

LENDING LIBRARY

By W. E. Hill

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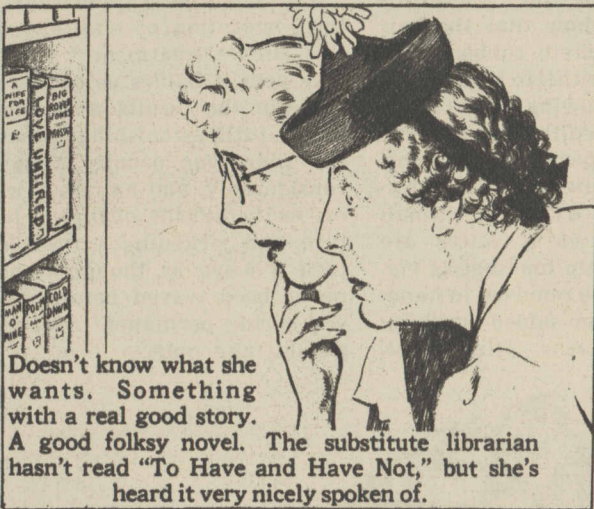


Showing the patron who was given the frank book about life in the raw, with plenty of naughty words, by an unfeeling lending librarian. Husband got it by mistake and there was a scene and he made her take it right back to the library before she even had a chance to look at it. What with children in the house who are into everything. The girls in the library are being very sympathetic.

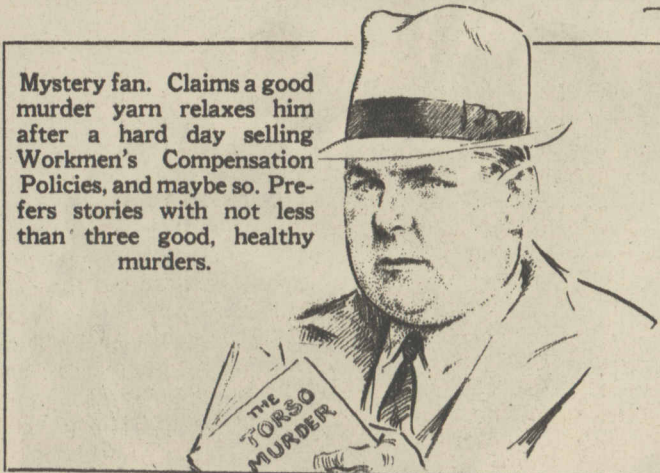
Neurotic reader. Interested in any book by a doctor. Reads every word of "Prevention of Criminal Neurosis," "Reorganizing the Sluggish Bladder" and such. Imagines he has all the horrid diseases he reads about.



Accomplished library attendant. Has a big build up for every book. Whatever book you pick up she claims is the outstanding book of the year and you'll be WILD about it. In fact she's read it three times and likes it better each time.



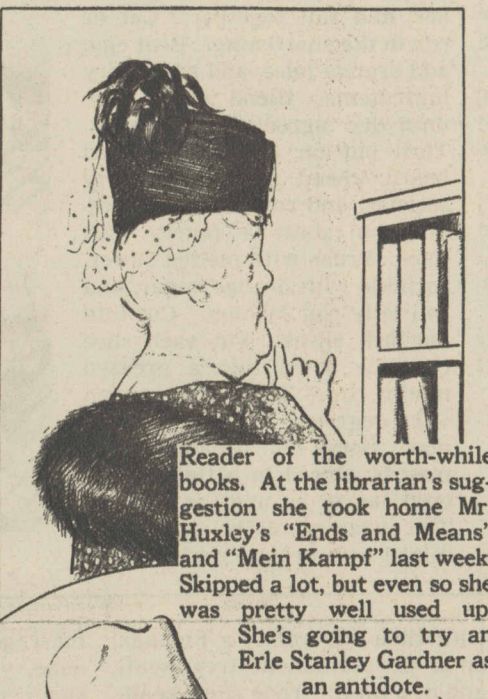
Doesn't know what she wants. Something with a real good story. A good folksy novel. The substitute librarian hasn't read "To Have and Have Not," but she's heard it very nicely spoken of.



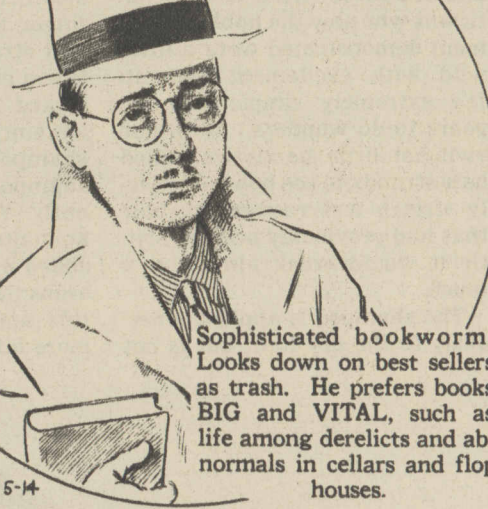
Mystery fan. Claims a good murder yarn relaxes him after a hard day selling Workmen's Compensation Policies, and maybe so. Prefers stories with not less than three good, healthy murders.



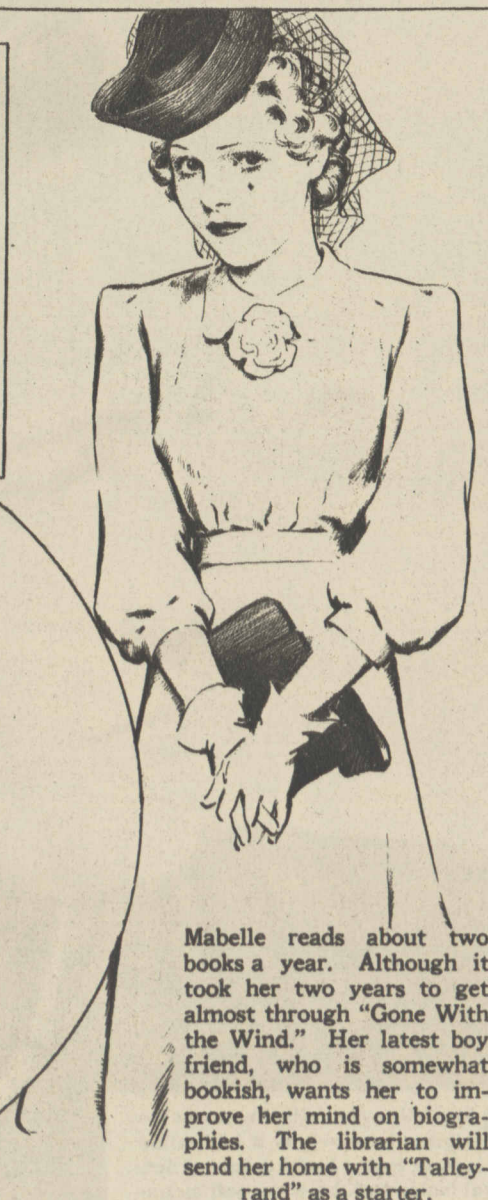
Emotional reader. She likes best a sweet story of sacrifice. A story about a wife who slaves for her husband and loses her looks and his love. She leaves him and takes a job in a hand laundry, gets her beauty back again and is about to marry the boss when her husband, having lost his money, begs forgiveness and she goes back to him because he needs her.



Reader of the worth-while books. At the librarian's suggestion she took home Mr. Huxley's "Ends and Means" and "Mein Kampf" last week. Skipped a lot, but even so she was pretty well used up. She's going to try an Erle Stanley Gardner as an antidote.



Sophisticated bookworm. Looks down on best sellers as trash. He prefers books BIG and VITAL, such as life among derelicts and abnormals in cellars and flop houses.



Mabelle reads about two books a year. Although it took her two years to get almost through "Gone With the Wind." Her latest boy friend, who is somewhat bookish, wants her to improve her mind on biographies. The librarian will send her home with "Talleyrand" as a starter.

Poland's Air Strength

By WAYNE THOMIS

POLAND'S air force—now one of the best in Europe—had its beginning in 1919 in a French café where a rowdy group of young American fighting pilots gathered to drink while waiting to return to the United States. One of this number, Cedric C. Fauntleroy of Chicago, heard how desperately the Polish legions were battling the Red Russian hordes that were pressing westward on them from the Ukraine.

That war had started about the time the fighting ended in central Europe, and Fauntleroy was able to enlist twelve other Americans for service with the Poles. With the aid of the French government the contingent was shipped across Germany in a Red Cross train. Once in Poland, the flyers were equipped with German Albatross and Fokker airplanes and placed under command of a former Austrian air corps flyer, Col. Ludomil Rayski, who had returned to his homeland after a distinguished career fighting the Allies.

The Americans became the famous Kociusko flying squadron and remained in the service of the Poles until 1921, when the Russian invasion was halted on every front. The Polish high command gave to the Americans and to subsequently organized Polish air squadrons a large share of the credit for winning the war. The exploits of the airmen convinced the Polish generals that the airplane was an effective war weapon, and the lesson never has been forgotten.

Today Colonel Rayski has become Brigadier General Rayski and is chief of the air corps. Through his efforts and the support of the army Poland has organized a half dozen governmentally subsidized aircraft and engine factories, three flight training centers, and has maintained a strong corps of fighting pilots whose skill compares favorably with that of any airmen in the world. The latest equipment of the Polish air force also is regarded as comparable with the best military planes of any other nation.

Polish planes pictured in this article were built in Polish factories to designs of Polish aircraft engineers.

Most effective of these machines is the P-27, built by the state aircraft factory (P. L. Z.)

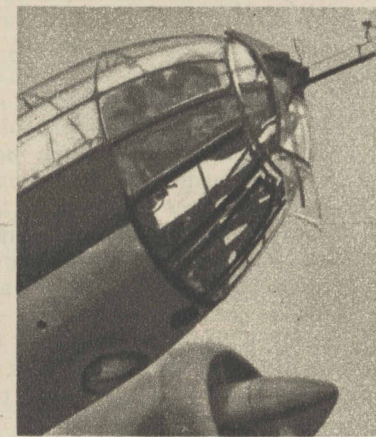


Pilots and ground crews of new Buffalo twin-engine bombers. (Acme photos.)

at Ociele, near Warsaw. It is a twin-engine medium bomber built to the formula that has become nearly standard throughout the world—midwing, all-metal monoplane. It has a retractable undercarriage, each leg of which carries two small wheels. The motors are Bristol Pegasus or French Gnome-Rhone fourteen-cylinder radials developing between 1,000 and 1,200 horsepower for takeoff.

With the Bristol engines the bomber has a top speed at 12,000 feet of 273 miles an hour, and with the slightly smaller although more powerful French engines its speed at 14,000 feet is 286 miles an hour. With a 4,800-pound bomb load the cruising range is 930 miles. With a 3,850-pound load the range is increased to 1,615 miles. The plane carries a crew of four and is armed with three machine guns, one firing from the nose and two others firing backward.

This is an unusually efficient plane, for it lands at less than sixty miles an hour when loaded to its maximum gross weight of 18,700 pounds. Part of this slow-



Closeup of gunner in transparent nose of Buffalo bomber.



A squadron of single-seater training planes.

landing performance is due to Handley-Page automatic slots installed along the entire leading edges of the wings and to split flaps that extend from the ailerons inward to the fuselage. The bomb racks are arranged to carry any sizes of projectiles. They will hold twenty of the 110-pound bombs, or two of the 3,000-pound each type. Intermediate sizes can be carried in comparable quantities. This machine is known as the Buffalo type—a designation as yet unexplained.

Poland's single-seat fighter planes also were built by the P. L. Z. plant. Those currently in service are admittedly obsolete, being high-wing, externally braced monoplanes with fixed landing gear. A newer and later type of low-wing monoplane fighter with retractable undercarriage and an in-line motor has just been delivered to the air corps for service test. This newest fighter, called the Wolf type, still is considered a military secret and neither photographs nor information concerning it have been released.

The P. L. Z. P-24 fighters have top speed with Gnome-Rhone motor of 900 horsepower of 267

miles an hour at 15,000 feet. They have a range of 450 miles and cruising duration at reduced throttle of three hours.

These single-seaters are armed either with two 20-mm. (about .80-caliber) Oerlikon quick-firing cannon, or four 7.7-mm. machine guns that are the equivalent of the light .30-caliber machine gun used in the United States military services. The plane weighs 4,200 pounds when loaded, considerably less than the latest single-seaters of this country.

The Polish reconnaissance machine is the P. L. Z. 43, a single-engine plane that looks much like the Northrop A-17 attack planes of the air corps. It also has the fourteen-cylinder two-row Gnome-Rhone motor of 900 horsepower and a fixed undercarriage. It is a low-wing monoplane carrying a crew of three. Top speed is 226 miles an hour at 13,000 feet.

Polish training schools are at Deblin, Warsaw, and Bydgoszcz. The three air corps wings are at these same stations. Aircraft factories other than at Ociele are at Lublin and at Biala Podlaska. There are some 600 pilots and 500 first-line fighting planes in the corps.

(Continued from page five.)

sistants he has a staff sergeant detailed from the army and a retired master sergeant hired by the school. The school is supplied by the government with uniforms and rifles just as are the public high schools. There are enough rifles so that every boy required to carry one is thus supplied. The military curriculum of St. Mel is the same as that of the public high schools, although its 100 per cent R. O. T. C. enrollment permits more emphasis on some parts of the course.

Cadets of St. Mel are organized in a regiment of three battalions under a cadet colonel. Students of the three upper classes form two of the battalions, and the freshmen make up the third. The school has a cadet band of fifty pieces and a cadet drum and bugle corps of fifty pieces.

Each year shortly before the end of the school term in the spring the high school R. O. T. C. units of Chicago stage a grand review or a parade in which all participate. In most recent years this annual get-together has taken the form of a parade. The next one is scheduled for June 2.

There are other occasions, however, when the cadets may appear together, such as on holidays. All appearances in public by the uniformed schoolboys have to have the sanction of school authorities.

The government supplies each school with a national flag. School colors are provided from outside sources. Each year the various regiments and battalions are inspected by army officers detailed for the purpose and are rated as regards excellence. The army officers who take part in this federal inspection are chosen from among those who have had no hand in the training of the school cadets and thus are

America's R. O. T. C.

interested no more in one regiment or battalion than another.

The Chicago Tribune each year awards two sets of colors (national and school flags) to the groups with the two highest ratings. These awards are only to the R. O. T. C. high schools within the city.

But in addition The Tribune twice annually awards medals to the cadets who have distinguished themselves in the opinion of their military instructors. The Tribune medals are distributed on the basis of one to every fifty cadets enrolled, the medals going not only to cadet officers but to noncommissioned officers and privates as well, and also to freshmen who are being given military instruction but who in the strictest sense are not R. O. T. C. members.

The Tribune medals, which number about 500 a year, are distributed among thirty-four schools. These are the twenty-seven Chicago public high schools that have R. O. T. C., St. Mel, three public high schools of Gary, Ind.; one of Evanston, one of Waukegan, and one of Joliet.

The three Gary schools are not in the 6th corps area, but in the 5th corps area, which embraces Indiana, Kentucky, Ohio, and West Virginia. The Evanston Township High school cadet body is not a part of the R. O. T. C., but rather falls under a separate classification of so-called 55 C schools, from the fact that these schools are provided with certain forms of government aid under section 55 C of the national defense act. In the 6th corps area other schools under the 55 C classification are the Glenwood Manual Training school of Glenwood, Ill., and the Roosevelt Military academy of

Aledo, Ill. The country's total number of cadet enrollees in the 55 C schools, according to last fall's figure, is 9,861.

In addition to The Tribune, various other patriotic organizations and groups provide awards in the form of medals semi-annually to Chicago R. O. T. C. cadets. These awards all are authorized by Colonel Morrison—and they must be earned.

It is obvious in considering the quality of instruction that the high school boy who is a member of the R. O. T. C. is provided with a sound foundation of military subjects. This is not of such advanced type as that provided for the R. O. T. C. member of the senior division, but it is not intended to be.

Military instruction in high schools has a definite aim that is separate and apart from any remote idea of turning the boy into a soldier. High school R. O. T. C. courses are given purely upon the basis of their educational value. Education in this sense is preparation for life and leadership. Educators recognize that discipline is a part of education, as are promptness and team work. For the R. O. T. C. boy these virtues are stressed in his instruction. They are of inestimable value in civil life.

The high school cadet learns directness of speech. He can be picked out from among other boys because of this advantage. He learns to be courteous. His military instruction destroys slovenliness and instills in him the idea of cleanliness and orderliness both in mind and in body.

The cadet acquires self-respect, overcomes timidity, and gradually absorbs the qualities of leadership. He cannot give orders

unless he has learned how to receive them. This all leads to good citizenship, an asset to civil government.

"The finest thing that a boy learns in the R. O. T. C. is how to work with others," says Colonel Morrison. "As his instruction progresses and he rises to be a noncommissioned officer or a commissioned officer he receives real training in leadership. He learns how to handle his kind."

"There are 600 commissioned officers and 1,900 noncommissioned officers in our unit, and they all are getting training in leadership. Even the cadet private gets his opportunity to display ability. He learns discipline and respect for authority, improves his bearing and personal appearance, and quickly comes to realize the value of politeness to every one."

"R. O. T. C. instruction not only is of great value to the boys themselves but to the nation as well, for it provides first-class men for all walks of life. The instruction is particularly good for those boys who wish to enroll in the senior R. O. T. C."

Said General Ford, the 6th corps area commander, in a recent address over W-G-N on the occasion of the first annual tribute to the R. O. T. C.: "The Reserve Officers' Training corps . . . constitutes today the hope and faith of our country for its prosperity, wealth, and security in the future. Higher education has for its purpose the training of men for positions of leadership and responsibility in war as well as in peace."

For first-hand knowledge of the R. O. T. C. and what it has done for Chicago high school boys the reader is advised to resort to personal observation. Let him turn out on June 2 to see the boys parade in their next annual get-together.