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Eating Toadstools For Mushrooms Nearly Fatal to 3 in County Recently

Three persons were near death last week in Lake county, from eating toadstools they had gathered, cooked and eaten, believing them to be the edible type of mushroom.

The sick people, James Matto and his 6 year old son, George of 1124 Tilden avenue, Chicago and Nick Guard of 2323 Taylor street, Chicago, were spending a few days at the Al Irwin cottage near Burton's bridge on the Fox river just west of Wauconda.

Last Wednesday the two men and the boy had gone out along the river to gather mushrooms. They came back with a big basket full of what they believed to be the edible type of fungi and as both Mrs. Matto and Mrs. Guard were afraid of them, they declined to prepare them so Matto and Guard fixed them up and cooked them. And at about 9 o'clock that night both men and the little boy ate heartily of their finds, but the women still declined to touch them.

At midnight all three who had partaken of the poisonous toadstools became violently ill. The wives of the two men were finally able to get all three in an automobile and rushed with them to the offices of Dr. J. A. Ross at Wauconda.

Dr. Ross administered emetics and antidotes for the poison, and while the three patients were unconscious until late next morning, reports in the afternoon stated that all had regained consciousness and are on the road to recovery.

ACADEMY INSTITUTES NEW EDUCATION PLAN

Improved System Devised by Headmaster Richards Ap- proved by Other Educators

Lake Forest academy this fall will adopt a new system of education hitherto not used in secondary schools but tested at the academy last spring and found remarkably successful.

The new plan, called the "Richards Plan" after Headmaster John Wayne Richards who developed it, eliminates much of the drudgery from school work both for the pupils and the teaching staff. It is already being eyed with interest by preparatory school heads elsewhere in the country.

Outline of Plan

Briefly, the changes involved in this new plan are:

1—Each academic schedule period will be divided into two 45-minute periods, the first for recitation, the second for supervised preparation of the next day's lesson.

2—Every fifth appointment period in each course will be devoted to review and research. Boys will prepare written reports on their work.

3—Realizing that there are more and less advantageous periods throughout the day, Headmaster Richards has arranged a daily "staggered, rotating schedule." For instance, in a given week the boy may have algebra the first period on Monday, the second on Tuesday, the third on Wednesday, etc. Not only are all subjects arranged thus diagonally across the schedule, but the algebra which occurred the first period on Monday of one week will occur the second period the following week and so on.

4—The plan calls for a library in the general study hall which shall contain books of interest, inspiration and great value which may be read by those boys in study hall who have satisfactorily completed their class work. The habit of individual research not only will be encouraged and promoted in the study hall library, but in the general school library.

Aids Co-ordination

The combined study and recitation period will make possible close and logical co-ordination between class study. The close association of pupils and teachers during study hours leads to the avoidance of having to "unlearn" wrong concepts. The method of work will more closely approach the college seminar.

Each boy will have a better opportunity to learn how to study and concentrate efficiently. The rotating schedule will eliminate much that is monotonous in school periods.

Headmaster Explains

"There has been of late years," Headmaster Richards says in his announcement of the new plan, "a vast amount of adverse criticism directed against the old conventional system of education prescribed for the youth of the land, by the secondary institutions of high school rank, as well as the colleges and universities.

"Some of this criticism is justifiable. The claim is made that students are not vitally interested in learning, but go through school as a matter of course, and that they are lacking in many instances in interest, sympathy

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