last-mentioned class, since he uttered the words which are here written.

He is a modest great man, modest because he is great, great because he is modest in his greatness—Prof. Perry Greeley Holden, whose homely words of wisdom find official expression through the International Harvester

Company Educational Department, of which he is director.

Holden thought out his educational creed years ago. He attached it to the earth where people live and do their work. At sixteen, he was a country schoolteacher in Michigan. He came from a family of teachers, father, mother, and the generations that came before. He taught school in the winter, and in the summer helped his father build a home in the Michigan woods. Meanwhile, he found time to get a college degree.

Holden has been a busy man for twenty-five years. He has great organizing ability. He loves to work with people. He is a natural leader. He has put more educational extension work in operation than any other man in America. He put Iowa on the map as a corn state; organized the agronomy department of the Iowa State College of Agriculture; started agricultural short courses, enlarged and extended farmers' institute work; campaigned in the interest of corn clubs, granges, farmers' clubs, commercial clubs; introduced the teaching of agriculture into public schools in Iowa; conducted the first seed corn trains ever operated; inaugurated county farm demonstrations, managed a 25,000-acre farm in Illinois—and in all his activities kept both feet on earth and never slipped back.

Holden says that an eight-year-old boy taught him the real fundamental principles of education.

"When a country school teacher in Michigan," he says, "I once had a boy, in my school who was called 'Dully.