EDUCATION IN DETROIT

1916

DEPARTMENT OF SUPERINTENDENCE
NATIONAL EDUCATION ASSOCIATION
FEBRUARY 21-26, 1916

PREPARED BY THE DETROIT PUBLIC SCHOOLS

BELLE ISLE,—DETROIT'S LARGEST PLAY GROUND.

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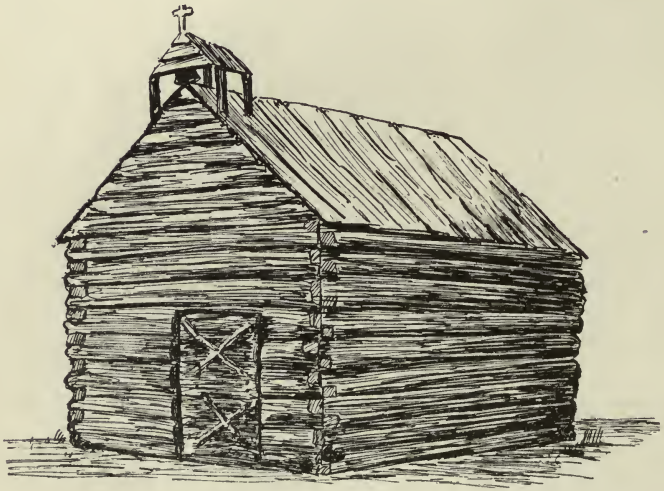
BEGINNINGS OF EDUCATION IN DETROIT

CADILLAC'S SIGNATURE



ST. ANNE'S CHURCH, 1701

PREFACE

This book has been prepared for the Department of Superintendence of the National Education Association by the public schools of Detroit. It is not the product of the labor of a few individuals, but the collective offering of the entire system. It aims to present for each department a brief statement of the significant features of the departmental work in such form that it will be interesting to the general reader. The attempt has also been made, however, to give such statistics as are likely to be of value to students with professional interest in particular departments. Most of the various contributions are signed, and the places where the authors may be seen indicated in order that, if further information is desired, a visitor may know where and to whom to apply. The table of contents on Page 9 shows clearly the general plan that has been followed in the organization of subject matter, while the index at the end of the book gives instantly the exact pages upon which are to be found references to any specific feature. To make the book as a whole present a clear and truthful picture of education in Detroit has been the earnest endeavor of

THE EDITORS.

NORTHWESTERN HIGH SCHOOL
Grand River Avenue and Boulevard

CONTENTS

Whitney Building | Headquarters Hotel Statler | Hotel Tuller | Kresge Building

WEST GRAND CIRCUS PARK

LETTER OF WELCOME

Ladies and Gentlemen:—

As President of the Board of Education of the City of Detroit it is my privilege officially to welcome you as members of the Department of Superintendence of the National Educational Association. I invite you to partake of our hospitality, to inspect our city, and above all to survey our schools. You will find that we are facing large problems. Of these the chief one that occupies our attention at the present time is how, in view of the fact that the city is growing at the rate of 80,000 persons a year, to provide enough school buildings. No less than sixty of these have been built since 1905, but we are still far in the rear of our needs, and likely, if Hugh Chalmers' prophecy of 1,250,000 population for Detroit in 1920 be true, to fall still further behind. We hope that what we have done will meet with your approval, but we are more anxious to have your help than your applause. We therefore solicit constructive criticism of those things which we have done amiss and invite suggestions as to those things which we have left undone.

Permit me to express the wish that you may find such pleasure and profit in Detroit that this visit will be followed by many others.

Cordially yours,

ALBERT McMICHAEL, M. D.

AIMS AND IDEALS

The educational ideal which Detroit is striving to realize is that, through some of the various departments of public education, there may be secured any preparation for life which the individual resident of Detroit finds necessary or desirable. This ideal means that the citizens of Detroit recognize the fact that the responsibility of the public school system is not limited to the traditional courses planned merely for children, but that anything which makes for better citizenship and for more efficient manhood deserves recognition as a possible school activity. The widest use of the school plant has not been secured in any city school system, but Detroit is alive to the possibilities of the extension of the work of the public schools and, subject to legal limitations, seems committed to the policy of meeting each new need as practical methods are devised.

Detroit is distinctively an industrial city, although it also affords many opportunities for its young people to secure employment in commercial activities. The need for differentiation in the training of the young people, enabling them to fit themselves for work in industrial or commercial lines, is recognized through the establishment of special courses beginning with the seventh grade and running through the twelfth grade. The great natural differences in the abilities of children are met through an extensive adoption of the plan of special schools of many types. The need for special training for young men working in the various industrial plants of the city has led to the development of continuation schools carried on in close co-operation with the management of these factories. Similarly the

limited training of girls in department stores and factories has resulted in continuation schools where they may secure suitable assistance. The night schools both for young people of inadequate training and for foreigners who need instruction in the elements of citizenship, furnish another useful extension of public school work. Vocational guidance, in connection with the Compulsory Education Department, while in the experimental stage, bids fair to prove a useful adjunct. Vacation schools are coming to be recognized as deserving even more extensive support than they have had in the past. A cordial co-operation with the work of the Recreation Commission is resulting in a considerable extension of the use of the playgrounds during the summer and after school, while an encouragement of the organization of local clubs of all kinds, under the control of the Recreation Commission, promises in the near future a very wide use of school buildings in the evening. Public lectures and meetings of various civic organizations are frequently held in school buildings, affording another illustration of the possible inclusive character of school activities.

The people of Detroit are looking forward to the time when the schools will completely realize their aim of being the great community centers for all that has to do with making more effective the individual.

CHARLES E. CHADSEY,
Superintendent of Schools.

Room 6, 50 Broadway

BOARD OF EDUCATION

Since 1869, the "free schools in the city of Detroit" have comprised, by state law, a single school district. The present organization of the Board of Education is in accordance with the provisions and amendments of the city charter approved June 7, 1883. In each ward a school inspector may be nominated by each political party in the March primaries and from these candidates one is chosen in the regular biennial spring elections the following April. The terms of office in the various wards are so arranged that but half of the inspectors are selected at any one election. The board members serve without pay. They are elected for terms of four years. At present the board consists of twenty-one inspectors, (17 republicans, 4 democrats), the mayor, the city treasurer, and the recorder. The last three are members ex-officio with the right to take part in the deliberations but not to vote. Vacancies occurring between elections are filled by the mayor.

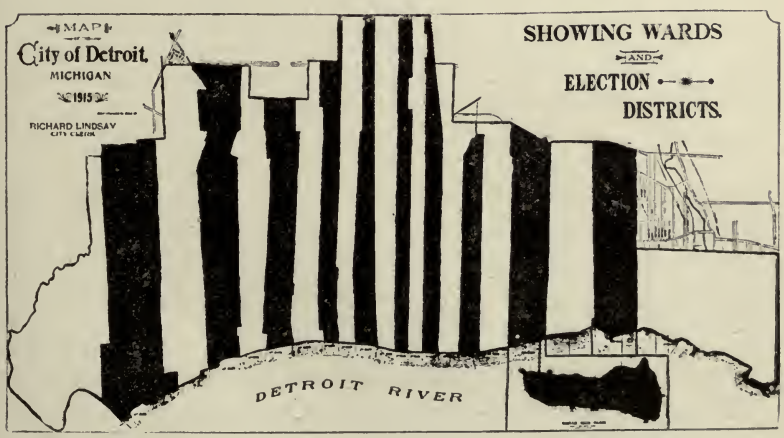
The annual meeting of the board is held on the first day of July of each year (or the first Monday following if the first of July falls on Sunday). The officers of the board, except as noted, are usually elected at the annual meeting, and are as follows: A president (term 1 year), a president protem (1 year), a secretary (4 years), a superintendent of schools (3 years), a supervisor of property (elected at the regular meeting in April for four years from the first of May following), an architect (elected at the first regular meeting in December for one year from the first day of January following), and a consulting engineer (same provisions as for architect. The two offices may be held by one person.) The regular meetings of the board are held on the second and fourth Thursday evenings of each month throughout the year, excepting that the first regular meeting of July in each year is to be held on the first day of July (on the Monday following if the first falls an Sunday). The hour for meeting is 8:00 P. M.

The business of the board is transacted by eight standing committees appointed by the president at the beginning of each fiscal year: Judiciary (five members), Teachers and Schools (7), Text Books and Course of Study (7), Real Estate and School Buildings (7), Supplies and Janitors (7),

Finance (5), Sanitation (5), Rules (5). The recommendations of the committees are submitted to the board for approval. All action of the board involving the spending of money must also receive the approval of the Mayor. A two-thirds majority of the board is necessary to overturn his veto.

Since 1840, there have been 397 members of the Board of Education, exclusive of the inspectors now in office. Of these, more than half (220) served but a single year or less. Only eight per cent of the entire number saw more than five years of service. Of the present board, 15 have not completed their first term, four are in their second term, one is in his third term, and the senior member of the board is serving his fifth term.

A tabulation of the occupations of the present inspectors shows that they represent a wide range of social and industrial interests. Four members are lawyers, two contractors, two managers of departments in large stores, one the secretary of a power company, one a manufacturer, one a physician, one a dentist, one a real estate agent, one a broker, one a grocer, one the proprietor of a creamery, one a barber, one a cattle buyer, one a tailor, one a hatter, and one a florist.



FINANCES

The funds at the disposal of the Board of Education are derived from three main sources of revenue—city taxes, the sale of school bonds, and primary school money. The city receives from the state, in common with the other school districts of the state, an apportionment of primary school money based upon the number of children of school age in the district as shown by the annual school census. The remaining funds for school work are then raised either by direct taxation or by the sale of school bonds. There is a small additional income derived from interest on daily balances, tuition fees, the rent of unused or sale of discarded school property, and from other miscellaneous sources; but the total of these amounts is less than three per cent of the whole budget.

The finance committee of the board in consultation with the secretary, the supervisor of buildings, and the superintendent of schools prepares for submission to the controller by the first Tuesday in February a detailed estimate of the funds needed for the succeeding year. On the first Tuesday in March this estimate, in common with those from other city departments, is transmitted to the common council. After revision by the council the budget passes, on the 28th of March, to the Board of Estimates, which may approve or decrease but not raise the amounts of the various items. The final action of the Board of Estimates must be taken by April 30, and it is unlawful to create any expenditure or expend any moneys as to items specifically disallowed and disapproved by the Board of Estimates. After the final adjustment of the general city budget, bonds are issued, and taxes levied. The funds apportioned the Board of Education remain in the hands of the city treasurer. The proceeds from all sources are used by him to pay all debts incurred by the action of the board, bills of which have been audited by the finance committee, and approved by the mayor. Checks are issued by the city treasurer and certified by the controller.

Revenue from the sale of school bonds may be expended for land, buildings, or permanent improvements only.

Revenue from the primary school money may be used to pay teachers' salaries only.

The funds of the board are kept under separate accounts as follows:

A. Building Fund—To which belong all moneys levied and collected, and which are to be expended for lands, buildings, and permanent improvements.

B. Maintenance Fund—To which belong all moneys collected for the payment of salaries of janitors, officers, and clerks, for the payment of repairs, both general and special, and all other moneys collected not specially provided for.

C. Teachers' Salary Fund—To which belong moneys appropriated and collected for the payment of salaries of teachers.

D. The Contingent Fund is a sum not exceeding $250 (belonging to the maintenance fund) placed in the custody of the secretary, who shall be accountable for the same.

Money cannot be transferred from one fund to another.

BUDGET, 1915-16

ITEMS	Asked By Board of Education	Allowed By Common Council	Allowed By Board of Estimates
Building Fund	2,440,431.98	$1,630,100.34	$1,348,835.54
Maintenance Fund (Net.)			
Teachers' Salaries	2,415,201.83	2,003,955.91	1,557,510.00
Other Purposes	841,511.73	769,723.98	698,684.06
Total	$5,697,154.54	$4,403,780.23	$3,605,029.60

RECEIPTS AND DISBURSMENTS, 1914-1915.

Balance July 1, 1914	$ 511,734.57	Teachers' Salary Fund	$2,242,198.91
City Taxes	2,071,921.86	Building Fund	1,331,583.30
Sale of Bonds	718,000.00	Maintenance	671,905.00
Primary School Money	927,004.40	Miscellaneous	4,486.13
All other revenue	101,341.24	Balance June 30, 1915	79,828.73
Total	$4,330,002.07	Total	$4,330,002.07

BUSINESS MANAGEMENT

Subject to the approval of the proper committees, the Secretary and Business Manager of the Board is vested with the purchase of all supplies and materials used in the maintenance of the schools. Last year this amounted to about $3,000,000.00. About twenty-five persons are employed in different capacities under his direction. Accounts are kept with each school as to cost of maintenance; and an accounting system is in vogue which furnishes a positive check on the stock room in the distribution of books, stationery, and all kinds of supplies sent to schools. These are issued upon requisitions made by the principals upon the secretary, who is thus enabled to make a comparative statement of the cost of maintaining each school. These accounts must balance at the end of the year with the inventory of the stock room. It is required that all worn-out articles must be presented to the person in charge of the stock room for inspection before substitutes therefor are furnished. The secretary is also custodian of all papers, documents, deeds, etc., of all school sites and contracts for school buildings, and is held responsible for all records relative to the proceedings of the meetings of the Board.

In January of each year estimates are prepared in his office covering the requirements of the Board and the City at Large, educationally speaking, for the ensuing year. These are presented to the Common Council and the Board of Estimates for consideration. The funds for these purposes, when finally passed, become available July 1 following. Monthly statements as to the available balances in appropriations are furnished from the Secretary's office to each department of the Board and to the City Controller, who makes all disbursements upon the Board of Education funds, upon action of the Board. Thus purchases against exhausted appropriations cease in accordance with his report.

Free textbooks were adopted by Detroit in 1892. The secretary of the board receives all textbooks and other supplies purchased by the board and has charge of their distribution to the schools. A stock room is maintained in the Washington School building, to which all supplies are shipped and from which they are sent to the schools on

requisition of principals. A delivery wagon and an auto truck together cover the entire city each week, visiting about twenty-five schools each day, according to a regular schedule.

The Secretary is also required by law to obtain an annual census of all persons of school age in the City, upon which the apportionment of city funds is made and credited to the Board of Education as an annual receipt.

CHAS. A. GADD,
Secretary.

Room 2, 50 Broadway.

EQUIPMENT

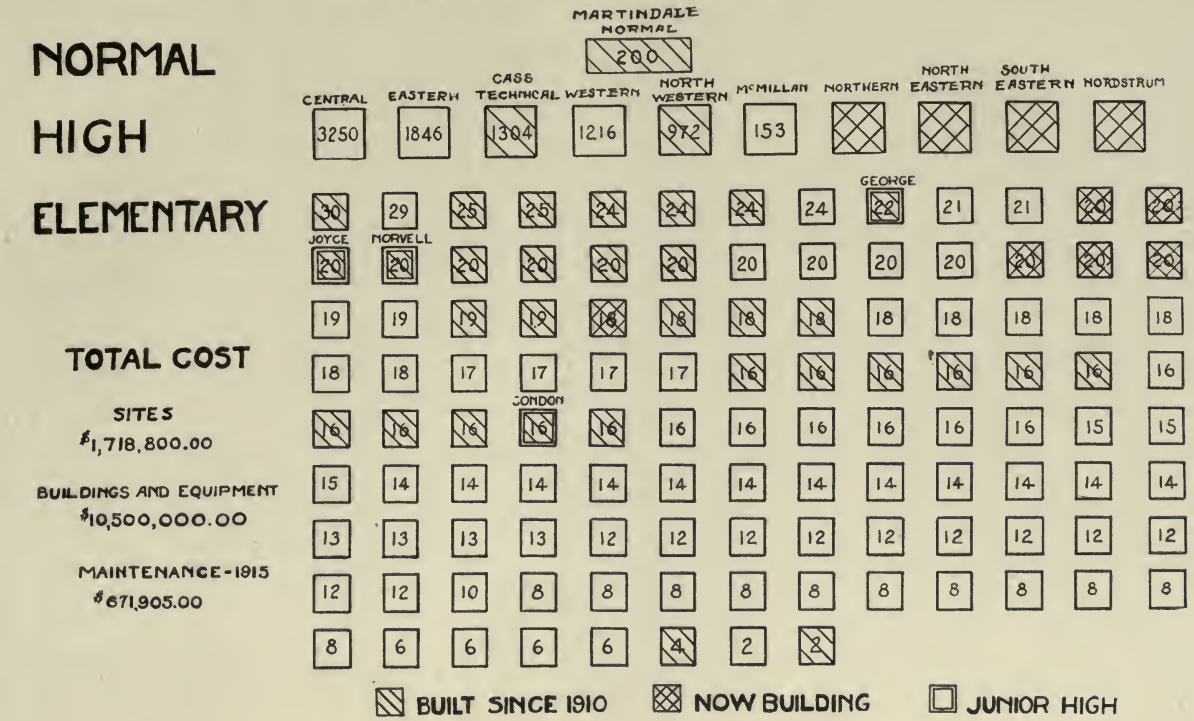
The Detroit public school plant is shown diagramatically on the opposite page. The squares and rectangles represent the elementary and higher schools. The figures within the squares indicate the size of the buildings (number of rooms for elementary grades, average membership 1914-1915 for normal and high schools). School crossed by a single set of oblique lines are schools built since 1910, while those double crossed are now under construction. Junior high schools have been placed among the elementary schools and are bounded by a double line.

The city today has 123 school buildings,—118 of which are brick, and three frame,—six small portable schools, a brick office building, and a frame repair shop. The stock room is located in one of the regular school buildings. The total number of rooms including high schools is 1708. The total seating capacity is 68,598. If this is compared with the number of different names enrolled, last year 84,280, or even the number of pupils in membership at the close of the year, 67,338, the reason for the increase of part time classes from 154 in September, 1914, to 227 in September, 1915, will be plainly seen. The enrollment September 21, 1915, 74,246, represents an increase of 7,176 children over the September enrollment the year before. Yet the capacity of the seven new buildings to be opened this year is but 6,162 seats. A strenuous building program that has not pended more than $3,000,000 in the last two years has not served to keep the equipment adequate for the needs of the city.

The total cost of school sites to date has been $1,718,800; that of school buildings $10,500,000. The total investment in the public schools is, therefore, $12,218,800. Large as as this investment is, it will be doubled in a very few years, if Detroit's present rate of growth continues.

The use of school buildings after hours for distinctively educational purposes is granted under certain conditions, providing the expenses of heating, lighting, and janitor service are paid. Free use of buildings is also given for certain school meetings and entertainments.

SCHOOL BUILDINGS



SUPERVISION OF SCHOOL PROPERTY

RULES OF THE BOARD OF EDUCATION

Supervisor

11. The Supervisor shall be elected by a viva-voce vote in the manner prescribed in Rule 2, at the first regular meeting of the Board in April, or at any subsequent regular meeting, for the term of four years. The term of office shall date from the first of May following said regular meeting in April. A majority vote of the inspectors present shall be necessary to elect.

Duties of the Supervisor

12. (a) The Supervisor shall superintend the receiving, storing, and distribution of fuel. He shall have charge of all school building material and supplies used for repairing buildings, fences, walks, etc. He shall have the supervision and direction of the janitors, engineers, and assistants, subject to the approval and rules of the Committee on Supplies and Janitors. He shall, under the direction of the Board, employ mechanics and laborers, superintend their employment, and certify their pay rolls. He shall also superintend all repairs, alterations, and improvements in school houses, fences, walks, out-houses, etc., keeping a detailed account of labor and material used in such repairs, alterations, and improvements in and about each building. He shall, in January of each year, recommend to the Board such repairs, alterations, and improvements in and about school houses as he may deem necessary, together with his estimate in detail of the cost of the same. He shall make a report to the Board at its first regular meeting in March, giving a complete inventory of all movable property in the different store rooms and unoccupied schools.

Architect

13. The Architect shall be elected by a viva-voce vote in the manner prescribed in Rule 2, at the first regular meeting of the Board in December, for a term of one year, compensation to be agreed upon at the time of said election. The term of office shall date from the first day of January, following said regular meeting in December. A majority of the Inspectors present shall be necessary to elect.

Duties of the Architect

(a) The Architect shall prepare: (1) Preliminary drawings modified and remodified.....to illustrate a general solution of the Board's problem; (2) General drawings..... as may be necessary to make the whole scheme clearly evident to the mind of a competent builder; (3) Specifications .....to be furnished as a basis for tenders; (4) Detailed drawings..... for the use of the builders.

b. He shall be responsible for all errors or omissions in drawings.....

c. He shall supervise work on buildings in process of erection.....

d. The services of the Architect are to cover all incomplete contracts on new buildings and additions let during his term of office, at the rate of compensation as agreed.

14. The Consulting Engineer shall be elected by a viva-voce vote in the manner prescribed in Rule 2, at the first regular meeting of the Board in December, for a term of one year, compensation to be agreed upon at the time of said election. The term of office shall date from the first day of January, following said regular meeting in December. A majority of the Inspectors present shall be necessary to elect.

His duties are like those listed under Rule 13 of Architects, with such changes as his special work requires.

Engineers Must Hold License

113. All applicants for positions as engineer-janitors in the public schools shall be required to pass a satisfactory examination before the City Boiler Inspector in office at the time of making such application.

Total Engineer Staff, 1914-15..... 123
Total Janitor Staff, 1914-15..... 185
Total engineers' and janitors' salaries, twelve months, day school $285,968.72

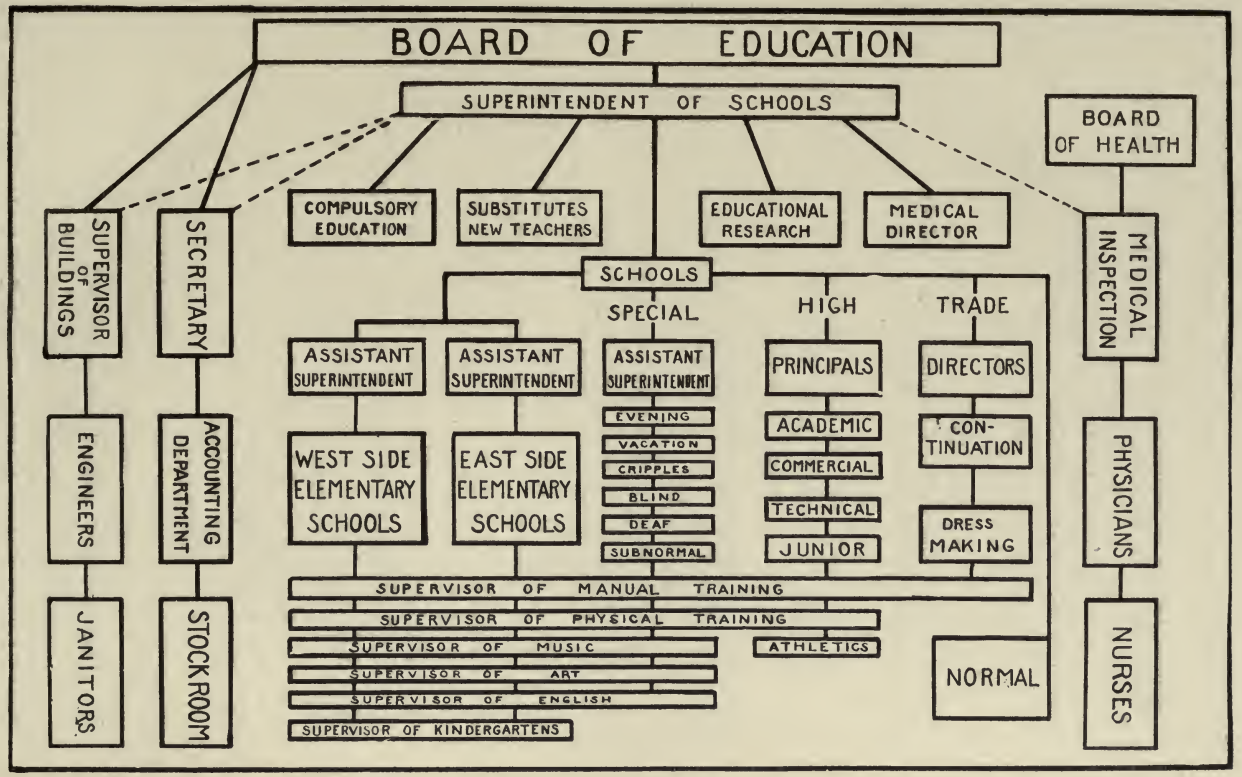
The salaries for janitors range from $2.25 per day to $243.47 per month, depending upon the size of the building and the character of the heating plant.

In steam-heated schools, the engineers are allowed a larger salary for ten months in the year, so that they can pay their assistants at the rate of $5.32 per room per school month. The Board does not employ any assistants except in high schools and large elementary schools.

SUPERVISION OF INSTRUCTION

The general scheme of supervision in the Detroit schools is indicated in the diagram on the opposite page. "The superintendent, as the chief executive officer of the Board, and under its direction, has superintendence of all schools, teachers, and supervisory departments." He is thus himself the chief supervisory officer. As shown by the dotted lines, he has the co-operation of the forces of the Board of Health, i. e., the school physicians and nurses who are under the direct charge of the Board of Health, and of the secretary of the board and the supervisor of buildings, both of whom are directly responsible to the Board of Education, as is the superintendent himself.

The actual inspection and supervision of school work is carried on mainly by three assistant superintendents, one of whom has charge of the elementary schools on the West side of the city, the other of whom has similar charge of the East side schools, the third of whom has charge of all special schools, evening and vacation schools, classes for abnormal, blind, deaf, or crippled children, etc. The kindergarten and primary grades are under the care of a special supervisor. Supervision in the normal, high, and trade schools is carried on by a council of principals, or directors, of those schools who meet at intervals with the superintendent. There are, further, certain supervisors of special departments and subjects, as shown in the diagram, whose duty it is to oversee the work of teachers in these subjects, and to give assistance and training as needed.


BOARD OF EDUCATION
SUPERINTENDENT OF SCHOOLS
BOARD OF HEALTH
SUPERVISOR OF BUILDINGS
SECRETARY
COMPULSORY EDUCATION
SUBSTITUTES NEW TEACHERS
EDUCATIONAL RESEARCH
MEDICAL DIRECTOR
MEDICAL INSPECTION
SCHOOLS
SPECIAL
HIGH
TRADE
ASSISTANT SUPERINTENDENT
ASSISTANT SUPERINTENDENT
ASSISTANT SUPERINTENDENT
PRINCIPALS
DIRECTORS
EVENING
VACATION
CRIPPLES
BLIND
DEAF
SUBNORMAL
ACADEMIC
COMMERCIAL
TECHNICAL
JUNIOR
CON-TINUATION
DRESS MAKING
ENGINEERS
ACCOUNTING DEPARTMENT
WEST SIDE ELEMENTARY SCHOOLS
EAST SIDE ELEMENTARY SCHOOLS
PHYSICIANS
SUPERVISOR OF MANUAL TRAINING
SUPERVISOR OF PHYSICAL TRAINING
SUPERVISOR OF MUSIC
SUPERVISOR OF ART
SUPERVISOR OF ENGLISH
SUPERVISOR OF KINDERGARTENS
ATHLETICS
NORMAL
JANITORS
STOCKROOM
NURSES

SUPERVISION OF INSTRUCTION

General Offices in Administration Building, 50 Broadway.
Office Hours of Supervisors, 4-5 P. M. Daily. Saturday, 10-12 A. M.

SUPERINTENDENCE. ROOMS 6, 7.

1 Superintendent of Schools. 3 Assistant Superintendents.

Office force: 1 Binet Examiner, 2 clerks, 3 stenographers, 1 telephone operator.

SUPERVISORY TEACHERS.

Office force: 1 stenographer, 1 clerk.

A. Physical Training in High and Elementary Schools. Room 11.
1 Director. 5 Assistant Directors, two men and three women.

B. Athletics in High Schools—Room 11.
1 Director.

C. Manual Training in High and Elementary Schools. Room 10.
1 Director. 1 Assistant Director.

D. Music in High and Elementary Schools. Room 13.
1 Director. 3 Assistant Directors.

E. Drawing in the Elementary Schools. Room 14.
1 Director. 2 Assistant Directors.

F. English in the Elementary Grades. Room 11.
1 Supervisor.

G. Kindergartens, First and Second Grades. Room 15.
1 Supervisor and 1 Assistant Supervisor.

H. Substitutes and New Teachers. Room 11.
1 Supervisor.

I. Continuation Schools for Girls. Room 11.
1 Director.

J. Educational Research. Room 11.
1 Supervisor.

K. School Physician, (For medical examination of applicants) Room 7.

L. Compulsory Education—Offices—38 Broadway.
1 Supervisor. 7 Clerks. 14 Attendance Officers.

Total Supervisory Force, 58. Total Salary for Supervision, (exclusive of principals and first assistants $98,588, or 4.4% of expenditures from Teachers' Salary Fund.

THE TEACHING CORPS

RULES GOVERNING APPLICATIONS, EXAMINATIONS, ETC.

Each school is in direct charge of a principal, who gives all his time to administrative and supervisory work. First assistants, or vice-principals, have charge of the highest room and give most of their time to teaching. In only a very few schools are principals given clerical assistance.

Young teachers from the training school are usually assigned to primary grades. First assistants are teachers of the highest class. Principals are ordinarily chosen from first assistants. There is thus a gradual movement of teachers through the grades upwards, and each move to a higher grade is generally regarded as a promotion.

TEACHERS

45. Teachers in the public schools shall be appointed by the Board on nomination of the Committee on Teachers and Schools, for the term of one year; provided, that a teacher may be dismissed upon thirty days' notice; or at any time for wilful violation of any rule of the Board; or for misconduct or incompetency. The pay of substitute teachers shall be deducted from the salary of the absentee, and the compensation of said substitute shall be fixed by the Superintendent, with the consent of the chairman of the Committee on Teachers and Schools.

77. I. (a) All applications for positions as teacher or principal shall be made through the Superintendent, and filed in his office.

(b) All persons appointed teacher or principal must pass a physical examination given by the school physician of the Board of Education, who shall certify that the person is in sound physical health. If such a certificate cannot be secured, a contract will not be issued.

(c) All applicants eligible to appointment shall hold one of the following qualifications: A Detroit Normal School diploma, a diploma from a University or College, a life diploma from a State Normal School, or a Michigan State Life Certificate. All teachers appointed, except those from the Detroit Normal Training School, shall have had not less than three years' successful experience in teaching.

(d) Substitute teachers shall possess like qualifications, with the exception of experience, but, after having substituted successfully in the Detroit Public Schools for two hundred days, may be placed upon the eligible list for appointment to regular positions.

(e) The number of teachers required at any time shall be made up: first of persons holding Detroit Normal Training School certificates; and, second, from those whose names have been placed on the eligible list. This rule shall not apply to the appointment of teachers in special studies, provided the applicant has had three years of successful teaching in his or her special branch.

EXAMINATION—TEACHERS AND NORMAL TRAINING ENTRANCE

(f) All applicants for the position of teacher or for entrance to the Normal Training School, Elementary, or Kindergarten Training Classes shall furnish evidence of good moral character and sound physical health, and shall be required to pass a satisfactory examination along the following general lines:

1. English (Grammar, Rhetoric, and General Literature, as covered in English (1) to (8) inclusive, as outlined in High School Handbook).
2. Algebra.
3. History (One year of Ancient History, Modern and Medieval History, English History, or American History).

TEACHERS OF SLOYD.

(g) Teachers of Sloyd, to be eligible for appointment, shall have satisfactorily completed the courses in a special training school of good standing—such as the Teachers' College, New York, or the Sloyd Training School, Boston, or have a preparation equivalent to the preparation given by these schools.

TEACHERS OF SEWING AND COOKING

(h) Teachers of Sewing and Cooking shall be graduates of a special training school of good standing—such as the Pratt Institute, Brooklyn, the Drexel Institute, Philadelphia, or Simmon's College, Boston, or shall have had a preparation equivalent to a diploma from these schools.

MISCELLANEOUS REGULATIONS

II. (a) The marriage of any woman teacher constitutes a resignation.

(b) The maximum time for which leave of absence shall be granted to any teacher shall be one year.

Regular schedule increase in salary is allowed if the leave of absence is for the purpose of study and certified credits are presented upon return.

If a leave of absence is granted during a term, salary ceases at time leave takes effect.

(d) When a special teacher is absent from duty on account of sickness, only one-half pay shall be allowed her during the first three weeks of such absence, and, after three weeks, pay shall cease entirely until return to duty. If the absence is from any other cause than sickness, no pay shall be allowed during the term thereof.

(e) When a principal or a teacher is absent and a substitute is employed, the amount required to pay the substitute shall be deducted from the salary of the absentee.

(g) The difference between the principal's or the teacher's salary and the amount paid principal or teacher and substitute shall be given to the General Fund of the Teachers' Retirement Fund for a period not to exceed one month.

(3) (a) All applicants for the position of teacher or principal in a night school must furnish evidence of good moral character, or sound physical health, and of successful experience.

(b) All applicants eligible to appointment shall hold one of the following qualifications: A Detroit Normal School diploma, a diploma from a State University or College, a diploma from a State Normal School, a State Certificate, a Wayne County First Grade Certificate or a certificate secured at an examination to be held under the direction of the Committee on Teachers and Schools and the Superintendent, the second week in September of each school year.

DUTIES OF TEACHERS

90. It shall be the duty of teachers to practice such discipline in their schools as would be exercised by a wise and judicious parent in his family—always firm and vigilant, but prudent.

GENERAL SCHOOL STATISTICS FOR YEAR ENDING JUNE, 1915

	Kinder-garten	Primary	Grammar	Junior High	High	Total and Average
1. Number of different names enrolled	10,321	42,440	21,900	878	8,741	84,280
2. Average membership for the year	5,146	35,009	19,536	718	6,387	66,796
3. Average daily attendance for the year	4,653	33,108	18,724	693	6,132	63,310
4. Per cent of attendance on membership	91.0	94.5	95.8	96.5	96.0	94.7
5. Number of pupils in membership at close of year	5,172	35,205	19,808	793	6,360	67,338
6. Number of male teachers (including superintendent, excluding clerks)	....	34	59	15	131	239
7. Number of female teachers (excluding librarians and clerks)	190	858	639	27	190	1,896
8. Average number of teachers, excluding superintendent, supervisors, principals, clerks, manual training teachers elementary schools, special, ungraded, deaf and attendance officers	190	733	537	36	303	1,799
9. Average number of teachers, including principals, supervisors, manual training teachers, excluding superintendent and clerks	190	884	661	38	309	2,082
10. Average number of pupils to the teacher (excluding supervisors, principals, manual training teachers, clerks), based on enrollment)	54.3	54.4	40.7	24.4	28.8	45.4
11. Average number of pupils to the teacher (excluding supervisors, principals, manual training teachers, clerks) based on average membership	27.0	45.6	36.3	19.9	21.0	36.3
12. Average number of pupils to the teacher (excluding supervisors, principals, manual training teachers and clerks), based on average attendance	24.5	43.3	34.8	19.5	20.2	34.4
13. Cost per capita for instruction and superintendence (excluding evening schools), based on average membership	$33.37	$2271.	$36.07	$67.80	$72.42	$32.68
14. Cost per capita for incidentals, based on average membership	$1.36	$8.13	$8.13	$5.71	$25.29	$9.22
15. Cost per capita, including all current expenses except money invested in school buildings	$34.73	$30.84	$44.20	$73.51	$97.71	$41.90
16. Cost per capita for ungraded schools	....	....	....	....	....	$56.92
17. Number of days the schools were actually in session	....	....	....	....	....	184

GENERAL FINANCIAL STATISTICS, 1896-1915

YEAR	Assessed valuation of property.	Amount of levy for all municipal purposes.	Amount of levy for current expenses of the public schools.	Per cent. of school taxes upon entire municipal levy.	Received from sale of bonds, school sites and buildings.	Amount of money received from primary school fund.	Amount appropriated for all school purposes.
1896	$209,642,100.00	$3,253,300.77	$ 655,563.00	20.1	.....	$ 98,354.62	$ 810,063.00
1897	206,825,870.00	3,640,878.19	754,020.60	20.7	.....	100,057.48	940,420.60
1898	207,636,860.00	3,304,247.31	874,625.65	26.4	.....	108,299.10	974,136.65
1899	216,971,000.00	3,514,092.46	750,013.38	21.3	$ 1,035	113,571.50	903,517.30
1900	244,371,510.00	3,662,877.88	736,746.45	20.1	156,000	116,456.00	1,010,971.73
1901	247,248,500.00	3,777,424.86	813,270.61	21.5	50,000	163,846.70	1,209,367.94
1902	249,503,720.00	4,131,603.47	876,068.36	21.2	155,000	204,985.36	1,140,129.59
1903	271,868,920.00	4,270,392.68	989,773.07	23.1	*77,000	224,073.00	1,333,428.07
1904	277,982,370.68	4,033,401.49	1,003,714.67	24.5	.....	265,831.50	1,272,322.72
1905	287,268,670.00	4,051,363.14	781,049.30	19.2	110,000	277,044.90	1,052,903.94
1906	305,656,900.00	4,317,506:91	601,499.51	13.9	230,000	322,458.80	1,370,060.28
1907	335,997,380.00	4,996,785.94	598,300.02	11.9	170,000	1,114,999.00	1,776,261.82
1908	349,163,590.00	5,204,001.16	889,532.26	17	249,000	1,010,280.00	1,840,532.26
1909	359,319,910.00	6,329,536.15	592,359.26	16.6	603,310	670,119.24	2,393,709.26
1910	377,335,980.00	6,837,638.57	944,318.13	19.5	216,000	662,766.00	2,060,517.31
1911	407,213,210.00	7,311,161.31	1,337,772.87	19.5	300,000	856,384.60	2,827,465.97
1912	456,816,100.00	9,014,654.82	1,468,031.19	16.1	*20,000	54,615.50	4,097,877.44
1913	486,763,120.00	9,877,188.48	1,333,697.10	13.5	838,644	844,681.00	4,097,877.44
1914	525,856,500.00	10,267,999.21	2,071,921.86	20	2,760,610	878,989.02	4,739,421.86
1915	558,943,950.00	13,106,187.39	2,431,599.62	18	1,200,500	927,004.40	4,611,099.69

*Amount received from bonds and school taxes.

SCHEDULE OF ANNUAL SALARIES

(Unless Otherwise Stated Salaries are for Ten Months' Services)

Members of the Board of Education serve without pay.

OFFICERS OF THE BOARD

Secretary, 12 months	$3,000
Superintendent of Schools, 12 months	9,000
Assistant Superintendents, 12 months	4,500
Supervisor of School Property, 12 months	3,500

Architects' and Consulting Engineers' Commissions, 5%.

Two and one-half per cent of entire cost of new buildings is allowed for drawings and specifications; 2½% is allowed for superintendence and inspection.

SUPERVISORY TEACHERS.

Physical Training Director	2,400
Assistants, Men	1,500
Assistants, Women	1,200
Athletics—Director	2,300
Manual Training—Supervisor	3,500
Assistants	1,200
Music—Supervisor	2,400
Assistants	1,200
Drawing—Director	2,400
Assistants	1,300
English—Supervisor	2,400
Kindergartens, First and Second Grade, Supervisor	2,400
Assistant	1,400
Substitutes and New Teachers—Supervisor	2,400
Continuation School—Director	2,000
Educational Research—Supervisor	3,000
Medical Director	1,800

$100 per year increase.

PRINCIPALS AND TEACHERS.

HIGH SCHOOLS.

Teachers—First year	$ 700.00
Second year	750.00
Third year	800.00

$100 per year increase.

Teachers—Maximum salary	1,500.00
Second Assistants—Minimum salary	1,600.00

$100 per year increase.

Second Assistants—Maximum salary	1,700.00
First Assistants—Minimum salary	1,800.00
First Assistants—Maximum salary	1,900.00
Heads of Department—Minimum salary	2,000.00

$100 per year increase.

Heads of Departments—Maximum salary	2,500.00
Grade Principals—Central, Eastern, Western, and Northwestern High Schools—Minimum	1,900.00

Grade Principals—Central, Eastern, Western and Northwestern High Schools—Maximum..... 2,300.00
Grade Principals—McMillan High School $100 per year more than regular schedule rate.
Principal of Central High School, per school year, maximum salary 4,500.00
Principals of Eastern, Western, Cass Technical, and Northwestern High Schools, per school year, maximum salary 4,000.00
Principal of McMillan High, maximum salary..... 2,700.00
Principal of Norvell Junior High, maximum salary..... 2,700.00
Principal of George Junior High, maximum salary..... 2,200.00

ELEMENTARY SCHOOLS.

Minimum salary .....$ 500 per school year
Schedule increase of..... 50 " " "
To the maximum ..... 1,000 " " "
First asst's in grammar schools..... 1,100 " " "
Principals of schools of 7 rooms or less, per school year.....$1,200.00
Principals of schools of 8 to 13 rooms, per school year..... 1,500.00
Principals of schools of 14 to 17 rooms, per school year..... 2,000.00
Principals of schools of 18 to 21 rooms, per school year..... 2,500.00
Principals of schools of 22 or more rooms..... 2,700.00
Principal of Central High School, per school year, minimum salary 4,000.00

Maximum salary increase of principals promoted $200.00 per school year. Regular schedule increase $100.00 per school year until the maximum is reached.

In case one or more rooms shall be unoccupied in any building of six or more rooms, $2.50 shall be deducted from the monthly salary of the principal for each unoccupied room.

MANUAL TRAINING TEACHERS OF WOODWORK.

Minimum salary .....$ 900.00 per school year
Schedule increase of ..... 100.00 " " "
To the maximum..... 1,500.00 " " "

TEACHERS OF DOMESTIC SCIENCE AND DOMESTIC ART.

Minimum salary .....$ 500.00 per school year
Schedule increase of..... 50.00 " " "
To the maximum..... 1,000.00 " " "

NORMAL TRAINING SCHOOL.

Teachers in the Normal Training School receive $200.00 per school year more than schedule of regular teachers to a maximum of $1,200.00 per school year.

Faculty members, Minimum.....$1,200.00 per school year
Faculty members, Maximum..... 1,650.00 " " "
Schedule increase $100.

KINDERGARTEN.

The graduate assistant shall receive $500.00 for the first year's service, increasing thereafter at the regular schedule rate until the maximum of $800.00 is reached. Whole day—Maximum $1,000.00.

Directors of Kindergartens receive a maximum of $1,000.00 per school year.

SCHOOL FOR DEAF.

The salaries of assistant teachers employed in the School for Deaf shall be subject to rules which fix the compensation of teachers in the district schools, with an addition of $200.00 per school year, providing sufficient funds are received from the State.

ATTENDANCE OFFICERS.

Minimum salary	$ 900	per school year
Schedule increase of	100	" " "
Maximum salary	1,100	" " "

TEACHERS OF UNGRADED ROOMS.

Minimum salary	$ 900.00
Schedule increase	100.00
Maximum salary	1,400.00

SPECIAL WORK.

Teachers for special work are paid according to special agreement.

SPECIAL ROOMS.

Teachers of special rooms to receive $200.00 per school year more than schedule of regular teachers to a maximum of $1,200.00.

Average salary of all teachers, including principals, first assistants and supervisors	$1,013.61
Average salary of all teachers, excluding principals, first assistants and supervisors	926.76

GIRLS' GYMNASIUM, CENTRAL HIGH SCHOOL

WALES C. MARTINDALE NORMAL TRAINING SCHOOL
Boulevard near Grand River Avenue

NORMAL TRAINING SCHOOL

The Wales C. Martindale Normal Training School prepares teachers for the public elementary schools of Detroit. It is located at Grand River Avenue and Grand Boulevard, about three and one-half miles northwest of the city hall, and is situated on the same grounds as the Northwestern High School and the Marr Elementary School.

Both the normal school and the practice school are conducted in new buildings, opened last year. Together with the Northwestern High School, another new building, they occupy the corners of the triangular apex of a forty-acre public playground. The city of Detroit has $800,000 invested in public school buildings on this triangle, and the combined plant is well worth the attention of visiting school people.

The normal school admits graduates of Detroit high schools, or of high schools of equal rank, who are successful in a competitive examination covering the high school work in English, algebra, and history. The course is two years in length, and affords a choice between preparation for the kindergarten and the grades.

For observation and practice purposes, a regular city elementary school is conducted, under the direction of a principal, and with a force of sixteen critic teachers. Here the teachers-in-training observe illustrative lessons, assist in school projects, and teach during regular practice periods. The practice school is housed in the Marr building, with a few overflow rooms of children placed this year in the Martindale building itself. Considerable practice work and substituting are also done by Normal students in regular rooms throughout the city.

Upon completion of the two years' course, normal students are assigned by the Superintendent of Schools to grade rooms and to kindergartens in the public school system. They are on regular schedule salary, but remain under the direct supervision of the normal school for a year and a half. If the first semester's teaching is satisfactory, a certificate is given, and a diploma is granted at the end of an additional year of acceptable work. During the three semesters of apprentice teaching, the normal school aims to help the beginning teachers to effect an

early and economic adjustment, and to promote among them adequate ideals and standards of professional service.

Through a credit arrangement with the University of Michigan, it is now possible for normal students who take specified courses during their two years of training to prepare themselves to enter the third year of university work. This plan is made feasible through the co-operation of the Northwestern High School. Children in the northwestern section of the city thus have opened to them the possibility of progressing from the kindergarten to the third year of college work by successively finishing the work offered in the Marr School, the Northwestern High School, and the Martindale Normal School.

J. F. THOMAS,
Principal.

NORMAL TRAINING SCHOOL

ENROLLMENT, JANUARY, 1916

Students, first semester, Elementary Course	54
Students, first semester, Kindergarten Course	28
Students, second semester, Elementary Course	38
Students, third semester, Elementary Course	34
Students, third semester, Kindergarten Course	22
Students, fourth semester, Elementary Course	23
Total Students	199

SALARIED APPRENTICE TEACHERS

First semester class, Elementary	35
First semester class, Kindergarten	32
Second semester class, Elementary	33
Third semester class, Elementary	4
Third semester class, Kindergarten	2
Total Teachers	106
Total Normal Students and Supervised Teachers	305

(No regular "third" semester class because of change in length of course.)

Pupils in Observation-Practice School, Marr	804
Pupils in Observation-Practice School, Martindale	210
Grand Total	1319

DETROIT NORMAL GRADUATES IN THE TEACHING FORCE JANUARY, 1916

Elementary School Principals	100
Normal Graduates who are Principals	30
Per cent	30
Total Number Grade Teachers	1456
Number Normal Graduates in Force	730
Per cent Normal Graduates, in teaching force	50
Total Number Kindergarten Directors and Assistants	214
Number Detroit Normal Graduates Directors and Assistants	194
Percentage	90

OBSERVATION

Regular and special observation accompanies the work in various subjects.

PRACTICE

Elementary:—
Sophomores, ninety minutes daily for six weeks.
Juniors, three afternoons a week for six weeks.
Seniors, continuous all day practice for ten weeks.
Kindergarten:—
Freshmen, one morning a week for twenty weeks.
Juniors, two mornings a week for sixteen weeks.

NUMBER IN TEACHING STAFF, MARTINDALE AND MARR SCHOOLS

Principals	2
Supervising Teachers, Martindale	4
Grade Principal	1
Teachers	3
Part-time Teachers	12
Critic Teachers, Martindale and Marr	17
Special Teacher	1
Special Room	1
Open Air Department	2
Librarian and Assistant	2
Clerk	1
Total	46

WASHINGTON CROSSING THE DELAWARE
Picture-posing by fourth grade children, Marr School

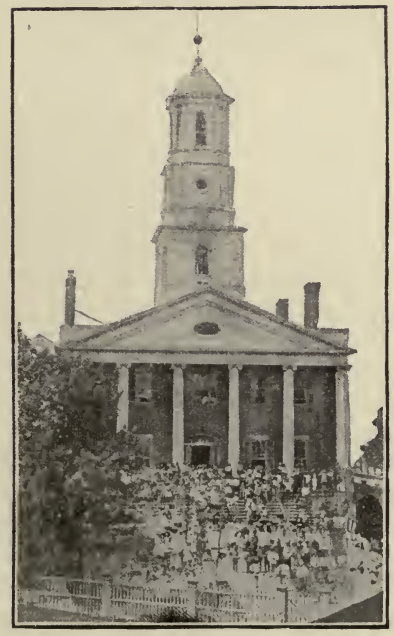
ACADEMIC HIGH SCHOOLS

There are now five high schools in operation in Detroit and three more in process of construction. The capacity of all eight will be 8752; their enrollment during the term ending June, 1915, was 8578. Of these schools, one, the Cass, is technical and commercial; the others are academic, though all offer courses in manual training, the household arts, and commerce.

In one respect the high schools of Detroit are perhaps unique. The principals and the rank and file of the teaching force are entirely relieved of the drudgery of taking attendance, supervising tardiness, keeping records, and maintaining amicable relations with parents. These functions are performed by grade principals, each of whom presides over a study room in which from 100 to 300 pupils live, move, and have their being when they are not actually engaged in class room or laboratory. The result is an evenness of control that is unattainable if the supervision of a study hall is divided among several teachers. It is not to be supposed, however, that the usefulness of the grade principal ends here. Always being chosen, as they are, on account of superior scholarship, vigor, tact, and devotion—they impart to the schools a spirit and a tone which are not anywhere surpassed.

A modification of the grade principal system which has been tried for the past two years in the Central and Northwestern High Schools has met with conspicuous success. Instead of being divided by grades these schools have been organized into houses, each house consisting of pupils of all grades. When a pupil enters high school, he is assigned to a house, and in this house he has his home as long as he is a member of the school. Grade principals thus have ample opportunity to know each pupil; the pupils of each house become acquainted; the older pupils develop their power of government and initiative by supervising the studies of the younger; the fact that the houses are evenly matched in number and in age produces a healthy intra-scholastic rivalry both in scholarship and in athletics; and the spirit thus engendered causes an atmosphere of democracy to take the place of the intolerable snobbery that is apt to characterize the conduct of certain kinds of high school students.

FIRST HIGH SCHOOL, 1860



CAPITAL HIGH SCHOOL, 1864

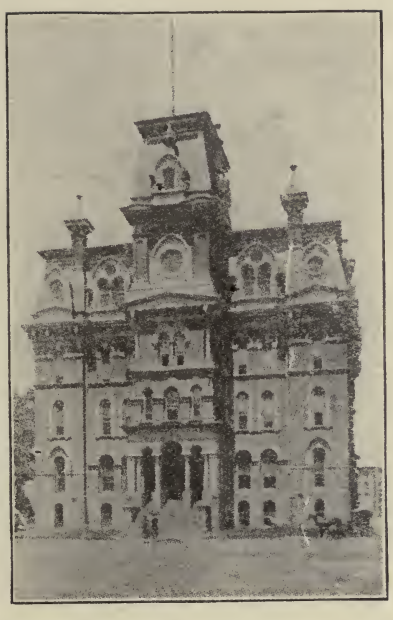
The houses are segregated as to sex. Class segregation has also been tried during the last two years. Opinion among teachers in those schools where it has been tried is almost unanimous in favor of the house plan of segregation. A small majority, on the other hand, favor mixed classes. As a matter of fact, the schools in which class segregation has been tried have shown a marked improvement in the boys' scholarship. Its value is further confirmed by the fact that its practical abandonment in the Northwestern High School has been followed by a reversion to the old unsatisfactory scholastic results as far as the boys are concerned.

The fundamental principle on which the Detroit high schools have been managed may be described as a prudent radicalism or a progressive conservatism. It has been *Festina lente*, "Safety First."

> "Be not the first by whom the new is tried,
> Nor yet the last to lay the old aside."

The purpose is to convert the boys and girls of the city into healthy, wealthy, and wise citizens. To make them healthy, there are lunch rooms, playgrounds, plunges, gymnasiums, and physical training; to make them wealthy, instruction is provided in commerce and in the manual arts; to make them wise, the good old fashioned solid academic training of our fathers has been modified but by no means emasculated. In a broadly philosophical sense, the purpose is everywhere practical, but it is held that what is practical for one pupil may be the reverse for others. Accordingly, where there is material only for a cottage, a cottage is built; where the proper conditions exist for erecting a palace, the foundations of a palace are laid. Some pupils accordingly master bookkeeping and carpentry; others study Latin, Greek, and mathematics.

The idea back of this is that bookkeeping is practical but that a trained mind is more practical still. While bookkeeping prepares a person to earn his bread and butter in one definite way, the possessor of a trained mind has all the world before him where to choose his place of usefulness and Providence his guide. And with all this and in addition to it, to learn to see life steadily and see it whole is always and everywhere more practical still. The teachers of the Detroit high schools are, therefore, not at all afraid that their pupils will become acquainted with too many good



CAPITAL HIGH SCHOOL, 1880-1893

CENTRAL HIGH SCHOOL, 1896
Cass and Warren Avenues

First Modern High School Building

WESTERN HIGH SCHOOL, 1897
Scotten Avenue near Baker Street

EASTERN HIGH SCHOOL, 1901
Boulevard and Mack Avenue

books or become tainted with too much of that spiritual refinement which some people who pride themselves on their lack of education and some who boast of their excess of it are accustomed to decry as "culture."

HIGH SCHOOL STATISTICS

SCHOOLS	Date of Opening	TOTAL COST	Building	Grounds	Capacity	Enrollment 1914-1915	Material	Principal	Hours.
Cass Technical	1908	$351, 500	$351,500	Donated	1000	1304	Brick	Benjamin Comfort	8:30 to 3:00
Central	1860	$950,350	$820,000	$130,350	1700	3250	Brick	David Mackenzie	8:30 to 3:00
Eastern	1901	395,800	370,800	25,000	850	1836	Brick	J. Remsen Bishop.	8:30 to 3:00
North-eastern	New	538,186	435,000	103,186.82	1200	Bdg	Brick	Charles A. Novak	8:30 to 3:00
Northern	New	589,381	465,000	124,387.50	1200	Bdg	Brick	George G. Bechtel	8:30 to 3:00
North-western	1914	373,500	353,500	20,000	714	972	Brick	Edwin L. Miller.	8:30 to 3:00
South-eastern	New	389,000	360,000	29,000	1200	Bdg	Brick	Joseph H. Corns	8:30 to 3:00
Western	1897	306,250	298,250	8,000	888	1216	Brick	William A. Morse	8:30 to 3:00

NORTHEASTERN HIGH SCHOOL, 1916
Warren and Joseph Campau Avenues

FREIGHT YARDS ALONG RIVER FRONT

COMMERCIAL COURSES

The Detroit High School of Commerce is housed for the present in the Cass Technical High School building. It was established to accommodate those pupils who are preparing to enter a commercial life. The courses of study are arranged with the idea of fitting for business conditions rather than preparing for college. Three courses of study are offered: A four-year course; a three-year course; and a two-year course. The students are encouraged to remain in school as long as possible. However, in order to help those who cannot complete the regular four-year course, both the three-year and the two-year courses are definitely arranged, and the students graduating from these are making satisfactory progress as employees in offices.

Each academic high school is provided with business offices for the use of advanced students who represent different firms mentioned in the texts. These offices are equipped with adding machines, filing cabinets, and other office devices usually found in actual work. The typewriting departments are provided with modern machines, there being 275 among the six high schools.

All pupils electing commercial work must meet the same entrance requirements as for any other type of high school work. In similar fashion, the same number of hours' credit is required for graduation as in academic courses. To a large extent, commercial studies are elected in place of a modern language or one of the various sciences. It is estimated that about one-fourth of the pupils are taking some sort of commercial work. This means that in the city there are approximately 2500 students receiving more or less business training as a part of their high school work.

One of the important features is the placing of students in positions as soon as they will have completed the regular course. Pupils are credited and marked, and a card record is kept of their Willingness, Initiative, Accuracy, Neatness, Personal Appearance, and Reliability. This gives the teacher an excellent knowledge of their fitness for particular positions. Before girls are placed in an office, the work required of them and the character of the establishment is carefully investigated.

Central High School. CHARLES B. BOWERMAN.
Cass High School. JAMES L. HOLTSCLAW.

CASS TECHNICAL HIGH SCHOOL

Grand River and Henry Street

CASS TECHNICAL HIGH SCHOOL

The courses of study and the equipment at Cass Technical High School are arranged to meet the needs of three general groups of students: the regular high school group; the part-time continuation school; and the evening school. Students are admitted to the regular high school upon graduation from the eighth grade or on passing a satisfactory examination. On entering school, students may choose one of the following groups:

(a) Mechanic Arts
(b) Printing
(c) Commercial (Detroit High School of Commerce)
(d) General Science
(e) Pharmacy

Only a limited amount of elective work is allowed within these groups.

In arranging the courses of study, the constant aim has been to make the work of each year a complete unit. For example, the course in mathematics is so organized that at the end of the first year all students understand the use of equations as applied to the solution of formulae. They know the relation of angles and the measurement of angles. They can measure ordinary areas and volumes and have a good working knowledge of ratio and proportion.

The students completing the first year of school work are also able to read mechanical drawings to the extent of making stock orders from detailed blue prints. In the shops they have acquired enough mechanical judgment to comprehend ordinary construction problems.

One hundred and sixty units are required for graduation. Graduates are admitted to all the leading schools of technology.

Students completing one or more years of school work are given certificate showing that they have completed the following work:

SUBJECT	COURSE						SUBJECT	COURSE		
English	1	2	3	4	5	6	Physics	1	2	3
Mathematics	1	2	3	4	5	6	United States History	1	2	
Mechanical Draw.	1	2	3	4	5	6	Pattern Making	1	2	
Chemistry	1	2	3	4			Applied Design	1	2	
Physical Training	1	2	3	4	5	6	Industrial History	1		
Machine Shop	1	2	3				Commercial Geography	1		
Printing	1	2	3	4			Cabinet Making	1		

The purpose in giving the above certificate is to aid the student in securing a position in which he can make use of his school training and to give the employer an opportunity of knowing what to expect as a result of this training.

A complete course of study may be obtained on application to the school.

E. G. ALLEN,
Director Mechanical Department.

Cass Technical High School.

ELECTRICAL TESTING LABORATORY

CONDON JUNIOR HIGH SCHOOL
Boulevard and Buchanan Street

JOYCE JUNIOR HIGH SCHOOL
Sylvester and Seneca Avenues

JUNIOR HIGH SCHOOLS

The City of Detroit is definitely committed to the idea underlying the junior high school plan of reorganization. Naturally in a large city the establishment and extension of the six-six or six-three-three plan must be a gradual process. It must be a matter of growth, for the old system cannot at a single stroke be transformed into the new. A fair beginning has been made in Detroit. The junior high idea first found expression here in September, 1913, when two schools were organized, the George and the Norvell. Since that time two new buildings have been added, the Condon and the Joyce. At the present time three buildings are nearing completion, in which either six-year high schools or a modified form of the junior high school will be installed.

The idea has been growing for ten years. Today it is so generally accepted by educators as scarcely to need elaboration or defense. The basic principles seem to be well established and agreed upon. Consequently discussion of the proposition today centres around matters of detail, questions of administration, and courses of study.

Three fairly well-defined types of the junior high school exist in Detroit: first, that type in which the academic courses predominate, as exemplified in the Joyce and Condon schools; second, the type in which industrial work finds its maximum application, as in the Norvell School; and, third, that in which industrial and commercial subjects are given in parallel courses. The George School is an example of the last type. The particular type depends, of course, upon the needs and demands of the community in which the school is located. It is not unreasonable to expect that in the near future schools will be opened in which all three types of work—academic, commercial, and industrial—will be carried on side by side.

The five courses of study prepared for the junior high schools, it is believed, will meet practically all the needs of pupils entering the seventh grade or first year of the junior high school. The academic courses—English course, Latin course and German course—are designed for those pupils who have a fair prospect of continuing their education

through the senior high school. For those who must leave school early, either from financial necessity or for some other reason, the commercial and industrial courses are recommended.

Has the junior high school proved a success in Detroit? Unmistakably our experience indicates that practically all the advantages claimed for the system have been realized here.

GEO. W. MURDOCH,
Principal.

McMillan School.

STATISTICS FOR THE YEAR 1914-1915

Total number enrolled	878
Average membership for the year	718
Average daily attendance for the year	693
Per cent of attendance on membership	96.5
Same item for all schools—entire city	94.7
Same item for four year high schools	96.0
Same item for grammar grades	95.8
Same item for primary grades	94.5
Same item for kindergarten	91.0
Number of pupils belonging at close	793
Number of male teachers	15
Number of female teachers	27
Average number of pupils to the teacher based on average membership	19.9
Same item for all schools	36.3
Same item for four year high schools	21.0
Same item for grammar schools	36.3
Same item for primary schools	45.6
Same item for kindergartens	27.0
Cost per capita including all current expenses except moneys invested in buildings	$73.51
Same item for all schools	$41.90
Same item for four year high schools	97.71
Same item for grammar schools	44.20
Same item for primary schools	30.84
Same item for kindergartens	34.73

ENROLLMENT BY GRADES

	Boys	Girls	Total
Seventh Grade	210	171	381
Eighth Grade	179	117	296
Ninth Grade	119	82	201
Total	508	370	878

(For a detailed statement of aims, courses of study, syllabi, etc., see "Handbook of the Detroit Junior High Schools, published by the Board of Education, 1916—1917.")

ELEMENTARY SCHOOLS

In the field of educational theory and practice, as well as in the matter of material equipment, an effort has been made to keep the Detroit elementary schools abreast of the best American school systems. A reasonable conservatism has prevented the acceptance in Detroit of various unproved educational theories which at times have been widely exploited. Nevertheless, the educational forces of the city, as well as the public, are open minded and progressive, and are inclined to look with favor upon any innovation which has real worth. There is probably no other city in the country in which the spirit of investigation prevails so generally among the teachers or in which so many educational problems of an interesting nature are being worked out.

The trend in Detroit is strongly toward the completion of the elementary course at the end of the sixth grade. In consequence, the traditional subjects loom large in the curriculum. Through the work in educational measurement carried on by the Department of Educational Research, methods and results in arithmetic, spelling, and writing are being gradually standardized and reasonable objective standards of attainment are being set.

During the year, as the product of the efforts of several committees of principals and teachers, new syllabi in English geography, and arithmetic have been published. These courses reflect the latest and best in educational thought.

In primary reading the mode of procedure in Detroit is somewhat unusual, in that a number of the widely known methods of teaching this subject are being used experimentally on a large scale. Those whose interests lie in this direction may have an opportunity to visit primary classes in which reading is being taught by the Aldine, Story Hour, Progressive Road, Beacon, and Gordon methods. Each of these methods is being followed in at least ten schools. In other schools the methods taught in the Detroit Normal Training School prevail.

The elementary curriculum is as broadly cultural as time and circumstances will permit. Nature study is emphasized in the daily program of the earliest grades. Literature, music, and art are given a generous share of the time.

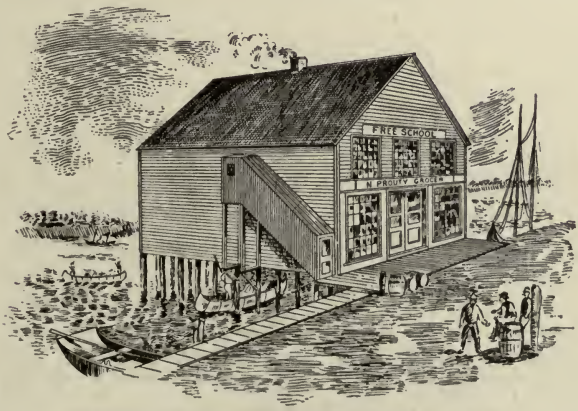
Physical training is placed very prominently in the elementary school schedule. In addition to the formal physical exercises, provision is made for story plays, games, folk dancing, and supervised playground sports, such as Newcomb and soccer.

A noteworthy feature of the elementary school instruction is the use of the stereopticon in connection with the study of geography, history, and literature. With few exceptions, each school has its stereopticon, dark room, and screen. The Board of Education owns a collection of over 8000 slides, which may be drawn freely by teachers. These slides are arranged in sets and are carried to and from the schools by pupils, who are provided with car tickets by the Board.

In the matter of organization the trend is decidedly in the direction of departmental teaching in the grammar grades, and the segregation of the seventh, eighth, and ninth grades as junior high schools. The adoption of the departmental plan of teaching is optional with principals. Over forty of them have arranged their schedules on this basis. Four junior high schools are now organized, and all signs point toward a steady increase in the number of schools of this type. Whether ultimately the six-six plan or the six-three-three plan shall prevail is a matter for future consideration.

CHARLES L. SPAIN,
Assistant Superintendent.

Room 7, 50 Broadway.



FIRST FREE PUBLIC SCHOOL, 1838

Enrollment by Grades, Excluding Transfers, 1914-15

	Boys	Girls	Total
Kindergarten	5,197	5,124	10,321
First Grade	7,141	6,782	13,923
Second Grade	4,767	4,354	9,121
Third Grade	4,507	4,407	8,914
Fourth Grade	4,345	4,094	8,439
Fifth Grade	3,673	3,518	7,191
Sixth Grade	3,068	2,868	5,936
Seventh Grade	2,257	2,377	4,634
Eighth Grade	1,846	1,831	3,677
Special Rooms	229	69	298
Special Schools	180	841	1,021
Ungraded Rooms	1,015	171	1,186
Total Elementary Schools	38,225	36,436	74,661

Per Cent. and Total Enrollment in Each Grade.

	1st	2nd	3rd	4th	5th	6th	7th	8th
1915	18.6	12.2	11.9	11.3	9.6	7.9	6.2	4.9

Time Schedule—Grades I—VIII
Apportionment of Time—Total Minutes Per Week

GRADES	B1	A1	B2	A2	B3	A3	4th	5th	6th	7th	8th
Language and Composition	175	175	175	175	175	175	225	250	270	300	300
Reading and Phonics	550	550	450	450	375	350	225	225	200	150	150
Spelling		50	125	125	125	125	150	150	150	150	150
Arithmetic			90	90	250	250	250	250	300	300	300
Geography					60	100	175	250	250	300B	
History										300A	300
Physiology and Hygiene	30	30	30	30	30	30	40	50	50	50	50
Nature	100	100	100	100							
Manual Work*	60	60	60	60			60	60	90	90	90
Miscellaneous	150	100	35	35	50	35		65	20	15	15
Opening Exercises	40	40	40	40	40	40	40	40	40	40	40
Physical Training	50	50	50	50	50	50	50	50	50	50	50
Writing	75	75	75	75	75	75	75	75	75	75	75
Drawing	60	60	60	60	60	60	60	60	60	60	60
Music	60	60	60	60	60	60	60	60	60	60	60
Recess	150	150	150	150	150	150	150	125	125	100	100

*This period may also be used for games in the First and Second Grades. The Manual Training period in the Fourth to Eighth Grades is not taken into account in the apportionment of time.

PITCHER SCHOOL, 1871

WINGERT SCHOOL, 1906

DOTY SCHOOL
Calvert and Third Avenue

GREUSEL SCHOOL
Moran and Medbury Avenues

KINDERGARTENS

Kindergartens were introduced into the Detroit schools in September, 1895. The people of Detroit are fond of the kindergarten, giving it hearty and substantial support. Their favor may, in all probability, be attributed, primarily, to the interest taken by their children in kindergarten work. The principals are very friendly to the kindergarten, counting it an indispensable part of their school organization. All save six of the ninety-two elementary schools have kindergartens and one is also maintained by the Board of Education in the Franklin Street Settlement Building, making a total of ninety-three. In the spring and fall from twenty to thirty of these have two sets of children in attendance, one cared for in a morning and the other in an afternoon session.

All elementary schools erected or remodeled since 1899 are provided with rooms especially designed and set apart for the kindergarten. Until two years ago, large single attractive sunny rooms having lavatories, cloak rooms, and supply closets were built. In the newest schools, the kindergarten unit consists of a comparatively large play room, a class room of moderate size, lavatories, cloak rooms, and supply closets.

More than two-thirds of the kindergartens have morning sessions only, and the teachers of these take first and second grade classes one hour afternoons, four days a week, the work consisting in the main of games, stories, and handiwork. The fifth afternoon is devoted to visiting in the homes of the children.

Enlarged materials have displaced the small traditional ones. The Hill kindergarten floor blocks, with which houses, trolley cars, etc., large enough for two or three children to move around in, may be built, have been supplied to a dozen or more kindergartens. In play and in the dramatization of stories these buildings serve advantageously as stage properties, lending a pleasing touch of realism.

The various kinds of hand work have long been for the kindergarten the preferred forms of expression; and, although the child of the kindergaten is in a period of idiomatic speech development, he is given little opportunity to express himself by means of language. We encourage our children to express thoughts and experiences which are interesting to them. If some child thinks of a new

game, instead of permitting him to move the children about, as he is likely to do if left to pursue his own method, the teacher urges him to speak his directions. He finds his game succeeds only when his commands are understandable. Such an exercise furnishes an efficient motive for clear expression.

Last spring's play festival took the form of a Mother Goose pageant. It was held at Navin Field. Four thousand kindergarten children, gay in tissue paper costumes and representing Mother Goose characters, marched past the reviewing stand, upon which were grouped Mother Goose and her attendant characters. The march over, Mother Goose and her flock left the stand and joined all the other children in dancing the Mother Goose dances and in singing the Mother Goose songs. Sixteen thousand spectators were in attendance.

REGINA HELLER,
Supervisor of Kindergarten and First and Second Grades.
Room 15, 50 Broadway.

TABLE I.

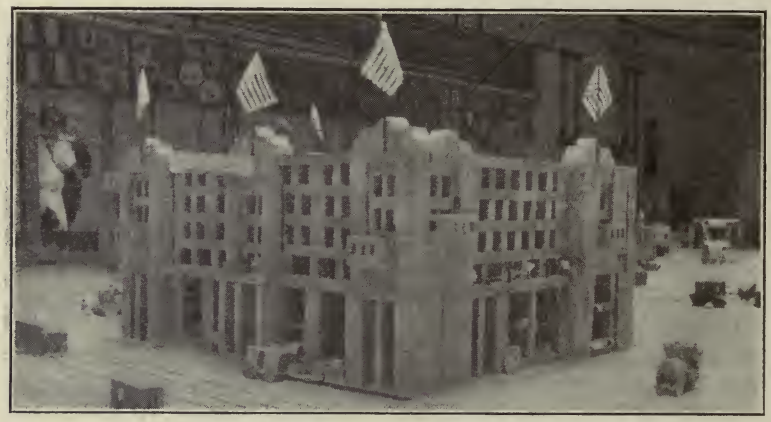
Enrollment of names in the Kindergarten by years.

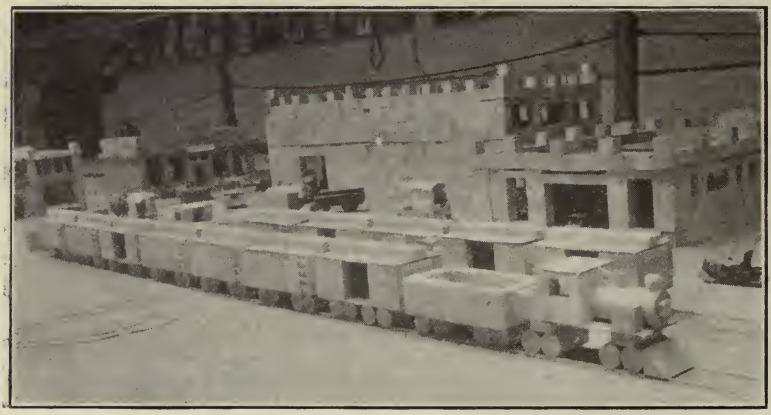
	Number Enrolled	Increase over Preceding year	Percent of Increase over Preceding year
June, 1911	7679	...	....
June, 1912	7897	200	2.6
June, 1913	8735	838	10.6
June, 1914	9680	945	10.8
June, 1915	10321	641	6.6

TABLE II.

General Statistics for the Kindergarten for 1915.

		The year ending June, 1915	The Period from Sept. to November 26, 1915
1.	Number of different names enrolled	10321	8083
2.	Average membership for the year	5146	6440
3.	Average daily attendance for the year	4653	5951
4.	Percent of attendance on membership	91.0	92.3
5.	Number of pupils in membership at close of year	5172	
6.	Number of teachers exclusive of Supervisor and Training School	190	207
7.	Average number of pupils to the teacher based on enrollment	54.3	39.0
8.	Average number of pupils to the teacher based on average membership	27.0	31.0
9.	Average number of pupils to the teacher based on average attendance	24.5	29.0





MODELS BUILT WITH THE ENLARGED GIFTS

DRAMATIZATION
Hill Floor Blocks

EVENING SCHOOLS

Fascinating by reason of its rapid growth and its tremendous social possibilities, continuation work in the evening schools presents some of the most interesting and virile features of our complex system. Detroit's industrial growth has brought with it big social and political problems. No city in the country has developed as rapidly, and this increase is largely due to immigration. To care properly for and develop these newcomers along American lines is a large civic problem.

The work naturally divides itself into two sections:

1. The elementary schools, teaching English and citizenship to foreigners, are primarily social and not a strictly educational problem.

2. The evening high schools, five in number, prepare for commercial and industrial lines, as well as offering an opportunity for further academic work.

The most startling feature of the evening schools of Detroit is their growth. In 1914 there was a September opening enrollment of 4,855. This showed an increase of twenty per cent over 1913. In 1915 at the same date, 9,906 were taking work in elementary and high schools, an increase of more than one hundred per cent.

This increase was due to the efforts of the Board of Education in connecting the evening school work with the Federal Government and the local employers of labor, through the Detroit Board of Commerce. The employers made it possible to secure a reasonably good general attendance by keeping records of the men in their employ and making working conditions such that the men could attend the evening classes regularly.

The Federal Government, through the Bureau of Naturalization, offered its co-operation by taking the Detroit course in citizenship as equivalent to a recommendation for second naturalization papers. This course covers a half-hour period of one hundred nights and the successful student is then granted a "Citizenship Course Certificate." This recommendation is taken to a court and the necessary legal formalities are gone through with.

The connecting link between the elementary and evening high school is formed by seventh and eighth grade classes, housed in the high schools and recruited by graduates of the evening elementary schools. These are regularly grad-

uated each year and many continue their education by attending the high school evening sessions.

The work in the evening high schools is largely technical, commercial, and mechanical. Courses have been so standardized that a student can take the equivalent of a day school course in eight years. The completion of this work with a satisfactory grade entitles the student to enter any university of which the Detroit schools are on the accredited list. About two per cent graduate from the evening schools with the intention of continuing their education. The tendency has been to centralize all of the academic work at one of the big schools and develop the work in the other buildings along technical and commercial lines.

Most of the evening high school students are taking courses that will result in immediately increasing their economic capacity.

FRANK CODY,
Assistant Superintendent.

Room 7, 50 Broadway.

EVENING HIGH SCHOOLS

Cass Technical High
Central High
Eastern High
Northwestern High
Western High

EVENING ELEMENTARY SCHOOLS

Bishop
Campbell
Capron
Chaney
Dwyer
Everett
Ferry
Franklin*
George
Greusel
Logan
McMillan
Majeske
Newberry
Scripps
Sill
Trowbridge

ENROLLMENT IN EVENING SCHOOLS

	1914	1915
Bishop	418	380
Campbell	169	550
Capron		109
Chaney		150
Dwyer		393
Everett	224	455
Ferry		160
Franklin Street Settlement		100
George		350
Greusel	410	1,196
Logan		100
McMillan	286	575
Majeske		679
Newberry	362	676
Scripps	90	284
Sill		220
Trowbridge	210	661
Total Elementary	2,169	7,028
Cass Technical High	804	1,374
Central High	906	1,098
Eastern High	586	753
Northwestern		164
Western	390	422
Total High	2,686	3,784
Total Attendance	4,855	10,812

*Franklin Street Settlement, Franklin and Dequindre Streets.

MEN'S CONTINUATION CLASSES

Continuation classes at Cass Technical High School were organized in August, 1913. The object has not been to accommodate large numbers of students, but to study the problems and to organize courses of study that could be adjusted to meet the most exacting demands of the industries. Classes for machinists, electrical workers, sheet metal workers, pattern makers, printers, pharmacists, office workers, and for those seeking an engineer's license are now being conducted. A special class for nurses will be formed in the near future.

At the present time there are attending the various classes a total of 350 students representing forty-five different firms. Thirty-seven students representing thirteen different firms were graduated in May, 1915. Attendance on these classes is entirely voluntary, but most of the students are receiving full pay for the one-half day a week spent in school. All students sign a joint contract between the school and their employers, agreeing to remain with the company and to continue school work for a period of not less than two years. Students are graduated as individuals. Their certificates of graduation state definitely the work each is qualified to do.

From the beginning, the unique feature of the continuation work has been the desire of experienced workmen to attend school. One of the first large groups entering from a single factory consisted of fifteen men, most of whom were heads of departments or division foremen. Some of these men had had as much as fifteen years' experience as tradesmen. Among the reasons given by the men for wanting to come to school were that they were in need of mathematics and mechanical drawing, and were required to make many machine adjustments which presumed a technical knowledge of their machines beyond that which they had been able to obtain in the shop.

This experience has been repeated many times in the formation of new groups; and, at the present writing, fully seventy-five per cent of the students are men of mature experience. One of the recent additions was a group of fifteen men representing the managing foremen of a factory employing almost a thousand men. These men were selected

after consultation with the school authorities, and after fully studying the work of groups already in the school.

As a result of having these experienced men as students, several courses of study are now well outlined. These have met trade requirements very successfully.

A direct result to the school from the continuation classes has been the establishment of more cordial relations with the foremen and experienced workmen in the various industries. Gradually prejudice against school training is giving away to the feeling that school is necessary. Foremen who have been to school are anxious to have their apprentices attend and in selecting apprentices give preference to the individuals who have had special school work.

E. G. ALLEN,
Director.

Cass Technical High School.

CLASS IN PHARMACY

GIRLS' CONTINUATION CLASSES

Part Time Enrollment.

There are in Detroit some 1200 girls of school age who have been excused from school attendance either to go to work or to help at home. About 200 of them,—principally those employed in stores and factories—are allowed to attend classes at the Cass Technical High School for four hours a week. There is no law requiring such attendance. Employers who are philanthropic or far-sighted enough to prefer intelligent employes, simply permit them to go to school one morning in the week without loss of wages. These girls are of course very poor and very ignorant. Though the new law requires that they shall have completed the sixth grade, there are still many of them who could not keep up with the fifth grade class in a public school. Most of them have no definite ideas about preparing for any kind of work. They are what is technically known as "floaters," drifting from job to job for the sake of an extra fifty cents a week, a few of them even giving such reasons for leaving a place as "because they wouldn't let me set on the same bench with Esther;" "because they couldn't speak English good enough for me at that restaurant; they was Greeks, and whenever they tried to tell me where the clean towels was or anything, it put me all out of patience listening to 'em and I quit;" "because I just got sick of looking at that floorwalker's gold teeth;" "because that fellow jawed me for being late. I can't take nothing off nobody. No one in our family can't take nothing off nobody. My pa says it's because we're full-blooded English."

Because of this "floating," the seasonal character of some kinds of work, and the fact that there are no set times when the majority of pupils enter the school, the personnel of the classes changes with every recitation. This continual shifting, the irregular grading, the interval between recitations, the absence of any legal compulsion, and the type of pupils, make the teaching problem a very difficult one. The subjects taught are English, arithmetic, salesmanship, cooking, physical training, and hygiene. Besides successful experience in grade or normal teaching, the teachers have had either special training or experience in selling. In connection with the preparation of a course in salesmanship, three teachers worked in the afternoon for

ten weeks as saleswomen in a large department store, attending the store meetings and conferring with department heads. The attitude of the co-operating firms has always been most cordial. The great need of the work is a law requiring the attendance at continuation schools of all employed children of school age, which would extend the advantages of the school to the unfortunate children who work for such employers as the rich and successful merchant who has enriched our records with the comment, "Do you call it a free country where you try to force an education on kids that don't want to be educated? I tell you, education is going to be the ruin of America."

ELIZABETH CLEVELAND.
Director.
Room 11, 50 Broadway.

Miss Cleveland,
Cass Technical Continuation School,
City.

Dear Madam:

We wish to report the excellent work being accomplished by the Cass Technical Continuation School. We find the girls have shown a wonderful improvement in deportment, perform their duties more seriously, take a greater pride in their personal appearance, and have an ambition to better their condition. We believe your work is not only a benefit to them, but to us as well.

Yours very truly,
THE J. L. HUDSON COMPANY.

These girls left school at fourteen to work as cash girls in Department Stores. While attending Continuation School, they wrote stories of their own lives after the model of Mary Antin's "Promised Land."

Papa broke his leg, and while he was in the hospital my little brother was born. It was very hard for us then. I was not quite thirteen, and I had to do all the work, pack my brother's lunch, dress my two sisters for school, and tend to Mamma. Frank was the only one at work, and he only earned $3.50 a week. Mamma cried and worried all day at home and Papa did the same thing at the hospital. After he came home I got sick. The doctor said I overlifted myself. . . . My greatest pleasure is going to Continuation School.

My father wanted us to come to America. In every letter he said that America is a very nice place for children, because education is free. My mother's father did not like it. He had a big farm and he was very rich. But my mother would go because the children could get education. The way to America is very far and hard, but it didn't seem hard to me. But I could only go to school for a year after we got here.

When they laid off all the Christmas help, I was among them, but after Christmas I went back and found my card on the rack, and I just thought, "Now, if they haven't taken out my card I'll just stay." So I rang my time in and started to work in the office at tips. Nobody seemed to notice me and I just kept on. I am working for that firm yet.

I liked English, and was always at the head of my class when it came to telling stories or writing compositions. I had made up my mind to go through high school, for I had hoped some day to be able to write books. Now, on account of my father's sickness, I have had to give up all my hopes and look for work.

I anxiously await the day on which I attend Continuation School. I take full advantage of all its pleasures from the moment I arrive till the hands of the clock turn too quickly to twelve. I enjoy the gymnasium and games immensely, because they make my whole body feel fresh and new, and I am ready for good selling at the store. I enjoy the salesmanship class. It enables me to do better selling and give good suggestions.

(This girl rose in two years from cash girl to head of her department.)

I hoped that I could go to high school, but my father did not have the means to send me. My chums all go to high school, which makes me feel worse. I hope that my brothers and sisters will have the chance though I have not. I have eight brothers and sisters younger than myself and I am fifteen years old, so I had to go to work and help support them, but my help, I think, is not much.

CLASS IN SALESMANSHIP

CLASS IN DRESSMAKING

VACATION SCHOOLS

Summer sessions of both elementary and high schools, organized in 1912, have followed the same general lines of development that have characterized this work in other cities with problems similar to those of Detroit. The elementary schools started with an enrollment of 400 and last summer cared for 1523, an increase of almost four hundred per cent during their four years of existence. The high school started with 228 and increased to 687, an increase of three hundred per cent in this period.

The general policy has been to care only for delinquents at the summer sessions, to enable them to keep up with their grades during the regular session. Two elementary schools have been established, one on the east and one on the west side of the city; and here the sixth, seventh, and eighth grades are cared for. Cass Technical High has been the only high school opened up to the present time, but future plans include the centralizing of vocational and industrial courses in this school and the opening of a purely academic school in another portion of the city.

These sessions are yearly becoming more popular with both parents and children. The necessity of expansion, especially in the elementary grades, can readily be seen. This increased demand will probably be met by the addition of a west and east side school and a second high school.

Industrial work in the elementary schools is also sure to expand. Limited appropriations have made this impossible in the past, but the increasing demand for manual training and cooking cannot be ignored much longer.

Credit is no longer given to students by the heads of the vacation schools. Those who have taken courses are recommended to their respective schools, but it is not necessary that this recommendation be acted upon. Each school can re-examine a student upon the subjects covered. This places the vacation schools in a position subordinate to the regular schools.

A recommendation from the principal of a regular school is necessary to admit a student to the summer courses. In general these recommendations are issued only to delin-

quents. If there is room, students desiring to gain time are given the opportunity of so doing.

The sesion extends over eight school weeks, with afternoon instruction eliminated in the high school.

The cost of instruction in the elementary schools averages a little more than $2.50 per pupil, but this is greatly increased in the high school. There the student cost is slightly more than $18.00. The administrative expenses in the high school are much greater and the classes are smaller in proportion. The average class is about 19. The smallness of sections is necessary to permit successful intensive instruction and personal supervision.

The average class in the elementary schools is about 50, which corresponds with the size of the regular classes for these grades.

FRANK CODY,
Assistant Superintendent.

Room 7, 50 Broadway.

SUMMER SESSIONS—ELEMENTARY SCHOOLS

Years	Terms	Year	Cost	Number of Pupils	Per Cap. Cost	Men Teachers	Women Teachers
1912	8 weeks	1	$1139.00	400	$2.84	9	50
1913	8 weeks	2	2189.50	662	3.30	17	44
1914	8 weeks	2	2440.00	1060	2.30	19	62
1915	8 weeks	4	4847.00	1523	3.18	38	45

SUMMER SESSIONS—HIGH SCHOOLS

1912	8 weeks	1	$4453.34	228	$19.53	15	16
1913	8 weeks	1	5708.66	281	20.31	20	15
1914	8 weeks	1	6978.00	382	18.26	17	24
1915	8 weeks	1	11,622.70	687	16.91	35	20

OPEN AIR SCHOOLS

The open air classes at the Russell and Marr Schools care for anaemic children and incipient cases of tuberculosis. Open cases of tuberculosis are cared for at the Herman Kiefer Hospital School. The last school is maintained by the Board of Health, but the Board of Education provides the teacher and the school supplies.

Assignments to all departments of the open air schools are made through the Board of Health. Candidates for enrollment are subjected to a rigid medical examination. Names of eligible pupils are sent to the Board of Education by the Health Department, and then placed on the waiting list until they can be assigned to an open air class.

The first open air school was organized in September, 1912, by the Detroit Tuberculosis Society. The school was named the Nellie Leland Open Air School in honor of the daughter of Mr. Frank B. Leland (the donor). The Board of Education provided the teacher and school supplies, the Society the equipment and lunch expenses, and the Board of Health the nurse and physician for the medical care.

In September, 1914, the Board of Education took entire charge of the maintenance of open air schools, except the medical care, which is still furnished by the Board of Health. The Nellie Leland building was abandoned in June, 1915, on account of the great number of repairs necessary, and the equipment moved to the Marr School. The classes were reorganized in September, 1915, and now accommodate sixty children, with two teachers in charge.

The Russell Open Air School was opened in October, 1914, and cares for sixty children.

Each school is situated on the roof of the grammar school of the same name. The floor plans and equipment are practically the same. Two school rooms, two cot or rest rooms, two lavatories, a kitchen, dining room, clinic room, play room, and elevator are contained in each. The school rooms are equipped with Moulthrop movable and adjustable chairs. The extra clothing consists of an Arctic Sitting Out Bag with cape attached and warm gloves. The children wear their own caps.

Individual cots and woolen blankets make up the rest room equipment.

White enameled ware and aluminum are used for dining and kitchen equipment. The older children help in serving

the meals. The Board of Health have had prepared thirty menus for use in open air schools.

The regular courses of study are pursued in all open air classes. Transportation is provided by the Board of Education.

Daily Program.

9:00 A. M.—Temperature and pulse taken.
9:15 A. M.—Academic work.
9:35 A. M.—Baths and classes on alternate days.
10:05 A. M.—Lunch.
10:20 A. M.—Academic work broken by folk dancing or out-door play.
12:30 P. M.—Dinner.
1:00 P. M.—Toothbrush drill and recreation.
1:30 P. M.—Rest hour.
2:30 P. M.—Academic work.
3:15 P. M.—Temperature and pulse taken.
3:30 P. M.—Lunch.
3:45 P. M.—Dismissal.

The Medical Inspector visits the school one morning each week and inspects the children.

FRANK CODY.
Assistant Superintendent.

Room 7, 50 Broadway.

HERMAN KIEFER HOSPITAL SCHOOL

STUDY PERIOD

REST PERIOD

OPEN AIR SCHOOLS

PREVOCATIONAL CLASSES

SPECIAL CLASSES FOR SUBNORMAL CHILDREN

Classes are situated at the following schools:

Alger	Lincoln	Potter
Amos	McKinley	Rose
Bellevue	Majeske	Russell
Brownson	Marr	Scripps
Cary	Maybury	Sill
Clippert	Morley	Smith
Everett	Mumford	Washington (2)
Franklin	Nichols	Wilkins
Ives	Parke	

Prevocational classes for boys are located at the Cary, the Newberry, and the Russell schools; prevocational class for girls, at the Lincoln.

The first special class was organized at the Russell School in February, 1903, with fifteen pupils enrolled. The children were thought merely backward and it was expected that, with the individual help thus afforded, they would be rapidly transferred back to their regular classes. We now know that the large majority were feeble-minded and forever unable to cope with normal children. The special classes consist mostly of feeble-minded children. Additional classes have been organized from time to time until, in January, 1916, there are 27 special classes and four prevocational classes, enrolling 676 children and employing thirty-four teachers.

Teachers are selected from the regular corps, after having had special training for teaching subnormals.

Special classes enroll to a maximum of twenty children between the ages of six and fourteen. The children are assigned to the class through the psychological clinic. They must show a mental retardation of two years, below the age of nine, or three years above the age of nine, and must also be pedagogically retarded. They are classified as feebleminded or doubtful cases of feeblemindedness, needing observation and study.

Prevocation classes enroll children over fourteen years of age who are thought definitely to be feebleminded. The sexes are segregated. The Russell, Cary, and Newberry classes are for boys; the Lincoln, for girls. The children come largely from special classes or through the psychological clinic.

Regular courses of study are not followed in any of these classes. Handwork of various kinds, such as basketry, sewing, loom-weaving, bead work, or leather work has a prominent place on the program. In the prevocational classes, one-third of the time is given to academic work; one-third to manual work; and one third to study, physical training, athletics, folk dancing, singing, etc. Manual work in the prevocational classes consists of rug weaving, cocoa mat making, shoe cobbling, chair caning, and wood work for the boys; and dress making, millinery, art needlework, basketry, and cooking for the girls. The girls prepare their own luncheon daily.

Courses of study for special and prevocational classes are now being prepared by the department.

All day sessions, from 8:45 A. M. to 2:30 P. M. are held. One-half hour is allowed for luncheon. Teachers are in charge throughout the entire session.

Transportation is furnished indigent pupils, if they live more than ten blocks from the school.

FRANK CODY.
Assistant Superintendent.

Room 7, 50 Broadway.

SPECIAL CLASS

SPECIAL PREPARATORY CLASSES FOR GIRLS

The opening of the special classes for girls in connection with the work of the Girls' Continuation School brought out a number of inquiries from principals and teachers as to what form of special work would be appropriate for girls who, for reasons other than mental deficiency, had fallen behind grade, and were likely to leave school because they felt out of place among the younger children. In response to this suggestion two special classes were opened at the Burton School in January, 1914. Girls over fourteen and above the fifth grade were admitted, and the number in one class was limited to 25. There are now six such classes, four at the Burton and two at the Thirkell School.

The aim of the work is to bring the pupils up to grade, or at least to hold them in school for a longer time, by placing them in classes together, by adapting the teaching to their age, and by concentrating on fundamentals, particularly English. In planning the English work, an effort has been made to emphasize power gained rather than ground covered. The teachers, who are selected from experienced first assistants in the grade schools, are not required to cover any set courses. They work for the following specific points:

(a) The power of oral expression.

(b) The power to write compositions which shall be legible, correct in form, and reasonably well expressed.

(c) The power to read, including:

(1) The power to appreciate and interpret.
(2) The power to memorize.
(3) The power of independent study.

In working for these points, the teachers may use text books in history, geography, literature, or hygiene to teach pupils to get the thought from a text, to work on individual assignments and report, to reproduce, discuss, and criticise.

Instruction is also given in arithmetic, physical training, and cooking. The cooking lesson is given at the noon hour, and includes the preparation by one class of lunch for the whole group. The class is divided into committees, each

having charge of a particular piece of work, and each supervised by its own chairman. The work is so planned that by the close of the semester each girl has had an opportunity to act as chairman, and to serve on each committee.

Most of the girls are induced to enter high school, their special training having saved them sometimes as much as three terms. Of the last class of 24, 19 entered high schools, and at the end of the first semester, 13 were reported as satisfactory in every subject, and four more in all but one. One was generally unsatisfactory, and one left on account of illness. Of course the small number in classes and the excellence of the teachers are important factors, but the stressing of the developing of power rather than the covering of subject matter, the teaching of every subject as English, in a way to give constant practice in expression, and the careful attention to each pupil, which includes a knowledge of her physical condition, her home life, and her plans for the future, are the main reasons for the success of this work.

ELIZABETH CLEVELAND.
Director.

Room 11, 50 Broadway.

A HIGH SCHOOL CARTOON

SCHOOL FOR CRIPPLED CHILDREN

In January, 1910, the Board of Education organized the School for Crippled Children. Free transportation is now provided by the use of the city police patrols, which gather the children each morning and return them to their homes in the afternoon. The opening enrollment was sixteen children, and a room was set aside for their use in the Harris School. A teacher was placed in charge to give individual instruction to pupils ranging in age from six to fourteen years. In September, 1910, the school was transferred to the Clinton Schol building, the lower floor of which had been remodeled for the use of this department. An outside elevator had been added, and a kitchen, dining-room, rest rooms, and lavatories provided. Two class rooms were opened, as the school had an average number of twenty-five belonging during the entire year.

When the work was organized, only half-day sessions were held, but in November, 1910, a new plan was adopted, that of serving a warm luncheon at noon, thereby enabling the children to remain all day at school. A matron was provided to prepare this luncheon, to serve milk and wafers at ten o'clock each day, and to assist the children to and from the carriages.

In September, 1914, the enrollment of the school had increased to such an extent that it was necessary to open a third room and provide another teacher.

Today the school, with its present equipment, has reached its capacity. We have an enrollment of seventy-one pupils, and in addition a number have been placed on a waiting list until such a time as there shall be room to accommodate them. A more modern building with sufficient room and equipment to carry on the different phases of the work in the most satisfactory manner is needed. At the present time, the facilities of our regular high schools will not permit such pupils as are graduated from this school to continue their work, and we earnestly hope that, in the event of our having a new building, we may be able to establish a trade school where these older pupils may learn a trade by which they can support themselves in later years.

The courses of study in this school vary but little from those in any public school in the city, special instruction, however, being given in handwork. This work includes rug weaving, basketry, knitting, and crocheting for the older pupils; and for the younger special attention is given to weaving and cutting, which call for training of the hand and eye.

Any crippled child six years of age is eligible to membership in the school. All applicants for admission must be examined by the cripplel school doctor—an orthopedic surgeon who is appointed by the Board of Health—and are admitted at his discretion. Mentally defective pupils and essentially surgical cases are excluded.

In order to be graduated from the school, pupils are required to pass the regular examinations for admission to high schools.

ISABEL BALFOUR,
Director.

Clinton School.

TRANSPORTATION OF CRIPPLED CHILDREN

CLASS OF CRIPPLED CHILDREN AT WORK.

BASKETRY FOR SUBNORMAL CHILDREN

TOUCH SYSTEM FOR THE BLIND

MANUAL TRAINING FOR THE BLIND

SCHOOL FOR BLIND

A Class for the Blind was established in January, 1912, with an enrollment of six children. The total enrollment has increased to thirty-eight, while the class at present has twenty-four members. This number consists of all ages from six to eighteen years and comprises many different grades.

The pupils recite, not to the special teacher, but to the teacher of the grade in which they belong. After teaching the reading and writing of the Braille, the special teacher acts as a kind of referee for the child. All work written in Braille by the pupils is copied by her and then sent to the regular teacher to be rated exactly the same as that of other children.

It has become necessary to extend this plan of educating the blind in the public schools so as to include the partially blind. There are constantly referred to this department children who see too well to need to learn to read the Braille by the sense of touch; yet whose sight is so impaired as to make it impossible for them to continue work in the regular grades without individual help. In September, 1915, a Myope Class was accordingly established at the Franklin School with a membership of five children having various degrees of defective sight. The number has increased to eleven. The salient features of this class are:

1. The pupils are not taught the Braille.
2. They are not allowed to read the regular text books. Special large clear type is substituted.
3. Much of the written work is done on the blackboard, and all chalk lines are broad and heavy.
4. A large room with ideal lighting conditions and ample blackboard space is necessary.

The pupils of both classes have cooking, sewing, and manual training; in fact, they do everything that is done in the regular grades with the exception of drawing and penmanship. Several are taking a course in typewriting.

The use of some of the Montessori didactic apparatus has been a great benefit to the smaller pupils.

Previous to the establishment of this department, school had meant little or nothing to many who now are making good progress. Two blind pupils are expecting to be ready to enter the high school next September.

Since these classes, in order to accomplish good work, must be small, better results will be obtained in the future when the classes have been separated and additional help provided. Then more time can be given to industrial work, —a most important feature for the blind child.

FANNY S. FLETCHER.
Teacher in Charge.

Franklin School.

BLIND CHILDREN USING MONTESSORI MATERIAL

DAY SCHOOL FOR DEAF

The Detroit Oral Day School for the Deaf was established by the Board of Education in 1900, in accordance with the legislative act of 1899, which provided for the establishment and maintenance of such schools throughout the State of Michigan. The school is supported by the State and the City, the State contributing $150.00 per child for each 180 days of attendance. As the name implies, it is a day school, which offers to the deaf child an education and at the same time enables him to remain at home. Pupils of three years of age are eligible. Early training is valuable to the deaf child in acquiring a pleasing voice and the habit of speech.

The aim of the school is to give the pupils, through speech and lip reading, an education which will fit them to become useful members of society. This school provides not only for the totally deaf, but also for the hard of hearing pupils who are frequently found working under great strain in the hearing schools. Often they are classed as mentally dull or even deficient. For these children the training in lip reading is of inestimable value.

Special supplies are furnished, such as mirrors, toys, etc., for the development of speech and language.

The course of study follows that of the elementary schools. Special attention is given to language, both oral and written. Unrestricted movements of the body are secured through the development of the rhythmic sense. This serves as an outlet for physical expression, as in Folk Dancing. Every pupil is given training in the manual arts. The boys are taught mechanical drawing and design, the practical application of which is developed in woodwork. The girls have training in cooking and hand and machine sewing. Through all these activities accuracy and self reliance are developed and the pupil comes to assume a responsible part in home life.

The wages of former pupils range from five to thirty dollars per week. The choice of occupations is similar to that of hearing people.

Our present enrollment exceeds one hundred, and the faculty numbers eleven. Oral teaching of the deaf being recognized as special work, the teachers must receive spe-

cial training in addition to their general preparation. A normal training department for teachers of the deaf has been established in connection with this school. Graduates are employed throughout the various states.

GERTRUDE VAN ADESTINE,
Principal.

Houghton School.

RHYTHM

BREATH CONTROL

CLASSES IN SPEECH CORRECTION

	A. M.	P. M.
Monday	Pitcher School	Wilkins School
	Pingree "	Harris "
	Gilles "	Gillies "
	Russell "	Russell "
Tuesday	Fairbanks School	Jefferson School
	Hilliger "	Farrand "
	Columbian "	
Wednesday	Columbian School	Alger School
	Alger "	
Thursday	Wilkins School	Jefferson School
	Harris "	Pingree "
	Gillies "	Gillies "
	Russell "	Russell "
Friday	Fairbanks School	Fairbanks School
	Farrand "	Hilliger "
	Columbian "	Columbian "
	Alger "	Alger "

The Department for the Correction of Speech Imperfections was introduced into the Detroit public schools in September, 1910. The system used for the correction of stammering is that perfected by Mr. Frank A. Reed, of Detroit, Mich. He believed that, with wise and judicious training, those handicapped by stammering speech could be entirely cured, if the work was begun in childhood when the speech habits were being formed. After his death, Mrs. Reed trained two teachers in the use of the system to work in the public schools, as a memorial to her husband.

In September, 1910, two centers were established; now there are twelve classes. Each class is visited twice a week, when class and individual instruction are given. Normal children from neighboring schools with good hearing work in these classes for two half-days each week. The rest of the time is spent in regular grade work. In the classes for defective speech we place children who lisp, burr, slur, or nasalize, baby talkers of eight or nine years of age, those who lack voice, those who have a slovenly articulation, and those who habitually substitute one articulation for another. In the classes for stammerers, we enroll silent stammerers and children who have a spasmodic hesitation, stutter, or stammer.

Children who lack control of the speech organs have poor control over the muscles which govern the other organs of the body; their respiration is spasmodic and tense; there appears a convulsive action of the chest, diaphragm, throat,

and head; their emotions are uncontrolled, a spasmodic fear subdues the will, voice fails, and the whole body may become convulsed and contorted. Our system provides a corrective physical training, corrective vocal drills to render the production of voice and articulation easy, a stimulation of the will power, and exercises to secure a co-ordinate action of the body and brain. The whole system is a progression towards self-confidence and self-control.

CLARA B. STODDARD,
Department of Speech Correction.
Fairbanks School.

A COMMON TYPE OF JAW AMONG CHILDREN HAVING DEFECTIVE SPEECH

TEACHING BREATHING, AND PRODUCTION OF VOICE ON THE OUTGOING BREATH

TEACHING CONTROL OF FACIAL MUSCLES

TEACHING ARTICULATION THROUGH IMITATION

TEACHING "WIDE-OPEN THROAT" BY MEANS OF MIRRORS

TRADE DRESSMAKING DEPARTMENT

The records made for the Vocational Guidance Department in 1913 showed that a considerable number of girls had left school to work as dressmakers' apprentices. The apprentice method of learning dressmaking is a costly one for the learner. Her training being a secondary consideration, she is usually kept for an unreasonable time running errands, putting on buttons, or pulling out bastings, and is expected to absorb the art of cutting and fitting from the general atmosphere. As many girls who did not wish to attend academic high schools were affected by the enforcing of the law requiring them to attend school until they were sixteen, even though they had been "graduated" from the eighth grade, it seemed an excellent time to form a trade class. Accordingly in October, 1914, a trade dressmaking class was organized and placed in charge of a dressmaker of ability and experience in training girls both in her own establishment in Detroit and in one of the largest business houses in Chicago.

This trade dressmaking class is held at the Burton school. The work includes the making of lingerie and tailored waists, cotton, silk, and cloth dresses, simple street suits, and evening gowns and wraps. Girls who are not proficient enough to begin this work are given an elementary course in plain sewing. In order to give experience in actual trade work a limited amount of custom work is done by advanced pupils.

Besides the dressmaker and her assistants there is in executive charge of the department a trained and experienced teacher, who has classes in English, design, and physical training. A period is set aside for the reading aloud of a good novel, the pupils doing hand sewing at this time. The executive head of the department, besides taking charge of these classes, plans the courses with the dressmaker, keeps track of weekly and monthly progress, arranges the fittings, and supervises each girl, directing her toward the line of work for which she seems best fitted. The pupils of this department have no difficulty in securing positions, even before they have completed the course.

ELIZABETH CLEVELAND,
Director.

Room 11, 50 Broadway.

This evening dress was designed and made by a girl in the Advanced Department after 14 months' work. It is made of white pompadour silk with chiffon and bead trimming.

Mata, 14 years old, made this blue serge Peter Thompson from a commercial pattern after four months' work. The material cost about $4.00 and the dress represents 40 hours' work.

The girls in the Elementary Department make attractive kimonos and bathrobes. This one is made of pink cotton crepe trimmed with ribbon and French knots.

A seventeen-year old girl, who has had two years at Central High School, made this attractive plaid silk afternoon dress after six months' work. The design is adapted from "Vogue."

SPECIAL ADVANCED CLASS

Until this year, our only method of dealing with pupils of exceptional intelligence has been to place them arbitrarily in higher classes. This is a disadvantage to the pupils, both in forcing them to associate with older children, and in "skipping" and "making up" material rather than providing more material and covering it more rapidly. It is more difficult to get together a class of this sort than a backward class, as teachers are less willing to part with their bright pupils, arguing that they do not need special attention, or that the chief end of their school existence is to furnish "inspiration" to their slower comrades. But it is of course an obvious injury to a child to keep him at work that is so easy for him that he never learns really to apply himself. Morever it is a serious waste of the very material that might be of the greatest service to the community.

With the aim of giving some of these children the special attention they need, a class of seventh and eighth grade children of exceptional proficiency was organized this year at the Thirkell School. The aim is not to hurry the children through school by covering ground more rapidly, but to give fuller, richer courses. While the Special Preparatory classes omit almost everything but the "three R's," these "supernormal" classes give particular attention to the "special subjects" and are also allowed to begin Latin and algebra. The pupils themselves greatly appreciate the relief of going forward at their own rate. One little girl, who happened to be the only one in the class who had already been taught a process in arithmetic which had to be given for the others, remarked: "It took them more than a week in the other school to get what these children learned in this one lesson. I nearly died."

ELIZABETH CLEVELAND,
Director.

Room 11, 50 Broadway.

Dime Bank Building

Hotel Pontchartrain

City Hall

Campus Martius

ATHLETIC ASSOCIATIONS

Detroit High Schools

Since the Fall of 1913, the athletic policy of the Detroit high schools has been outlined by a Supervisor of Athletics, in whose hands was placed at that time the responsibility for the scheduling of the games, the financing of the various sports, and the elimination of the friction and indebtedness which existed in most of the high schools.

The authority of the Supervisor has been advisory, even as to the schedules and finances. In some schools, this has worked out very satisfactorily. In others, while the general situation is much better than it was three years ago, this restriction of authority has hampered the work.

No solution is offered for the difficulies which arise from an advisory supervision. Any other form would doubtless be a complete failure under the existing conditions in the Detroit high schools. In certain schools, no marked increase can be expected in the number of boys engaging in outdoors sports. In the same way, certain high schools will probably always have weaker teams than others, though none of the Detroit high schools are too small to meet the other Detroit schools on terms of equality in every branch of sport.

Marked improvement has resulted from the unification, in the close competition which has resulted in the minor sports, the substantial increase in the number of teams and the number of boys participating in the majority of the high schools, the increasing ability of every school to finance its athletics without assistance, the good feeling which has grown up among the high schools, and the increasing public interest in high school athletics.

The past year has been exceptionally successful. Detroit schools have carried off state championships in practically all branches of sport, have largely increased the number participating in athletics, have inaugurated and maintained several new sports, and in football have developed perhaps the best high school team in the country.

DARREL H. DAVIS,
Supervisor.

Room 11, 50 Broadway.

Upper Left—Eastern Track Team

Center—Central High School Football Team

Upper Right—Western Baseball Team

Lower Left—Northwestern Basketball Team

Lower Right—Cass Basketball Team

DEPARTMENT OF PHYSICAL EDUCATION

After a year's investigation of the natural play activities of the school children of Detroit, it is the belief of the Physical Education Department that, without organized effort to bring physical activity to every child every day of his life, games and athletics will soon be obsolete. Originally the parent taught self-preservation to the young by means of play. Since this necessity has been removed by modern conditions, the parent has refused this responsibility. This makes it necessary to put forth great organized effort to foster play instinct, to keep alive impulses, and to create an interest in a healthy body, in order to prevent racial decay.

To meet these conditions in Detroit we give daily training for posture and muscular control. By means of an entirely different line of work we are developing the physical ability of the children in its broadest meaning, not by specializing or overtraining, but by creating interest and developing ability in games, athletic events, and stunts that have lived through many generations and are now neglected or forgotten. At the same time we are giving education in the qualities of leadership, self-control, independence, and good judgment, which can be developed under such a system of organized self-activities to far greater advantage than in the schoolroom. And by means of all of the work of this department we aim to create an impulse for personal cleanliness, fresh air, and daily exercise which shall last through life. Making a child clean his teeth, take a bath, put up his window every night, and take a set of exercises, is physical training. When the impulse is created in him that prompts his interest in it and stimulates him to do it by himself, he has passed from the field of physical training into the field of physical education.

ETHEL PERRIN.
Supervisor.

Room 11, 50 Broadway.

Photographs of a Detroit School Boy used by American Posture League for Wall Chart No. II.

I
WEAK POSTURE

II
CORRECT POSTURE

III
EXAGGERATED POSTURE

Captains whose soccer teams won league championship banners, 1915-1916; eighty-four schools competing

DESIGN FOR PLAQUES, BANNERS AND BUTTONS

Staff—(a) One departmental supervisor; (b) Elementary supervisors—three women, two men; (c) High school directors—seven women, six men.

High Schools—Six gymnasia, five swimming pools, one of each in the four new high schools under construction. Two required periods of physical training per week with credit. Elective for remaining years with limited credit. Swimming required of boys, elected by girls.

Elementary Schools—Work done in classrooms, hallways, kindergartens, yards. Room teachers give lessons. Michigan State Course of Physical Training. Meetings with and monthly visits from supervisors. Sixteen minutes per day in three or four short periods. Windows open. First and Second grades—plays, games, rhythm. Third through eighth grades—setting-up exercises, games, folk dances, athletics. Posture per cent taken above fourth grade. No coats or sweaters on in school rooms. Special corrective work for children far from normal posture.

Chief Present Effort—throughout life to stimulate lasting impulse for daily exercise.

Boys' Athletics—School Decathlon—every seventh and eighth grade boy competes in ten events during year with every other boy of his grade in city. Lower grades to be included. Individual Decathlon at meets. Efficiency Tests—Gold, silver, bronze buttons. Includes track and field contests, stunts, games, swimming, life saving, leadership, conduct, and scholarship. Indoor Track Meets—1500 participants; Field Meet—2000. Soccer Foot Ball, thirteen leagues, eighty-four schools, 1000 boys on first teams, over 100 on second and other teams, 200 scheduled games in tournament recorded in office. Base Ball—200 inter- and intra-school games recorded. Captains—Athletic, with assistants and squad leaders, one for every seven boys. Soccer and baseball. All athletic activities carried on through captains.

Girls' Athletics—System of captains and squads begun. Hop, step, and jump; chinning; throw for distance and accuracy; chest expansion being experimented with. Folk dance captains. The Department will furnish information and give out any of the twenty-five bulletins sent to captains since September, 1915. Office, 50 Broadway, Room 11.

Baths—Eight elementary centers—eight women, eight men attendants. Neighboring schools contribute. From July, 1914, to July, 1915, 260,535 baths given. Total cost, not including salaries of attendants, $4659.58.

DEPARTMENT OF MANUAL TRAINING

Regular instruction in Manual Training was introduced into the public schools of this city in 1899. All handwork for boys and household arts for girls in the elementary grades, junior, academic, and technical high schools, now comes under the direction of this department.

A general principle adhered to in all courses of industrial and household arts subjects is that this work should in no way restrict the educational possibilities of the pupils. Graduates of the industrial courses in the junior high schools, for instance, are admitted to any high school in the city. The greater part of all specific trade instruction is given on a co-operative plan between the factory and the school.

The following time allotment in periods per week is required in manual training and household arts in the various courses.

REGULAR GRAMMAR GRADES.

4th and 5th grades—1 period, 60 minutes.
6th, 7th, and 8th grades—1 period, 90 minutes.

JUNIOR HIGH SCHOOLS.

Industrial Courses: 7th, 8th, and 9th grades—15 periods, each 45 minutes.

English, German, and Latin Courses: 7th, 8th, and 9th grades—6 periods, each 45 minutes.

Commercial Course: 7th grade—6 periods, each 45 minutes.

ACADEMIC HIGH SCHOOLS.

9th, 10th, 11th, and 12th grades—4 to 7 periods, each 45 minutes (only one year required).

TECHNICAL HIGH SCHOOLS.

9th, 10th, 11th, and 12th grades—10 periods, each 45 minutes.

Special chapters on the junior high schools, the technical high school, and trade instruction will be found under separate headings in this pamphlet.

The handwork in the grammar grades of the elementary schools is not vocational; it is educational in the broader sense of this word. For the girls the work serves as a preparation for the duties of the home, for the boys as a general survey of certain manufacturing processes, and for both as a means of general development through the hand.

Cardboard construction is given to the boys of the fourth grade, furnishing a study of the regular geometrical figures

BOYS BUILDING GARAGE.

GARAGE WHEN COMPLETED.

and their application in the construction of a number of useful articles. Drawings are made of all projects. During the first term of the fifth grade this work is continued and some time is devoted to free-hand lettering. During the second term, working drawings are made of some of the simpler projects in benchwork. In the sixth, seventh, and eighth grades in the regular elementary schools, the work consists of simple benchwork in wood and a few problems in cabinet making, all work being done with hand tools and from drawings made by the pupils.

The girls in these schools receive instruction in hand sewing in the fourth and fifth grades; cooking in the sixth and seventh grades; and dressmaking in the eighth grade. All this work is given by special teachers.

In the academic high schools, the vocational element has been carefully considered in planning the various courses. Although greater concentration on the industrial subjects is allowed in the technical high school, we are able to offer extensive courses in these subjects in all our high schools. Extensive courses in mechanical drawing, for instance, may be taken all through the high school period. Although instruction in the shops is not given as a direct preparation for a trade, we are, by emphasizing as far as possible manufacturing methods as opposed to the construction of individual projects, affording a most valuable training to the young man who will be connected with manufacturing in any capacity. The courses cover work in both wood and metal.

In the household arts, various courses may be taken all through the high school program, among these domestic art, millinery, domestic science, and laundry work. These courses cannot be called vocational except in so far as homemaking is looked upon as a vocation.

J. H. TRYBOM,
Director.

Room 10, 50 Broadway.

MANUAL TRAINING STATISTICS

TABLE I

Number of Teachers	Manual Training	Household Arts
Elementary Grades	23	37
Junior High Schools	17	13
Academic High Schools	13	11
Technical High Schools	12	0
Total number of teachers		122

Grammar Grades: TABLE II

Number of Pupils	October, 1915	October, 1914	Increase	Decrease
Benchwork-ungraded	6763	5479	1284	x
Cardboard—Mechanical Drawing	7775	7964	x	189
Sewing	8314	7691	623	x
Cooking	5731	5111	620	x
Dressmaking	599	378	221	x
Total	29182	26623	2748	189

Junior High Schools: TABLE III

SCHOOL	BOYS		GIRLS		Increase
	October, 1915	February, 1915	October,, 1915	February, 1915	
Condon	237	x	260	x	x
George	264	238	224	177	73
Norvell	254	258	193	171	18

Academic High Schools: TABLE IV

CASS (525)	October, 1915	October, 1914	Increase	Decrease
Shop and Mechanical Drawing	2339	1797	542	x
Sewing	894	660	234	x
Cooking	490	257	133	x
Total	3723	2714	1009	x

Total number attending Manual Training Classes, in grades, high schools, and Junior High Schools 34337

ENGLISH IN ELEMENTARY SCHOOLS

Detroit schools have given a good deal of attention to oral English. It is not claimed that every eighth grade graduate can speak extemporaneously and well on any ordinary topic, but all pupils in elementary grades have enough practice to give them confidence in addressing their classmates.

We believe that "the style is the man," and we try to make our pupils "live" with some of the works of great authors until the language becomes a part of them. Children are very susceptible to literary style. The pupil who keenly enjoys and repeats from memory the inimitable description of Mr. Peggoty's house knows much in a vital way about Charles Dickens. The third grade pupil who tells Kipling's story, "How the Camel Got His Hump," with full enjoyment of Kipling's style and humor is having wrought into his mental fibre the foundation for personal literary standards. He may pass through the Henty and Alger stages, but he will return later on to better things. Teachers are also referred to specific methods for developing original composition as a class exercise. Here, also, the social motive dominates.

Young pupils are trained to detect sentence relation first through the ear. They learn to detect subject and verb **together,** that is the **assertion,** before they are asked to separate the two elements. They handle phrases and clauses as groups of words, attaching them to the subject or verb as the sense requires, and changing the order of the sentence, all without aid from the eye. This intensive work developes a feeling for the whole sentence which is not likely to escape when the pupil is later called upon to deal more minutely with individual words.

Finally, we are trying to develop the idea of the essential unity of the work of the elementary schools. The tendency to treat each subject of the curriculum as a separate thing causes retardation. The "Three R's," rightly interpreted, really comprise all academic subjects. Reading and oral and written expression are the proper work of geography and history classes as well as of those labeled

"language" and "reading." The more definitely this unity is conceived by teachers, the more effective will instruction become.

The work of the Supervisor of English includes visits to teachers, grade meetings, and demonstration lessons.

CLARA BEVERLEY,
Supervisor.

Room 11, 50 Broadway.

MUSIC IN THE DETROIT SCHOOLS

The time devoted to music in the public schools is one hour per week. In the lower grades this is divided into periods of 12 minutes each day, in the grammar grades into three twenty-minute, or two half-hour, periods. The music is directed by one supervisor, three assistant-supervisors, and three special teachers. In general, music is taught by the grade teachers but there are a few exceptions where the special teachers are employed. The books used are the Harmonic and Eleanor Smith series.

Supervisors visit schools at least once a month. A definite outline is prepared for the grade teacher to follow. Vocal drills, ear training , song interpretation, and part singing are developed. A teacher who can teach well frequently takes three or four rooms in music. In the high schools, music is elective. Most of the high schools have orchestras. Glee clubs and choruses are to be found in all. For this work one hour of credit is given.

The Cantata, "The Walrus and the Carpenter," was given at the Detroit Spring Festival of 1915 by 500 children selected from the grammar grades. They were accompanied by the Cincinnati Festival Orchestra. A cantata is now in preparation for the May festival to be given this Spring. The Chamber Music Society of our city is doing a great work by giving at a low cost concerts by such artists as the Flonzaley Quartette to the children of our schools.

THOMAS CHILVERS,
Director.

Room 13, 50 Broadway.

DEPARTMENT OF DRAWING

The scope of the work in this department has long exceeded the limitations of its name. In recognition of this fact the last course of study issued by the Department of Drawing is entitled "Art Education."

The purpose of art education in the Detroit public schools is to train the eyes to see and the hands to do. We believe that a training in free-hand drawing and design, including free-hand lettering and color, is valuable from both the vocational and cultural viewpoint. Eyes that can see and practiced hands produce skilled labor. A sense of color discrimination and color harmony is a necessity in many trades and professions and an asset to salesmanship, while the ability to see and appreciate beauty which should result from such training is valuable to anyone, whatever his position in life. The lack of appreciation of beauty of form and color is one cause of waste, while the ability to choose between that which is commonplace and that which is excellent, that which is evanescent and that which is permanently good, is economy. Therefore, the question of choice is emphasized throughout our course, which is carefully planned in conformity with the fundamental principles underlying all good drawing, design, and color.

Individuality, power of expression, and taste,—that is the ability to choose,—are our slogans. All drawing, whether representational or design, should be done free-hand. To this end, ruled paper, compasses, and other obstructions to free expression and power, are forbidden. The crude lines and honest effort of the little child are accepted as satisfactory. Further success is measured by progress. Color discrimination begins in the first grade with recognition of colors in the generic sense. From the making of a color scale of the six standard colors, finer gradations of hue, intensity, and value follow, and are applied to design, the final problem being home furnishing and decoration.

Free-hand drawing in the junior high schools is planned along lines similar to work in the grades, the purpose being to teach the pupils to use their eyes that they may learn to see.

The Board of Education furnishes drawing paper of various kinds, water colors and brushes, colored crayons, charcoal, scissors, stencil knives, boards, and dyes, in fact practically everything used in the department except draw-

ing pencils and erasers, and these are supplied to children who are unable to purchase them. Every school is provided with sets of small wooden models of simple type forms, fifty in a set. In addition there is an adequate collection of pottery and toys for still life drawing.

Until last year the grade teacher alone taught drawing. Last January the departmental plan was introduced in several schools. In some schools a grade teacher who desired was given the opportunity to teach drawing in several classes. A second plan is to employ a drawing teacher of larger training who teaches only drawing in several schools.

There are a director of drawing and two assistant directors, one for the primary grades and one for the elementary grades. In addition to the regular visits to schools the director and her assistants keep office hours following school hours. There is a schedule which provides two days a month when teachers of each grade may receive instruction and see work applicable to their grade.

Slides have been made from pupils' work throughout the eight grades and are used to show the development of the work in the three divisions of representation, design, and color.

ALICE V. GUYSI,
Director.

Room 14, 50 Broadway.

STENCILS DESIGNED AND APPLIED BY EIGHTH GRADE PUPILS

A HIGH SCHOOL CARTOON.

LATE!

HIGH SCHOOL CARTOON

NEW TEACHERS AND SUBSTITUTES

This department has charge of new teachers and substitutes. New teachers are under supervision for one year, substitutes during their term of service. Their work is supervised, suggestions offered, individual help given, and meetings held each month. Reports of the progress and character of the instruction are made from time to time and filed with the superintendent.

New teachers enter the schools by direct appointment or by appointment from the substitute list. With the growth of the city, the number of teachers from outside increases. Formerly, but few new teachers were needed, the training school meeting this demand. This year, Detroit Normal graduates make up less than one-third of the number. Between September, 1915, and January, 1916, 173 new teachers were employed. One of the chief functions of this department is to assist in the assimilation into the school system of this horde of new teachers.

Great care is taken in selecting teachers; but the demands of a city system are so varied and so many elements enter into the school work that teachers successful in smaller places, where conditions are less complex, do not always readily adapt themselves to their new environment. The best results are obtained where teachers appointed are first visited by those familiar with the requirements of the schools and the dominant characteristics required in the teacher.

Substitutes are of two kinds, those who have and those who have not experience. The former present no special problems, as they are merely trained teachers waiting for regular appointments. With the group having no experience, the work is of a different character. The difficulties are many, individual help being needed in lesson plans, organization, study periods, discipline, etc. This is given at office hours, special conferences, and at general meetings. Substitutes are required to become familiar with the course of study, answer calls promptly, follow the schedule, make lesson plans, teach the special subjects, and carry on the regular work with as little break as possible.

J. A. MORSE.
Supervisor.

Room 11, 50 Broadway.

NEW TEACHERS AND SUBSTITUTES

NEW TEACHERS

Number appointed
- Women 164
- Men 9

Total 173

Minimum salary Normal graduates, per month $65.00
Maximum salary Normal graduates, per month $75.00
Minimum salary University graduates, per month $75.00
Maximum salary University graduates, per month $85.00

SUBSTITUTES

Number of substitutes for high school 30
Number of substitutes for grades 159
Number of substitutes on list for 1915-1916 189
Number of substitutes, women, for grades 149
Number of substitutes, women, for high school 20
Number of substitutes, women 169
Number of substitutes, men, for grades 10
Number of substitutes, men, for high school 10
Number of substitutes, men 20
Number of substitutes assigned regular work 87
Number of substitutes assigned regular grades, women ... 61
Number of substitutes assigned regular high school 10
Number of substitutes assigned regular work, women 71
Number of substitutes assigned regular, men, grades 9
Number of substitutes assigned regular, men, high school. 7
Number of substitutes assigned regular, men 16
Number of substitutes for emergency duty 102
Number of substitutes with no previous experience 118
Number of substitutes with one or more years' experience ... 91
Number of substitutes given appointment, men 3
Number of substitutes given appointment, women 38

Salary of Substitutes in Grades ..... $2.50 per day
Salary of Substitutes in High School ..... $3.50 per day

DEPARTMENT OF COMPULSORY EDUCATION

Including Permanent School Census and Employment Permits

ATTENDANCE

This department has immediate charge of all matters pertaining to school attendance. It has a staff of fourteen attendance officers, a chief clerk, and six regular clerks, under the direction of the Supervisor of Compulsory Education.

The Compulsory Education Law in Michigan, and particularly its enforcement in Detroit through the aid of the courts having jurisdiction in these cases, makes it possible to compel the attendance of all children capable of being taught, not even excepting defectives, blind, deaf, and crippled children.

To make sure that all children of compulsory school age are in regular attendance the enrollment of all schools, public, private, and parochial, is called for each year, and compared with the permanent census. The names of all children found missing from the school enrollment are given to the attendance officers to be looked up, and the children placed in school.

Attendance officers must be graduates of recognized state normal schools, college graduates, or regularly qualified teachers, graduates of the city's normal training school. This insures unusually well qualified officers, and, what is of still more importance, officers who are always intelligently in sympathy with school problems.

One of the first duties of the attendance officer is to look up all cases of truancy reported from the schools. Each officer is assigned to one of the thirteen districts into which the city is divided. Each district has an ungraded room (in one of the larger schools) as a centre, to which all reports of truancy from the schools in that district are sent. In these so-called ungraded rooms are placed boys who are two or more years retarded, habitual truants, and those reported from schools as incorrigible. The policy of the department is that these boys shall be given such training as will enable them to be returned to the regular classes as soon as possible. To insure prompt service, the officer reports at the ungraded centre each morning, gets the

truancy reports, and gives them immediate attention. A duplicate report is sent to the central office, a record of which is made. This insures prompt attention on the part of the officer.

One of the most important functions of the attendance officer is the picking up of children found on the streets during school hours. So important is this work that one officer is kept on the down town streets part of each day, with the result that, during the year 1914-15, 361 boys were found and returned to school.

TRANSFERS

All matters pertaining to the transferring of pupils from one school to another are also cared for in this department. By a system of duplicate reports sent to the central office, a child is followed up by the officer, if it does not report within three or four days at the school to which it has been transferred. This makes it practically impossible for a child, once enrolled, to be lost to the school system.

The following tables show details and the results in truancy cases coming to the attention of the department during the year.

Reported from:

Public Schools	5,636	
Parochial Schools	1,127	
"Not Returned"	2,892	
Miscellaneous sources	61	
Picked up on streets by officers	512	
Excluded for non-payment of tuition	44	
Suspensions	24	
Held vacation permits	1,298	
		11,594

Total number of cases investigated by officers:

Cause of Absence and Disposition of Cases—		
Truants (without consent of parents), returned	4,128	
Truants (kept by parents), returned	1,204	
Poverty	17	
Reported as "not returned"	2,892	
Illness—Returned	1,042	
Illness—Holding doctor's certificate	44	
Moved out of city or district	393	
Holding employment permits	287	
Over Age	97	
Entered private or parochial school	1,227	
Committed to Orphan Asylum	131	
Committed to Detention Home	31	
Committed to Ungraded Room	72	
Excluded—(non-payment of tuition)	44	
Suspensions—(failed to call for re-instatement)	24	
Miscellaneous	61	
		11,594

SCHOOL CENSUS

An annual school census of children between the ages of five and twenty years is taken in May, by the Board of Education. This enumeration is compared with the permanent school census cards, which are kept on file in the office in duplicate, the data card filed by street number, the address card filed alphabetically. Cards are made out for all children whose names appear in the new school census but are not already on file in the permanent census. This insures a card on file, in duplicate, for each child of school age in Detroit.

Our system of "Transfer," noted above, is also used to keep the permanent census up to the minute, as changes of address, school, etc., are noted on the cards on file.

Further to insure the keeping of this permanent census up to date, a list of the chlidren from out of the city, received in any school, and those having arrived at the age of five years since the last census was taken, is sent to the department, and cards are placed on file for each child so reported.

EMPLOYMENT PERMITS

Employment Permits are issued to children (in Michigan) who meet the following requirements: (1) Must be fifteen years of age and under sixteen; (2) Must have completed the work of the 6th grade, public school, or the equivalent thereto; (3) Must have attended school 100 days during the year previous to arriving at the age of fifteen or previous to making application; (4) It must be shown that the services of the child are essential to the support of itself or its parents. Public Acts, Michigan, 1915.

To determine the necessity for the child's being granted a permit, the Attendance Officer calls at the home and makes a thorough investigation into the home conditions, particularly the income report to this office each month, giving place of employment, wages received, and nature of work in which they are engaged. If a child is not employed and does not secure employment within a reasonable time, the permit is recalled and the child is returned to school.

In compliance with the State Law, 2470, permits were issued during the twelve months ending June 30, 1915. The attendance officers investigated the home conditions of 4082 applicants to ascertain the necessity of the child's going to work, with the following results:

CASES INVESTIGATED

Recommended for permits	2,871	
Permits refused—"no necessity"	587	
Recommended for special permits—		
Saturdays and after school hours	200	
Permits to remain at home (girls)	161	
Lived outside city limits	21	
Could not locate	24	
Moved out of city	26	
Permits refused on account of low grade or school attendance	86	
Birth certificates showed under age	64	
In Detention Home	1	
Entered Convent	1	
Applicants failing to call for permits	40	
		4,082

The provision of the law requiring the holder of a permit to report to the issuing officer, giving definite information regarding the place of employment, nature of work, and school attending, if not regularly employed, has been rigidly enforced. This was accomplished by monthly report to the attendance officers of delinquents in their districts, totaling 1101 for the year. Few second calls were necessary and comparatively few cases were brought into court.

The following is a detailed report of children holding employment permits:

Permits in force July 1, 1914		3,731
Permits in force July 1, 1915		2,884
Girls	1,530	
Boys	1,354	
Permits issued from July 1, 1914, to July 1, 1915		2,470
Permits issued to girls 14 years of age	722	
Permits issued to boys 14 years of age	950	
Permits issued to girls 15 years of age	313	
Permits issued to boys 15 years of age	485	
Girls employed in factories	544	
Girls employed in stores	355	
Girls employed in offices	86	
Girls employed as domestics	284	
Under doctor's care; cannot work	7	
Holding permits but are attending school	61	
		1,337

Boys employed in factories	638	
Boys employed in stores	523	
Boys employed in offices	245	
Boys employed in messenger service	50	
Boys employed on farms	22	
Under doctor's care; cannot work	8	
Holding permits but are attending school	55	
	1,541	2,878
Delinquents investigated by attending officers		1,101
Children not working investigated by attendance officers		384
Children reaching age of 16 years		3,130
Boys	2,206	
Girls	924	
Monthly report cards mailed to this office by children holding permits, checked		37,861
Children between the ages of 14 and 15 years, holding permits, furnished with emplyoment by this office, boys and girls	350	
Returned to school, permits surrendered	48	
Limited permits; time has expired	48	
Moved out of city	71	
Could not locate	81	
Committed to Industrial School—Boys	6	
Committed to House of Good Shepard—Girls	1	
Placed in Private Institutions	3	
Died	4	
Attending Business Colleges	8	
Complaints filed in juvenile court	31	
Cases heard and disposed of; children reported	8	
Cases dismissed, children having reported before time set for hearing	10	
Cases pending	13	
Ran away from home; cannot locate, out of city	6	

The gradual reduction in the number of permits issued is shown by the following extract from our monthly report of December 1915:

Permits in force, December 31, 1915—Girls	1,106
Permits in force, December 31, 1915—Boys	970
Total number of permits in force, December 31, 1915	2,076
Total number of permits in force, July 1, 1915	2,884
Total number of permits in force, December 31, 1915	2,076
Reduction during six months	808

Among the other activities of this department are the getting of employment for children; vocational guidance, particularly for girls; and the procurring of attendance of girls in the continuation schools.

TEMPLETON P. TWIGGS,
Supervisor.

38 Broadway.

VOCATIONAL GUIDANCE FOR GIRLS

With the aim of assisting girls in their choice of an occupation, the teachers of the Girls' Continuation School are carrying on work in vocational guidance along four lines,—the collection of information about the various occupations open to girls, the giving of information and advice through personal interviews, the following up for two years of the girls who leave the public schools to go to work, and the attempt to provide them with suitable employment.

The following up of the girls who leave school to go to work is in charge of a special attendance officer under the Department of Compulsory Education. This officer interviews the girls at the time they apply for working permits, enters them in part-time classes wherever possible, and conducts an employment bureau to assist them in finding places.

Girls who leave high schools are interviewed by their grade principals, or by the teachers of the girls' continuation classes, in many cases needing only the personal influence of the investigator to induce them to return. One girl, employed by the telephone company from three o'clock until eight, left high school because she failed to get a mark of "excellent" in every subject. She was a tenth grade pupil, bright and ambitious, and had hoped to prepare for teaching, but was in a poor physical condition and worried over her examinations two weeks ahead. All her teachers spoke highly of her work, and the investigator was able to take her a certificate of promotion in every subject and to encourage her so that after two weeks' rest she returned to school to continue her course. She is, of course, only one of many.

In some high schools the investigating and reporting on the advantages, technical requirements, and special qualifications necessary for preferred vocations has been made a subject for composition work in English, and in all high schools arrangements have been made for talks on specific vocations by persons who have pursued them with success and are qualified to discuss them with authority.

ELIZABETH CLEVELAND,
Director.

Room 11, 50 Broadway.

DEPARTMENT OF EDUCATIONAL RESEARCH

Organized September, 1914

The functions of a new department are certain to be determined largely by local conditions and the personal interests of the director of the department. In Detroit the supervisor of educational research is most interested in improving the efficiency of the teaching in the elementary grades. His general duty is so to apply the scientific discoveries of professional students of education throughout the world to the Detroit schools as to raise the efficiency of teaching effort.

Successful work by the department results in

a. Measurement of the actual effects of teaching effort.
b. More precise definition of the goals to be attained.
c. Accurate determination by measurement of the most efficient method for attaining a given goal.
d. Widespread training of teachers in the use of the newer tools for self-study and improvement.
e. Constructive experimental evolution of existing methods.

All of these tend to increase the number of children benefiting by school training without increasing correspondingly the cost in either time, money, or effort.

The research work of the department is on a volunteer basis. Problems are outlined, tests and instructions provided, and the work carried out by volunteers from the teaching corps. Where strict control of conditions under which the tests are given is essential, the trained cadets from the normal school are used as examiners and scorers, and the results are tabulated by the students in the commercial courses of the high schools as a part of class work. The aim of the department, however, is so to modify and adapt to class room conditions the tests devised for making scientific measurements of educational products that they may be given and scored by the class room teacher as part of the regular routine of school work. In all such tests a report to the department affords a basis for general tabulations and the setting of standards. When definite results and conclusions have been reached, general changes in school methods and policies follow.

In its larger aspects, the work of the department is that of a continuous survey working under very favorable conditions,—from within the school system, with its co-operation, and under its control.

Room 11, 50 Broadway.

S. A. COURTIS,
Supervisor.

Investigations Completed or Under Way

1. Research.
   a. Study of the factors conditioning ability in handwriting.
   b. Study of the reliability of the Ayres and Buckingham scales in spelling.
   c. Determination of the loss in accuracy due to change from spelling words in lists to spelling words in sentences.
   d. Collection of errors in oral English. 10,386 from 72 schools.
   e. Measurement of the effects of geometry teaching.

2. Standardization.

   a. Measurement of product.

      Rate of writing. 3,500 children, grades 4-8, beginning and end of the year.
      Rate of spelling. 3,500 children, grades 4-8, September.
      Achievement in four operations of arithmetic. 3,500 children tested in September, January, and May.
      Achievement in reading. Kelly's Reading Tests.
      Achievement in spelling by Ayre's scale. 35,000 children tested before and after study.
      Achievement in algebra. 500 children.

   b. Measurement of Efficiency of Method.

      Comparison of effects of practice tests in arithmetic with effects of regular work. Practice tests used by 25,000 children in 83 schools. Control experiment.
      Comparison of effects of practice tests in spelling with regular work. 1,500 4th grade children tested twice. Control experiment.
      Comparison of effects of six different methods of teaching reading in the first grade. 600 children in sixty different classes.

   c. Construction of tests and scales.

      Material gathered for construction of practice tests and scales in handwriting. 1,000 children.
      Material gathered for construction of scale in English composition. 3,500 children.
      Preliminary tests in fractions devised. 1,000 children.
      Practice tests in arithmetic revised on basis of first year's results. 25,000 children.

4. Library and Reference Service. 125 questionnaries answered.

5. Teacher training.

      City Normal School. Senior, junior, and sophomore classes given training in educational measurement. Two hours, once a week.
      Teacher Training Classes. Courses in measurement of handwriting, English composition, reading and spelling, for principals and teachers. Meet once in two weeks on Tuesday and Thursday evenings, 7 to 9 P. M. Volunteer enrollment, 300.

THE PSYCHOLOGICAL CLINIC

Staff:

Dr. Guy L. Connor—Medical Director.
Chas. S. Berry, Ph. D.—Consulting Psychologist.
Warren Babcock, M. D.—Consulting Neurologist.
Alice B. Metzner—Binet Examiner.
Bertha Giffin—Nurse.

The Psychological Clinic is the clearing house for the Detroit Public Schools. To it are referred all pupils needing special study. Cases of near sightedness or blindness; defective hearing; incorrigibility, or normal delinquency; backward, retarded, or feeble-minded children, epileptics or children with insane tendencies—all find their way to the clinic.

Each case is given a thorough mental and physical examination. The Binet Simon Measuring Scale of Intelligence, the Knox Tests, Goddard's Form Board, and Healy Tests are used in testing mentality. The physical examination is made by the medical director, a specialist in mental diseases, who also gives an opinion on the mentality. The family, personal, and school history of every case is obtained. The diagnosis and prognosis are the results of this varied information.

Pupils are assigned to special or prevocational classes only through the clinic. A history of each case examined is kept on file and added to from time to time as additional information is secured. Parents are informed of the physical condition of the child. If corrections are necessary, the nurse has a personal interview and assists in seeing that corrections are made.

In cases of very defective vision or hearing, an expert's opinion is obtained. The nurse takes the child and parent to a specialist's office and a diagnosis is procured. The pupil is then sent to the school for blind or deaf as the case may be. Several of our prominent eye and ear specialists give their services free to these cases.

Clinics are held at the Board of Education every Wednesday and Saturday morning from nine to eleven o'clock. At the Saturday clinic several of the special class teachers who have had training in testing assist in the work. The Juvenile Court, the Children's Aid Society, and various child welfare societies make use of the Saturday clinics.

Traveling clinics are held at the different school buildings on Monday, Tuesday, Thursday, and Friday mornings of each week. The city is divided into seventeen districts with a central school designated in each for the clinic. Children are reported on forms furnished by the department for this purpose. These reports must be in the hands of the examiner ten days before the clinic reaches the district. When there are five or more children reported for examination, the clinic is held at the school so reporting; if less than that number, they are sent to the center for the district. A report of the result of the investigation is returned to the principal.

From the organization of the psychological clinic in September, 1912, to June, 1915, 2069 cases have been examined. Of these 118 were re-examinations, leaving 1951 cases now on file. In addition to this, the first three grades of the Franklin School, consisting of 334 children, have been examined for research purposes and the results tabulated.

The medical director and the Binet examiner are appointed by the Board of Education, the nurse by the Board of Health. The consulting psychologist's and neurologist's services carry no remuneration.

ALICE B. METZNER,
Binet Examiner.

Room 7, 50 Broadway.

GRADE AGE REPORT, DECEMBER 1, 1914.

GRADES	18 Yrs	17 Yrs	16 Yrs	15 Yrs	14 Yrs	13 Yrs	12 Yrs	11 Yrs	10 Yrs	9 Yrs	8 Yrs	7 Yrs	6 Yrs	5 Yrs	4 Yrs	Total
VIII	4	56	339	923	1233	721	137	12	....	....	....	....	....	....	....	3425
VII	2	12	156	563	1182	1458	932	123	6	....	....	....	....	....	....	4434
VI	1	9	58	335	895	1331	1645	960	1	....	....	....	....	....	....	5344
V	2	6	45	217	573	931	1494	2014	1096	133	4	....	....	....	....	6515
IV	....	5	34	140	307	494	949	1690	2410	1281	113	1	....	....	....	7424
III	....	1	11	57	124	232	369	683	2033	2218	1632	109	5	....	....	7474
II	....	....	2	24	34	81	140	263	914	1634	3211	1946	85	....	....	8334
I	....	....	1	8	25	31	42	76	205	621	1660	5598	3373	110	....	11750
KDGN	....	....	....	....	....	1	0	2	1	4	35	470	3416	2928	2	6859
TOTAL	9	89	646	2267	4373	5380	5708	5823	6774	5892	6655	8124	6879	3038	2	61559
No. retarded 3 and more years	9	89	307	781	1063	839	551	341	206	4	0	0	0	0	0	4190

To right of black line in grade at age; to left of dotted line retarded three and more years. Total does not include Special or Ungraded Classes, Orthopedic, Blind, or Deaf Schools.

MEDICAL DIRECTION

In 1902 the medical inspection of the children in the public schools of Detroit was begun. In 1911 the examination and training of the backward and mentally defective pupils was started. This fall, at the suggestion of Dr. McMichael, President of the Board of Education, and Dr. Chadsey, Superintendent of Schools, this department sprang into existence. It will be our endeavor to conserve the health and usefulness of our employees. All newly appointed teachers, candidates entering the normal training schools, clerks, and janitors, together with those returning from a leave of absence, will be examined from a physical standpoint before entering on their work. Each year they will be re-examined. Every employee who is absent from school from sickness, the duration of which is longer than five days, must inform us of the nature of his or her illness. By checking up these reports we hope to prevent much of the loss of time and discomfort.

We urge upon our employees the wisdom of using the knowledge of this department to prevent sickness and the untimely crippling of their usefulness rather than continue the deadly habit of waiting till the case is hopeless. Early recognition of tuberculosis means the life possibly of the patient and the prevention of contagion. Sixty to seventy per cent of the deaths from chronic diseases are preventable. The death rate from diseases of the kidney, liver, heart, and circulatory system has nearly doubled during the past three decades.

It is absolutely necessary for the good of "Our People" that the diagnosis of disease be made early. It is at this time something can be done. To accomplish our purpose we must see them at least once a year for physical inspection.

We look forward with confidence to the time when preventable disease will be prevented, when curable disease will be recognized in the curable stage. One of the grandest triumphs of civilization will be the achievements which will result from a realization of the possibilities of preventive medicine.

GUY L. CONNOR, M. D.,
Medical Director.

Room 7, 50 Broadway.

THE BEGINNING

(The first authentic document in the history of education in Detroit, now preserved in Ste. Anne's Church.)

Cadillac, speaking of the various orders of missionaries, wrote to Count Pontchartrain, Aug. 31, 1700:

"These are the cultivators of the vineyard, who ought to be received without distinction to work in the vineyard of the Lord, with special directions to teach the little savages the French language, that being the only means of civilizing and humanizing them and infusing into their minds religious and monarchical principles. One takes wild beasts at their birth, birds in their nests, to tame and free them."

(The first authentic record of vocational training in Detroit, now preserved in Ste. Anne's Church.)

Letter written to the Governor and Judges, by Father Gabriel Richard, Oct. 18, 1808.

"In Detroit there are better than thirty young girls who are taught reading, writing, arithmetic, knitting, sewing, spinning, etc. In these two schools there are already three dozen of spinning wheels and one loom, on which four pieces of linen or woolen cloth have been made this last spring or summer. To encourage the young students by the allotment of pleasure and amusements, the undersigned has, these three months past, sent orders to New York for a spinning machine of about one hundred spindles, an air pump, an electrical apparatus, etc. As they could not be found, he is to receive them this fall, also an electrical machine, a number of cards, and a few colors for dyeing the stuff already made, or to be made, in his academy."

GROWTH

In 1900 Detroit was the thirteenth city in the country in point of population; in 1910 it was the ninth; it is now the seventh, being exceeded only by New York, Chicago, Philadelphia, St. Louis, Boston, and Cleveland.

In 1880 Detroit was the nineteenth city in the country in the extent of manufactured product. In 1890 it was the sixteenth; in 1900, the fifteenth; in 1910, the seventh; and in 1915 it is the fourth, being exceeded only by New York, Chicago and Philadelphia.

The Michigan customs district, of which Detroit is the port of entry, is the fifth in the volume of its exports, being exceeded only by New York, Galveston, New Orleans, and Baltimore in the order named.

In the cost of building construction Detroit is now the fourth city in the country, being exceeded only by New York, Chicago, and Philadelphia, and upon three occasions within the past two years it has surpassed Philadelphia.

Detroit river has the finest fleet of steamers of any point of the country west of New York Bay. Its steamers have a licensed carrying capacity of 62,000 passengers.

The average daily wages in Detroit industrial establishments for the twelve months was $401,368 or more than 120,000,000 for the year of 1915.

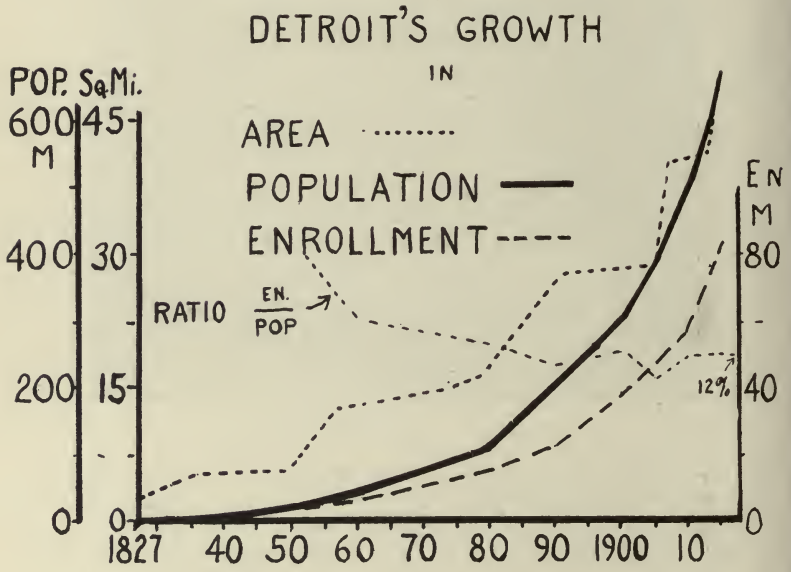
Detroit has grown faster in the last five years than any other city of the first or second class.

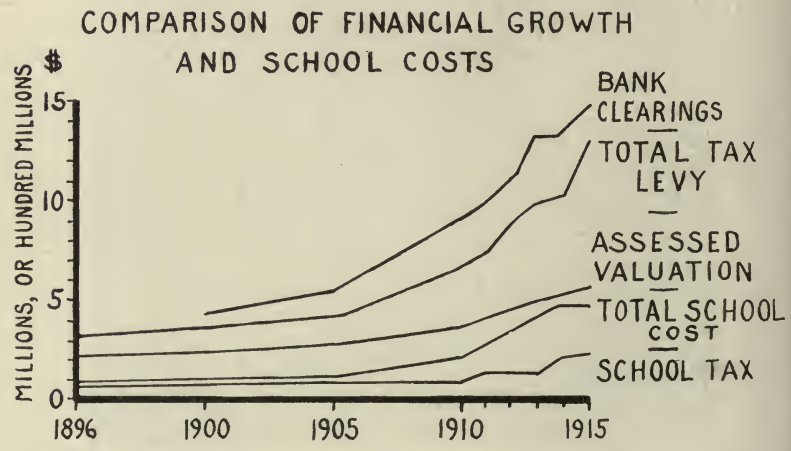
In the last two years it increased the number of its industrial employees from 46,372 to 156,687.

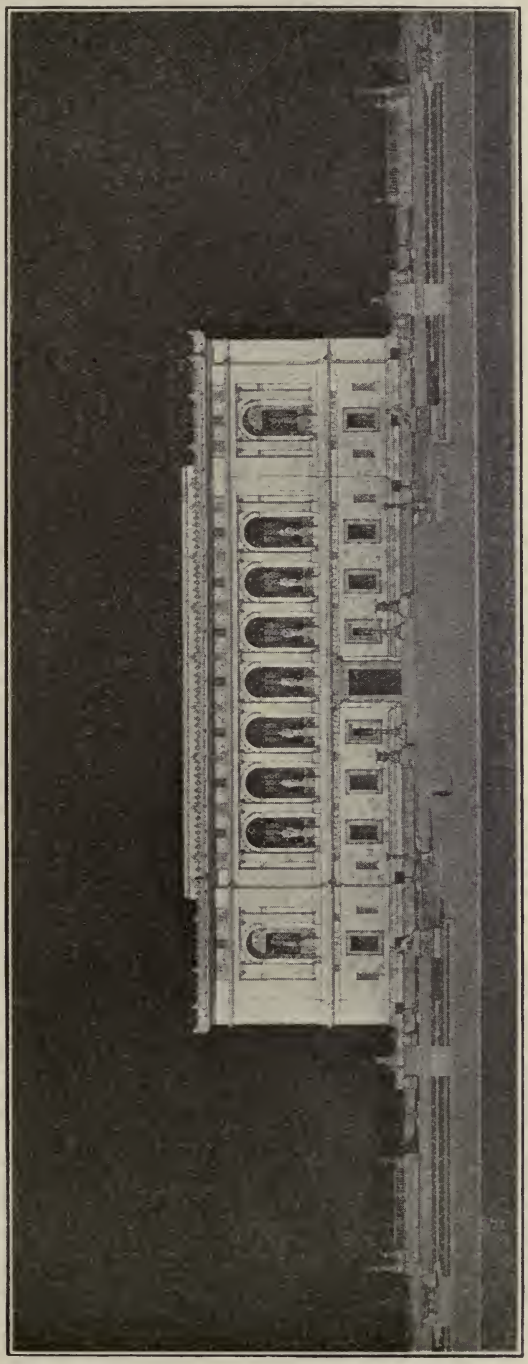
In the same time it increased its manufactured product from $88,649,653 to $410,000,000. In 1916 its manufactured product will exceed $500,000,000.

ORIGINAL STOCKADE, 1701

SAME AREA IN 1916


DETROIT'S GROWTH
IN
POP. Sq Mi.
600 M
400
200
0
45
30
15
0
AREA
POPULATION
ENROLLMENT
RATIO EN./POP
EN M
80
40
0
12%
1827 40 50 60 70 80 90 1900 10


COMPARISON OF FINANCIAL GROWTH
AND SCHOOL COSTS
$
MILLIONS, OR HUNDRED MILLIONS
15
10
5
0
BANK CLEARINGS
TOTAL TAX LEVY
ASSESSED VALUATION
TOTAL SCHOOL COST
SCHOOL TAX
1896 1900 1905 1910 1915



THE NEW MAIN LIBRARY.

DETROIT PUBLIC LIBRARY

The Public Library of Detroit, with its main library and twelve branches, ten in permanent buildings and two others other construction, is trying to keep pace with a rapidly growing city making demands on every department of its work. The main library building, now quite inadequate, is to be replaced by a building, now under construction on Woodward Avenue, worthy of the City of Detroit. All the problems incident to rapid growth and the changes necessary in every department have occupied the attention of the library commissioners, the librarian, and an increasing staff of trained assistants for the past five years.

Many of the branch buildings are near school buildings, it being the policy of the library board to place buildings in the centers of population and as near to schools as possible. The juvenile circulation in the library amounts to about forty-eight per cent of the total; this does not include any use of reference books or work done for high school pupils, who use adult material.

Each branch is supplied with a children's librarian, whose duty it is to know her book collection so thoroughly that she will be able to influence the reading of the children of the district, train children to use the adult collection, and co-operate with the schools and all the various institutions in the district for civic betterment. The story-hours conducted in each branch are an important factor in this work.

Library use has been greatly encouraged by many teachers and principals in the city in some rather original experiments. During one term, two principals sent each grade from the third to the eighth for an hour of their school time to a branch for an hour's instruction in how to use books, how to use the catalogue, and how to take care of books. This was in a district where books for children in the homes are unknown, save as the library supplies them. Much of the co-operation has been with individual teachers, who felt the need for some special help from the library in guiding the home reading or awakening some interest in boys and girls in books, or to aid in counteracting some of "the social pressure" of our modern city streets.

For all schools situated in districts outside of a three-quarter mile radius from a branch library center the Schools Division of the Library supplies boxes of books and lists

adapted for children from the third to the eighth grades. Fifty-four schools were supplied this year with collections varying with the needs of the school, but frequently of too limited a number because of a somewhat inadequate supply of books for lower grades. These collections serve more than the children. The books are frequently used by teachers for reading aloud and also show the teachers the books which are available and valuable for children. The library does not furnish sets of books for supplementary reading, nor does it supply books for reference use in school rooms. The books are lent for home circulation. It is an acknowledged fact that a well-selected number of books which children may handle is an enviable adjunct to any institution. It is, however, beyond the library's province to furnish these, and this matter is left to the Board of Education.

The high school libraries of Detroit are under the management of the Board of Education. Authorities may differ as to whether there should be Board of Education control, library control, or a joint control of this important and fast-growing institution, but no one can deny that efforts not backed by scholarship, teaching experience, and a knowledge of library methods are futile and expensive.

There are no startling original features about the work for children in the Detroit Library, but there never was a time in the educational world when the reading done by children received more careful attention; it is also true that it needs and merits this attention. It is some one's responsibility to see that as few children as possible in this city miss the joy, charm, and power of books; and the Detroit Library gladly assumes its share of that responsibility.

The helpful assistance of Miss Elisabeth Knapp, Chief of the Schools Division, in compiling this statement is heartily acknowledged.

ADAM STROHM,
Librarian.

The following statistics show the work of the Library for children:

Number of juvenile books in the main library, 12 branches, stations, and schools collections..... 53,302
Circulation of juvenile books, 1914-'15.....732,483

Staff of the children's department consists of eleven trained children's librarians.

BOARD OF HEALTH

The Board of Health through its doctors and nurses is carrying on a campaign of physical and social education among the citizens of every class and nationality, as will be evidenced by the fact that all the elementary schools of Detroit (public and parochial) are visited every morning by a Board of Health doctor. The children in 132 schools out of 162 are carefully looked after by nurses.

Through its doctors and nurses, it aims to teach the proper care of the body and the need of improved sanitary conditions. It brings social service benefits, not only to the child in school, but into his home. Thus this educational work strikes at the root of the evil as well as at its results.

This department recommends the removal or treatment of diseased tonsils and adenoids, the correction of defective vision and hearing, and the prevention and cure of other physical ailments which impede the progress of the child in his school work. This is accomplished not only by one but by many visits to the home.

Special attention is given to children with tubercular tendencies. Improved sanitary conditions, fresh air, and wholesome food are doing much to lessen the havoc wrought by this dreaded disease. The eradication of tuberculosis depends in no small degree on the education and treatment received in open air schools. Detroit has two, with a combined enrollment of 120. Results show that the open air treatment has accomplished all its promoters anticipated.

Two very important features of the Board of Health are its dental and eye clinics, in which thousands of school children are treated annually.

Many a child owes his ability to walk to the treatment received in the orthopedic department. Electrical treatments and exercises are given daily to renew the strength and vigor of these stricken little ones. Only, however, by the nurses' persistent attention will the child attend the clinics regularly for treatment.

Experience has proved that close observation and special study of each case in the sub-normal department have saved many a life from indolence and crime, and made self-sustaining dependable citizens out of a large per cent of feeble-minded children.

A unique feature of the work is "The Little Mothers' League" classes. Girls of the eighth grade are taught baby hygiene, or how to bathe, dress, feed, and care properly for infants.

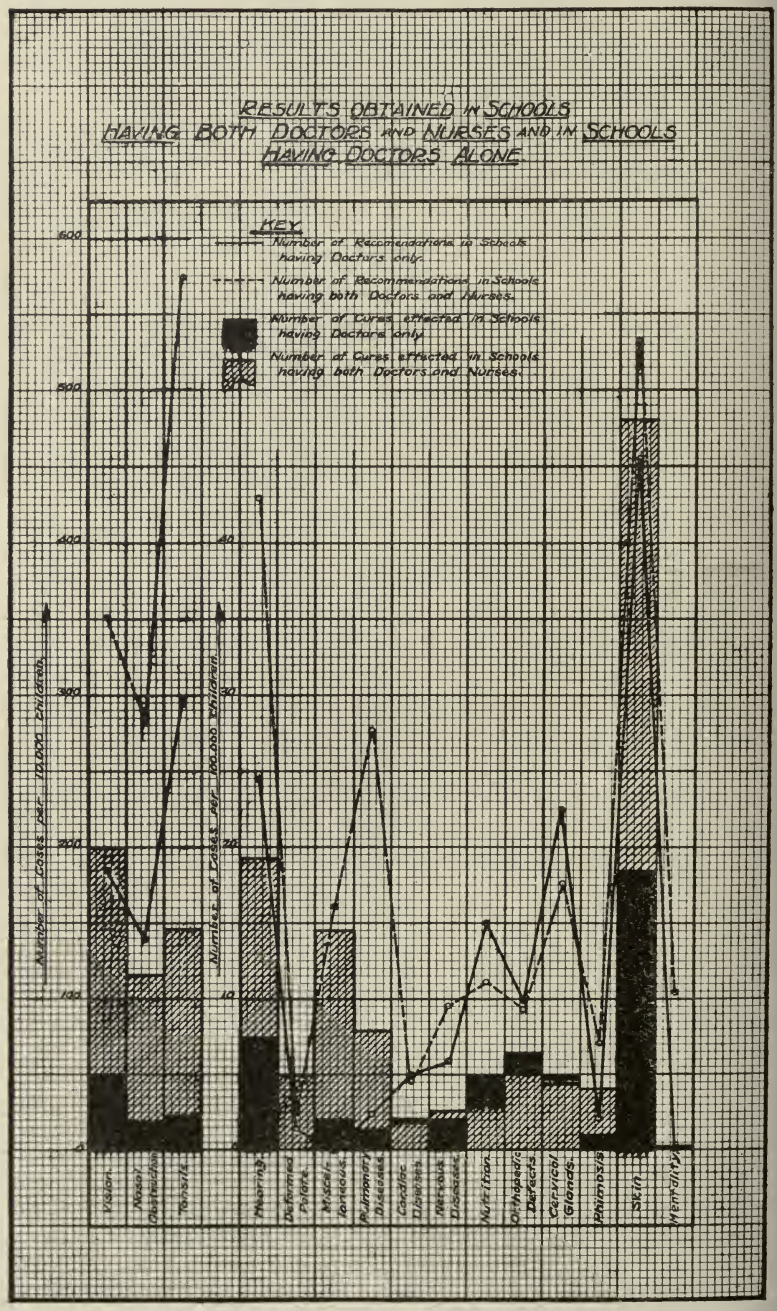
GLADYS F. MOREHOUSE,
Supervisor of School Nursing.

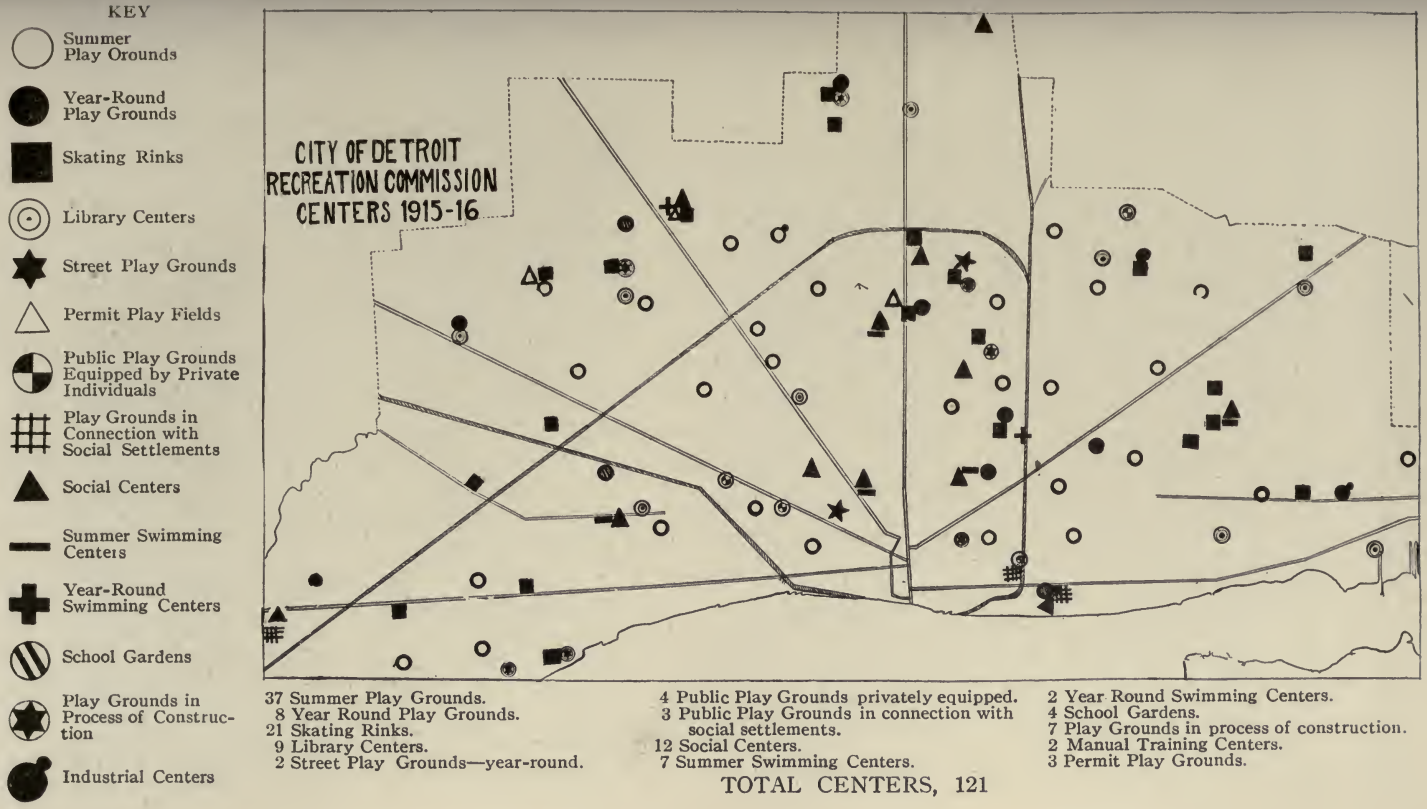
Board of Health, Clinton and Rayner Streets.

1914 - 1915
TOTAL PHYSICAL DEFECTS

	Special Rooms		Schools	
	Recommended	Corrected	Recommended	Corrected
Vision	52	63	2824	1201
Hearing	24	23	364	132
Nasal Obstruction	57	55	2274	595
Tonsils	56	50	5721	828
Pulmonary Disease	2	3	108	62
Nervous Disease	17	13	86	25
Cardiac Disease	1	2	57	27
Nutrition	7	7	175	57
Orthopedic Defects	39	23	118	67
Skin	2	5	741	419
Cervical Glands	1	3	39	28
Mentality	3	4	36	5
Deformed Palate	.....	.....	35	10
Miscellaneous	.....	.....	209	139
Total	265	254	13711	4169

Total Examined 156311
Total Excluded on account of communicable diseases 6809


RESULTS OBTAINED IN SCHOOLS HAVING BOTH DOCTORS AND NURSES AND IN SCHOOLS HAVING DOCTORS ALONE
KEY
Number of Recommendations in Schools having Doctors only.
Number of Recommendations in Schools having both Doctors and Nurses.
Number of Cures effected in Schools having Doctors only.
Number of Cures effected in Schools having both Doctors and Nurses.
Number of Cases per 10,000 Children.
Number of Cases per 10,000 Children.
600
500
400
300
200
100
0
40
30
20
10
0
Vision.
Nasal Obstruction.
Tonsils.
Hearing.
Deformed Palate.
Mastoid Conditions.
Pulmonary Diseases.
Cardiac Disorders.
Nervous Diseases.
Nutrition.
Orthopaedic Defects.
Cervical Glands.
Rhinostax.
Skin.
Miscellaneous.



37 Summer Play Grounds.
8 Year Round Play Grounds.
21 Skating Rinks.
9 Library Centers.
2 Street Play Grounds—year-round.
4 Public Play Grounds privately equipped.
3 Public Play Grounds in connection with social settlements.
12 Social Centers.
7 Summer Swimming Centers.
2 Year Round Swimming Centers.
4 School Gardens.
7 Play Grounds in process of construction.
2 Manual Training Centers.
3 Permit Play Grounds.

TOTAL CENTERS, 121

RECREATION COMMISSION

The Detroit Recreation Commission, because of the nature of its organization, is endeavoring to work out an experiment in municipal departmental co-operation. The charter amendment creating the Commission, which was adopted November 3, 1914, provides that the Commission shall consist of "Ten members—Five citizens of Detroit appointed by the Mayor and the following five members: Superintendent of Schools, Park Commissioner, Librarian of the Public Library, Police Commissioner, and Commissioner of Public Works.

The charter amendment further provides that it shall be the duty of this Commission "to manage, direct, and care for whatever provisions are made by the city for playgrounds, playfields, indoor recreation centers, debating clubs, gymnasiums, public baths, and to make the necessary inspections as provided by the ordinances of the city for maintaining wholesome and moral quality in all forms of commercial recreation for which licenses are required by the city."

It becomes the policy of the Commission, therefore, to co-ordinate the various departments represented in an effort to develop the recreational possibilities in each, rather than to build up a separate department with its attendant duplication of property and plant equipment.

In furtherance of this plan the Commission organized, and engaged a Superintendent in January, 1915. Later in the spring they were provided with a budget of $157,288.99, of which approximately $93,982.25 was to be expended for salaries and wages, $48,306.74 for equipment and running expenses, and $15,000.00 for the purchase of additional playground sites. Actual organized work began July 1, when this budget became available.

In carrying out this plan, the Commission has supervised organized play and recreation on property under the control of the Board of Education; the Public Library; the Department of Parks and Boulevards; the Department of Public Works; in the streets, which are directly under the supervision of the Police Department; upon privately owned spaces; in social settlement houses; and in factory club houses.

The winter program is now in operation. It is based on the club unit. The Commission is supervising 65 organized clubs brought together for dramatics, debating, athletics, calisthenics, hiking, wireless telegraphy, swimming, folk and social dancing, arts and crafts, sewing, and choral singing. These meet in the high school gymnasiums, the branch libraries, graded school rooms, social settlement houses, factory welfare rooms, and private houses. Each group meets with a director interested in that particular activity. Close co-operation is maintained with the parents by a system of attendance records for the junior groups. Democratic responsibility is further emphasized by the organization of central councils of representatives from each of the clubs interested in the various activities. These meet periodically with a direct representative of the Commission to work out general plans and policies.

The Recreation Commission assumes the definite responsibility of furnishing opportunity for a wholesome use of their leisure time alike to all adults, the young working group, and children.

IRA W. JAYNE,
Superintendent.

818 Farwell Building, Griswold near Grand River Avenue.

CHILDREN'S DAY, BELLE ISLE

ART IN DETROIT

The Detroit Museum of Art, Jefferson Avenue and Hastings Street, was organized in 1885 by public-spirited citizens, who gave the land and erected the building. In the beginning the museum was supported by contributions and entrance fees, but recognizing that a gallery of art is as necessary to the people of a city as libraries and parks, the city in 1893 began to contribute to the support of the institution, the Legislature having granted the necessary authority in 1889, providing that the Museum should be free to the public at all times.

In the James E. Scripps Collection the Museum possesses eighty-five pictures of the Byzantine, early and late Italian, early Flemish, Dutch, French, and English schools. There is also a collection of contemporary painters, including a group of the best works of Gari Melchers, an American artist born in Detroit, who is represented in many of the great galleries of Europe.

In 1910, citizens raised money to purchase two blocks of land on Woodward Avenue for the site of a new Museum of Art. The Public Library Board was at the same time seeking a site for a new Central Library. The opportunity was presented of combining the two projects so as to form a center of arts and letters, the sites chosen being situated opposite each other on the main thoroughfare of the city. The Council and the Board of Estimates provided for a bond issue of $300,000 to erect a building which should house the collections, the School of Design, which is an important adjunct of the Museum, and a music hall. The library is now under construction; but an adverse decision of the Supreme Court as to the legality of the bond issue has deferred the carrying out of the plans for the building of the new museum, school, and music hall. It is hoped that the legal status of the Museum of Art will soon be established and that the work will proceed.

A museum instructor has been added to the staff of the museum, whose services are at the disposal of the teachers and pupils of the public schools without charge. The instructor gives informal talks in the corridors and galleries of the museum, or stereopticon lectures in the audi-

torium, on those portions of the collections which are coordinated with class work.

Detroit is the home of the Pewabic Pottery, 2161 Jefferson Avenue, the ware of which is known to connoisseurs as a distinctively art product. The makers of Pewabic pottery have never descended to commercialism. Beauty is its excuse for being. They ruthlessly destroy all that does not fulfill their ideals, only those pieces which they feel will be a permanent credit to the potter's art being permitted to leave the pottery. Visitors to the Pewabic Pottery will find a simple plaster and wood structure, built in early English style after a Kentish inn, except for the high chimney, which has been made a picturesque feature and which proclaims the building's use. Mary Chase Perry is the originating and presiding genius; associated with her is Mr. H. J. Caulkins. Miss Perry's most ambitious work is the designing and making of the pavement for the Protestant Episcopal Cathedral of St. Paul, Detroit, a Gothic building designed by Mr. Ralph Adams Crane.

The Detroit Museum of Art possesses several examples of Pewabic Pottery, the gift of Mr. Charles L. Freer. A remarkable coincidence is the kinship of Pewabic to the wares of the ancient potters of the Orient, as at the time Miss Perry began experimentation to develop a high fire pottery resembling porcelain, she had seen few of the now well-known examples.

Perhaps the work of no modern potter was ever put to a severer test than was Miss Perry's when the pieces now in the Detroit Art Museum were placed temporarily in the famous Peacock room surrounded by what no less an authority than the late Professor Ernest F. Fenollosa has pronounced as "the most comprehensive and aesthetically valuable collection anywhere known of all the ancient glazed pottery of the world, Egyptian, Babylonian, Persian, Indian, Chinese, Korean, and Japanese." It held its own, harmonious and beautiful.

It is a matter of extreme regret that, owing to Mr. Freer's prolonged absence from Detroit and the resultant closing of his home and galleries, it is impossible for him to extend his hospitality to our visitors.

The interior of St. Paul's Protestant Episcopal Cathedral, Woodward and Hancock Avenues, is full of the Gothic spirit.

The wood carving of the pulpit and screen are unique in America, being the work of Oberammergau craftsmen in America, while the pavement is the work of Mary Chase Perry, the founder of Pewabic pottery.

The First Unitarian Church, Woodward Avenue and Edmund Place, is worthy of a visit, having four very beautiful windows by John Le Farge, one of which is said to be the last work of the kind designed by the master. The windows are seen in their full glory and beauty when illumined by the afternoon sun.

The Society of Arts and Crafts plays an important part in the art life of the city. Its articles of incorporation give the following as reasons for its existence: (a) To be of educational benefit by stimulating interest in, and the study of, industrial arts, thereby raising the standard of beauty in articles of use; (b) To develop appreciation of beauty in relation to design and handicraft by exposition and by facilitating the distribution of the product of individual craftsmen's work shops. The salesrooms are most attractive and are filled with the finest work of the best craftsmen in the country. Last spring, the offer of George G. Booth, first president and one of the founders of the society, to give the society a lot, on the condition that the funds for the new building be raised by the members, made possible a spacious new home. The entire $25,000 required for the erection of the beautiful new building on Watson Street has been pledged by members of the society.

The Detroit Society of Arts and Crafts is the first of its kind in the United States to build a home for itself on its own property. Although it is by no means the oldest or largest society in the country, the Detroit society has taken a leading part in the advancement of art education, and initiated the new movement for industrial art development by founding the Detroit School of Design. More than fifty free lectures on art have been given by the society, and it has brought to the museum of art American and foreign art exhibits of high quality.

ALICE V. GUYSI,
Supervisor of Drawing.
Room 14, 50 Broadway.

MUSICAL OPPORTUNITIES IN DETROIT

Detroit is well provided with schools for the higher study of music by students. The Detroit Conservatory of Music is the oldest established school in the city. The Detroit Institute of Music is newer but well equipped. The "Ganopol" is also a good school. The Tuesday Musical Society gives weekly concerts by its members and engages the best artists of the country for frequent public musicals. The Detroit Symphony Orchestra is now in its second year, and is fast growing in merit. Concerts are given by this organization at least twice a month. The Orpheus Club is a male oganization giving concerts once a month with the assistance of some outside artist. The Mendelssohn Club is a large chorus giving at least one oratorio each year.

THOMAS H. CHILVERS,
Director of Music.

Room 13, 50 Broadway.

OPEN AIR CONCERT STAND, BELLE ISLE PARK

HOME AND SCHOOL GARDENS

Of the many activities of the Twentieth Century Club of Detroit the work of the Home and School Gardening Committee is the largest and most regarded. The committee aims to give boys and girls an opportunity for many-sided development, to afford wholesome recreation, and to lay a foundation for a vocation in later life. The work proceeds entirely upon an altruistic basis. All net profits are used to promote interest in gardening. Vegetable and flower seeds at the price of one cent a packet are distributed to children in all elementary grades of the public schools of Detroit for home gardens. The number of children purchasing seeds, last spring, was 20,905.

The club has maintained and operated three practical school gardens since 1910, and has assisted with another. The land is loaned by philanthropic men, while the Club supplies all necessary labor and equipment. A supervisor and one instructor have been provided by the Board of Education for the past two years. All pupils above the fourth grade are eligible to membership. The only requisites are regular attendance and application for a few hours each week during the season. Self-government, under supervision, prevails in the garden, where each child is taught to prepare, plant, and take care of his own plot. The products belong to the child to do with as he pleases.

Last season interest increased immensely when markets were organized to dispose of the surplus vegetables. As the earnings from the markets increased, the instructors encouraged children to start bank accounts, and as a result one boy, ten years old, at the close of the season, had a deposit of ten dollars saved from his garden earnings.

As differentiated from school gardens, supervised home gardening was initiated last spring. Of twenty gardens begun, eighteen survived the season. The results were extremely gratifying in that the moral effects were so distinctly marked.

The public school teachers co-operate effectively by encouraging pupils in planting gardens and window boxes, and by arranging exhibits of flowers and vegetables grown in the pupils' school and home gardens. Such competitive

exhibits are held annually in the public schools in September. Their educational value and importance as a factor in uniting school and home are undisputed.

By official action of the Board of Estimates, home and school gardening will become a part of the activities of the Recreation Commission in 1916. Under such protection it must expand, and the opportunity for this educational, industrial, moral training, which leads to efficiency, will, in time, be open to every child in the city of Detroit.

MARY HAMILTON GROSVENOR,
Supervisor of Gardens.

Twentieth Century Club.

A FLOWER FESTIVAL AT THE SILL SCHOOL

A TRANSPLANTING LESSON

HOE AND RAKE BRIGADE

INDIVIDUAL PLOTS

OFF TO MARKET

THE YOUNG MEN'S CHRISTIAN ASSOCIATION

Over the walls of a school in Germany is inscribed this motto:

> "When wealth is lost, nothing is lost,
> When health is lost, something is lost,
> When character is lost, all is lost."

This expresses a great fundamental truth regarding the significance of good sound character. Few educators today fail to recognize the character-building phase of education. Herbert Spencer tells us that "Education discharges the function of preparing us for complete living." It is not enough that by instruction and training the student becomes possessor of a certain fund of knowledge. Education as a larger term implies "the discipline of the intellect, the establishment of principles, and the regulation of the heart."

The Young Men's Christian Association has since its inception been recognized as a character-building institution for young men. Its emphasis upon the three-sided development and its splendid equipment for sustaining a program of activities to that end has been conceded by all. Not until a few years ago, however, did the leaders of the association movement fully appreciate their privilege and opportunity of supplementing the secondary school program in this regard.

To carry out this idea, clubs were formed in several of the leading high and preparatory schools of the country. This form of organization was chosen because it has become recognized as the best means of doing effective work with boys. There are now approximately 500 such clubs in different parts of the United States. The first club to be organized in Detroit was at Central High School in the Spring of 1911, under the direction of David R. Porter, at one time a student at Bowdoin College and later at Oxford as a Rhodes Scholar. There is now such a club in each of the five high schools of the city and an affiliated club in Highland Park.

The purpose of the club is "To create, maintain, and extend throughout the school high standards of Christian

YOUNG MEN'S CHRISTIAN ASSOCIATION
Northeast Corner of Grand Circus Park

HIGHLAND PARK CLUB

NORTHWESTERN HIGH SCHOOL CLUB

character." "Clean living, clean speech, clean athletics" constitutes the slogan. In each case the club has been started by working through a picked group of the leading boys in the school, the object being to work for character through the boys themselves. The organization consists of president, vice-president, secretary, and treasurer elected by the club, an advisory committee picked from the school faculty, and as many other committees as circumstances may require. A series of monthly suppers, with strong after-dinner speakers, and a weekly discussion group in character study, constitute the program. The suppers are held at the Y. M. C. A., the weekly meetings usually in the different communities, but not in the high school except at Highland Park.

C. A. GOODWIN,
Secretary for High School Students.

Young Men's Christian Association.
Witherell and Adams Avenue.

ANNUAL BANQUET OF SCHOOL CLUB MEMBERS, January, 1915

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Several years ago a group of high school girls gathered at the Young Women's Christian Association to discuss the possibility of Christian association clubs among school girls. From that group have grown five girls' high school clubs, one in each of four high schools in Detroit and one in Highland Park. An earnest desire among the members of these groups to create and maintain high standards among their schoolmates has resulted in an organization similar in form to the Young Women's Christian Associations in colleges, acting under a constitution which must be signed by all members. In most cases the purpose is fourfold, embracing a definite standard of scholarship, an active study of and participation in social service, a constant effort to broaden the social life of the club through a democratic membership open to all girls, and the encouragement of the religious side of their natures, through bible study and a reverence for the beliefs of all, be they Jewish, Catholic, or Protestant.

Individually the clubs meet weekly with varying programs, including open meetings addressed by outside speakers, business meetings, study and discussion groups, and social events. Collectively the clubs meet every other month for a joint supper followed by a short talk of inspirational character. Some special events during the year are controlled by a Cabinet composed of officers from all clubs. One is the Annual Girls' Conference held for two days each autumn, which brings among us such leaders of girls as Miss Margaret Slattery of Boston and Miss Gertrude E. Griffith of New York. Another joint event is the Christmas party. For two years a group of over two hundred and fifty Hungarian children of Delray have been brought to the building for their Christmas. This year the high school clubs have invited the girls of the continuation school to be their guests.

A summer camp has been quite an important feature of our club work. During the summer of 1915 fifty-three girls weathered part of a severe camping season by Lake St. Clair. We are looking forward to even larger numbers for the future.

In addition to the high school work several smaller clubs of grade school girls are conducted by the Association, chief among which is a club of over sixty little girls meeting on Saturday morning for an hour of club work followed by an hour of gymnasium.

GULA E. GAMBLE.

Number of Student Association Clubs	16
Number of Affiliated Student Clubs	7
Total Membership	425
Attendance (Approximate) for 1915	8,424

Social Service Work

Books and gymnasium equipment for two high school girls.

Baskets of food, clothing, etc., to poor.

Flowers to sick.

Parties and equipment for Children's Free Hospital.

Thanksgiving and Christmas celebrations in homes of poor.

Camping expenses of six girls.

Christmas party at building.

Y. W. C. A.
The Summer Camping Party.

BOARD OF COMMERCE

Co-operation from the leading commercial organizations is due the Board of Education in every city. In most American cities the problem of education so far as it relates to business is so complex that the layman in a chamber of commerce has little to guide him in trying to assist the schools. In Detroit, however, the educational problem is much more homogeneous. This is a factory town. Over 180,000 people are employed in the factories of the greater city. It is natural for business men, therefore, to see the work of education as the single problem of educating the young men who will work in the factory or improving the education of those already engaged there. The problem, in other words, is large enough and simple enough to be apparent to the laymen among business men and to secure their active co-operation.

For years, accordingly, the Detroit Board of Commerce has been assisting the Department of Education. It is co-operating at the present time in two ways: first, through its Committees on Education, and, second, through the Executives' Club.

The Committee on Education includes in its membership Dr. Charles E. Chadsey, Superintendent of Schools, and has for its chairman Mr. Henry W. Hoyt, General Manager of the Great Lakes Engineering Works, a man who has for years given his attention to industrial education and who has been a mainstay of support among business men for the Cass Technical High School. The committee this year has been associated with the National Americanization Committee in the effort to increase the attendance of non-English-speaking foreigners in the night schools of the city. The appropriation for classes to teach English to foreigners was nearly doubled this year, and largely through the efforts of the Board of Commerce the attendance of these schools has considerably more than doubled. The Educational Committee worked directly with the managements of factories, who not only helped thoroughly to advertise the opening of the night schools, but even exerted pressure on non-English-speaking foreigners in their employ to attend, many giving them the alternative of going to school or losing their jobs. The Board of Commerce's Educational Committee has en-

gaged a man to give his full time permanently to the work of encouraging attendance at night schools and there are a number of factories which have been glad to promise that they will not relent in their efforts until every foreigner in their employ has learned to speak English.

The work of the Executives' Club in connection with education has been more in the direction of industrial education. This organization has laid the foundation for a thorough study of the needs of boys in the techincal high school and in the part-time continuation courses. It has sent its vice-president to several other cities to study the industrial educational work there, and made Mr. E. G. Allen, principal of the shop courses at Cass Technical High School, an honorary member of the Executives' Club in order that the factory managers who compose it may be brought into closer touch with the school work. The Employment Managers' group of the Executives' Club has given a good deal of study to the problems of both pre-vocational and part-time continuation education.

BOYD FISHER,
Vice President Executive's Club.

Board of Commerce.

BOARD OF COMMERCE
Fort and Wayne Streets

WOMEN'S CLUBS

My subject, "Women's Clubs as one of the Co-operating School Agencies," when viewed from various angles might offer an excuse for raising a monument to Herculean effort. Our desire to work hand in hand with the teacher has always been a sincere one and the inspiration of many of the activities promulgated by the club women. To supplement text-book knowledge by stimulating an interest in the broader culture of living the truths inculcated by the conscientious teacher is our principle of co-ordination. In fact, the vision of the co-workers is best analyzed by James Whitcomb Riley. "It's the good apple tree that has the most clubs thrown at it."

The pioneer in this work, Mrs. Clara B. Arthur, was misunderstood when she began the work of organizing a playground. Through her efforts, however, Detroit was the fifth city in the United States to have a playground. It was financed and supervised by a band of enthusiastic volunteers. They went to the grounds early and staid until ordered off by the janitor. After three years of continuous service, the committee was relieved by the Board of Education, who, in turn, surrendered to our famous Recreation Commission.

The Detroit Federation of Women's Clubs has initiated and mothered many other good things. One of them is bathing facilities, notably showers in the public schools.

Another is the Free Lecture Course, which was inaugurated sixteen years ago and is still in operation. The purpose of this was to provide some kind of lecture, musicale, or entertainment which would interest whole families and make the school house a social center. Much is accomplished by this movement, because the possibilities for developing resourcefulness in the center are great, and neighborhood talent is often heard to advantage.

The "Home and School Gardens," mentioned on Page 142, had their inception in the Twentieth Century Club, as did the anti-cigarette work that has been done in Detroit. The campaign conducted in the schools last year in this connection was the most vigorous in the history of the anti-cigarette movement. Its success was largely due to

How many do **not** smoke cigarettes?

FOUR BOYS OF THE SAME AGE
The two little fellows smoke cigarettes

TWENTIETH CENTURY CLUB
Elizabeth and Witherell Streets

DETROIT ATHLETIC CLUB
Madison and John R. Streets

Supt. Charles E. Chadsey, who gave it his unqualified approval, which enlisted the generous co-operation of the teachers.

The Jewish Woman's Club serves penny lunches in three schools—the Bishop, the Annex, and the Clinton,—in the crowded district of our city; and the evidence is ample that better mental ability is attained when the "inner organ" is satisfied.

A similar effort among the Hungarians by the Detroit Federation of Women's Clubs four years ago showed the great need of proper nourishment. If these little bodies were properly fed, they would be sure to grow up without the craving for alcohol and cigarettes.

Junior Civic Leagues, Safety First Clubs, and Annual Welfare Associations have been well started by the women's clubs of Detroit, but the laborers have been too few. Often chairmen with broad outlook overestimate the leisure time of the housekeeper and homemaker, and err in planning too much work; then, too, the results were more far-reaching and the work more interesting, in the days when politics were not so absorbing.

The striving of the club woman and mother is not for a Puritanical ideal but enough of the atmosphere described by James Russell Lowell in his tribute to Agassiz:

> "But though such institutions might not cheer,
> Yet life was good to him, there or here;
> With that sufficing joy, the day was never cheap."

NETTIE CLARK CARON,
Director of Philanthrophy and Reform.
Twentieth Century Club.

THE DETROIT TEACHERS' ASSOCIATION

When, under the able leadership of its founder and first president, Webster Cook, the Detroit Teachers' Association was organized in 1898, it was with the avowed purpose of advancing the interests of teachers in the Detroit public schools and stimulating self-improvement among them.

How well it has carried out its purpose is demonstrated by the growth of the organization from 700 to 1800 members, a growth which has kept pace with the expansion of Detroit's school system.

Many and varied have been its activities. From its inception, classes in French and German have been continuous. In French and German, university credits are given. At present a class in Spanish is in progress also. At different times classes in physical training, elocution, free-hand drawing, book-keeping, parliamentary law, and ilustrated art have been conducted. More recently arrangements have been made for classes in swimming, folk-dancing, gymnastics, and black-board drawing.

Men of distinction in their several lines of endeavor have given lectures, singly and in series, under our auspices. Among these, in 1902, was Mr. Leon Cole, member of the Harriman Literary and Scientific Expedition into Alaska, in 1899, at whose lecture, illustrated by stereopticon, the eighth grade pupils were our guests. Stereopticon views were in that day somewhat novel.

The late James E. Scripps, distinguished citizen and art collector, gave us a course of lectures on Architecture; while James Whitcomb Riley, Professor Richard Burton of the University of Minnesota, and Professors Henderson, Cross, and Wenley of the University of Michigan, Sir Robert Baden-Powell, and Commander Evans of the Scott Antarctic Expedition, and such artists as Miss Kitty Cheatham and Madam Schumann-Heink, have in their turn given us inspiration and pleasure. In 1909, came the Rev. Robert George, of Cleveland, the proceeds of whose lecture on Hiawatha formed the nucleus of a fund drawn upon by the Children's Relief Comittee to provide eye-glasses and crutches for afflicted children in our schools.

Mr. Frank Roberson of travelogue fame has given three series of lectures under our auspices. Because of their unquestionable educational value, the attendance of pupils has been encouraged at these lectures.

In times of disaster, contributions from our treasury have been sent to sufferers in Galveston, San Francisco, and Dayton. Gifts or loans of money have been made to some of our own members.

The ties of friendship have been strengthened by meeting annually at a boat-ride or in some more formal social function. Among these was a reception in honor of former Superintendent Wales C. Martindale and Mrs. Martindale. On another occasion, our present Superintendent, Dr. Charles E. Chadsey, and Mrs. Chadsey were formally welcomed.

Hospitality has been given the stranger within our gates. Delegations of teachers from Toronto, Canada, Ohio, the Michigan State Teachers in Convention, and the N. E. A. have been offered some form of entertainment by this association; and, during their stay in Detroit, eleven members of the Moseley Expedition were our guests at the Hotel Tuller.

In 1906, after a period of fifteen years, during which teachers' salaries had remained static, a salary raise was obtained. Another salary adjustment was made in 1912. Both these victories were due to the work of the indefatigable committees chosen from our ranks.

The granting of Sabbatical Leave to teachers desiring to spend a year in study was a measure which received the hearty endorsement of our Superintendent, and when passed by the Board of Education was hailed with enthusiasm by the profession. After several of our members had taken advantage of this educational opportunity, came the decision of the Corporation Counsel that the act was illegal. In this instance public spirited citizens came to the rescue.

Affiliation with the Michigan State Federation of Teachers' Clubs brought us into accord with the desire of the state teachers to secure the enactment of a State Teachers' Retirement Fund Bill, that all might share such benefits as had accrued to Detroit teachers through the operation of our local pension law. This bill, formulated by Judge William G. Carpenter, whose generosity made it possible for the Detroit Teachers' Association to assume this part of the financial burden without straining the resources of their treasury, was passed by the last legislature.

Alert to the needs of the teaching body, our loyal members unite in deeds of service of benefit to themselves and others.

ELEONORE C. BACHMANN,
President.

Goldberg School.

THE DETROIT PRINCIPALS' ASSOCIATION

Formed over twenty years ago, this association was the pioneer educational organization of the City of Detroit, and for many years it performed most of the various functions now distributed among the different educational societies connected with the public school system.

Because the necessity of some association of school principals was so apparent and the usefulness of the proposed organization so evident, the plan was popular at the outset, and every principal in Detroit became a member as soon as an opportunity was presented.

The intention of the originators was to form and perfect an organization of such nature that its members, through the intercourse incident to its meetings, might become better acquainted. It was hoped that a spirit of harmonious co-operation might result. It was expected that much of the thought expressed at the meetings would concern itself with the methods by which each of the members was endeavoring to attain his particular ideal. It was clearly recognized that, while the body of principals were thoughtful, earnest, and purposeful men and women, there were certain ones whose treatment of some specific feature of their work was noticeably superior to that of others. If an exchange of ideas should demonstrate that the methods of the successful ones were such as might be generally followed, it was logical to suppose that the average quality of the executive and supervisory work of the principals would be improved.

As soon as the association began its work the value of the organization was apparent, and its subsequent history has been a continuous tribute to the prophetic wisdom of the men and women who proposed it.

At a time when the educational atmosphere was electrical with new and startling suggestions, when the pedagogic hobbyists were filling the professional journals and using the daily press to promote their own peculiar doctrines, when references to the "New Education" or the "Parker Idea" fairly reverberated in the lecture halls, when "Learn to Do by Doing" was a slogan, the Detroit Prin-

cipals' Association calmly and judicially discussed each novelty as it was presented, reduced exaggerated claims to reasonable probabilities, recommended what seemed sound and constructive, and rejected what appeared to be merely visionary or iconoclastic. Its effect on the educational policies of the Detroit school system was most salutary. It probably contributed more than any other local influence toward the attainment of those sound pedagogic fundamentals which have long distinguished Detroit's educational propaganda.

The limitations of space permit even a mere mention of many of the activities of this association. However, it should be observed that the first university extension work in Detroit was introduced and encouraged by it, and that through its committees many of the important questions concerning courses of study, distribution of pupils' time, etc., have been digested, and recommendations made to the proper authorities, all of which have been courteously received and most of which have been adopted in some modified form if not in their entirety.

FRED W. MOE,
President.

Jefferson School.

CHILDREN'S DAY, BELLE ISLE

THE DETROIT WOMEN PRINCIPALS' CLUB

Several years ago the women principals of Detroit realized that the school system was growing so fast that they were not getting acquainted with their co-workers, so in February, 1911, a call came to organize a club.

A meeting was held in the Jones School and a constitution which says, "The Object of this Club shall be the forwarding of the educational interests of the city and the promoting of a closer fellowship among its members," was adopted.

All women who are principals of the Detroit Public Schools, assistant principals, supervisors, assistant supervisors, grade principals, or heads of departments are eligible.

The meetings are held once a month, from October to May inclusive. The program of the day is preceded by a business meeting and light refreshments are served by the House Committee of the Club.

The Club has done considerable work along the child welfare lines. Two schools have been furnished supplies with which to serve penny lunches to the children during the morning recess. In one of these schools, some of the children come from the poorest homes and others are brought to school by their nurse maids. Poor and rich alike appreciate this lunch and it is a common occurrence for some little fellow to hand his teacher what he calls "A Thank You" the next day. Sometimes this consists of a small package of sugar for the cocoa or a small sealed box of wafers.

Among other topics of educational interest the club has had lectures on the Montessori Method in Rome and in the United States by Miss Ellen Yale Stevens, Brooklyn Heights Seminary, and Dr. William H. Kilpatrick, Teachers' College, Columbia University. Mrs. Milner, a member of the faculty of the Detroit University School, has given a clear and comprehensive talk on the American School Peace League; and Miss Elizabeth Cleveland, head of the continuation work, has discussed The Girls' Continuation Schools in Detroit.

Last year Edward Howard Griggs, under the auspices of the Women Principals' Club, addressed the teachers of Detroit on "What is Progress: A Study in Modern Civilization." Dr. Leo. M. Franklin gave a talk, "A Survey of the Fundamental Social Needs of Detroit," and Miss Ada Freeman told about "Detroit's Juvenile Courts and The Associated Charities."

Perhaps the most enjoyable social afternoon was a reception by the Club to our Superintendent, Dr. Charles E. Chadsey, and Mrs. Chadsey. During the years 1914 and 1915, delightful afternoons were spent with music. Mrs. James S. Park and Miss Sophie Clark interpreted Filipino and Indian music, and American music from 1492 through the War of 1812. On two afternoons the music was furnished by members of the Club.

This year Mrs. Park and Miss Clark will continue their work on American music and the other meetings will be devoted to Detroit and Michigan along educational, industrial, commercial, and artistic lines.

RACHEL McKINNEY.

Columbian School.

COUNTY BUILDING
Cadillac Square

DETROIT SCHOOLMEN'S CLUB

Nine years ago last June the men principals of the Detroit City Schools met in the Washington Normal School and organized the Detroit Men Principals' Club. The first president was Mr. T. P. Twiggs, at that time principal of the Bishop School. The club prospered and did much to promote the educational interest of the members, and also provided a pleasant means of social intercourse.

So successful was this organization that in December, 1910, it was decided to broaden the work, and to this end the name was changed to the Detroit Schoolmen's Club, and the privileges of the new association were extended to all the male teachers in the Detroit City Day Schools. Mr. C. N. Munro was the first president. The aim and purpose of the Club can best be set forth by quoting from its constitution:

"The objects of the Club shall be:

(a) To promote the educational interests of Detroit.
(b) The cultivation of good fellowship among the men teachers in the schools."

The new club is now in the sixth year of its existence. It has grown from 66 members in 1910 to 201 in 1915, and before the close of the present school year it is expected that every man teacher in the Detroit schools will be a member.

It has been the custom of the club to hold four meetings each year, and at these meetings some man prominent in business, educational, or political life has addressed the members. This year the club is working under a new plan, that of a monthly luncheon. By special invitation, these luncheons have been held at the Detroit Board of Commerce and have proved very popular. The members, feeling that it adds to their professional efficiency, have always been interested and loyal, as is shown by the large attendance at the various functions during the past six years.

The Club has been exceptionally fortunate in having the pleasure of listening to a number of very distinguished and eminent speakers, among whom have been:

Hon. W. N. Ferris, Governor of Michigan.
President King, Oberlin College.

Prof. Paul Goode, University of Chicago.
Dr. M. V. O'Shea, University of Wisconsin.
Dr. R. M. Wenley, University of Michigan.
Prof. W. D. Henderson, University of Michigan.
Mrs. Ella Flagg Young, Chicago.
Hon. F. E. Doremus, Congressman, Detroit.
Hon. L. L. Wright, Supt. Public Instruction of Michigan.
Hon. James Schermerhorn, Editor Detroit Times.
Hon. F. L. Keeler, Supt. Public Instruction of Michigan.
Judge Wm. F. Connolly, Recorder's Court, Detroit.
Dr. E. B. Twitmeyer, University of Pennsylvania.
H. W. Shryock, Pres. of Normal School, Peoria, Ill.
Percy H. Boynton, University of Chicago.
Harold N. Brown, New York City.
Hon. David E. Heineman, Detroit.
Milton C. Potter, Supt. of Schools, Milwaukee, Wis.
Dr. C. E. Chadsey, Supt. of Schools, Detroit.

The officers for the year 1915-1916 are:

Templeton P. Twiggs, President.
Edward J. Gunn, Vice-President.
Daniel W. McMillan, Secretary.
John Merrill, Treasurer.

Executive Committee:

Ivan E. Chapman, Chairman.
Grant W. Gordon.
Frank Cody.
Theodore E. Wagner.

It has been, and is now, the policy of the club to have discussed at its meetings current topics concerning educational, governmental, and social problems, and to work with the superintendent and business men for better educational facilities.

D. W. McMILLAN,
Secretary.

Western High School.

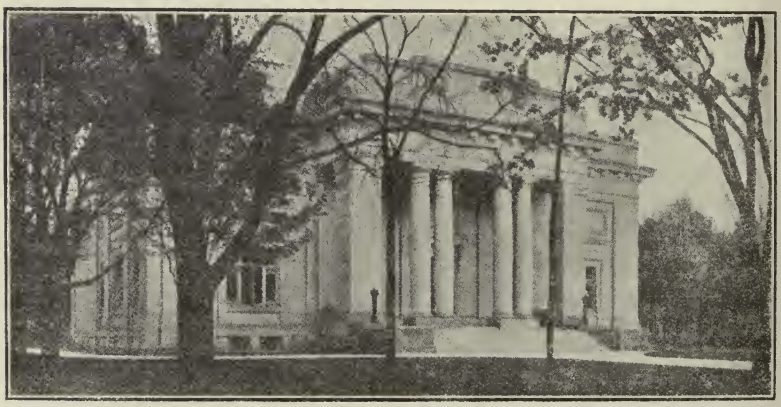
DETROIT MANUAL TRAINING CLUB

The Detroit Manual Training Club was organized in 1902. From a small beginning with less than a dozen members the roster of this club has grown until it now contains 65 names. A regular program for the work of the year is always prepared by the Executive Committee before the first meeting in October. The topics have covered various phases of the work from year to year. This year the following subjects are being discussed:

The Efficiency Movement as Applied to Industries.
Efficiency Tests as Applied to Education.
Aims and Standards for Manual Training in the Grades.
Aims and Standards for Manual Training in the High Schools.
How May Efficiency Tests Strengthen Our Work in Manual Training?
Drawing Standards and Conventions for the Detroit Public Schools as determined by use in the majority of city shops.
Laws Governing Compulsory Education In Michigan.
A Historical Sketch of the Movement.

One of the most progressive features of the Detroit Manual Training Club is that each year the teacher elected President is sent away for one week to visit schools in other cities at the expense of the club. An extensive report is made of these visits which is printed in the year book.

NORMAN ARTHUR,
President.



ALUMNI MEMORIAL HALL, U. OF M.

DETROIT HOME ECONOMICS ASSOCIATION

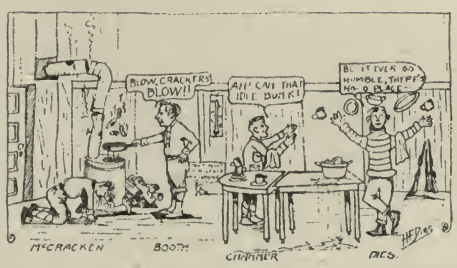
In 1907, two clubs were formed, one composed of teachers of Domestic Science, the other of teachers of Domestic Art in the public schools. Meetings were held by each club once a month for the purpose of discussing their own special problems. In 1910 it was decided that more benefit would be derived from a union of the two clubs and the Detroit Home Economics Association was organized. At this time, too, all teachers of these subjects in Detroit and Highland Park were made eligible to membership. This brought into the organization dieticians, normal teachers, Y. W. C. A. teachers, and visiting housekeepers.

In 1914, the association formally affiliated with the American Home Economics Association and is entitled to one representative in the council of that organization. It is actively engaged in the work of the Michigan Home Economics Association and is also a member of the Detroit Federation of Women's Clubs, with a representative in each one of the departments of the federation. It has a membership of seventy-five and meetings are held monthly. monthly.

A regular program for the work of the year is prepared by the committee on Schedule and Program and reported upon at the first meeting in September. The topics cover various phases of the work from year to year.

JULIA P. GRANT.

Room 10, 50 Broadway.



FIRELESS COOKING AND LESSONS IN DOMESTIC SCIENCE
IN OTHER WORDS
CAMPING UNDER DIFFICULTIES

TEACHERS' RETIREMENT FUND

Detroit was one of the first cities in the United States to establish a retirement fund for her public school teachers. At a time when there were very few data on the subject and only a few similar funds in existence, public-spirited and far-seeing members of the Board of Education of this city formulated and presented to the state legislature a bill to provide an annuity system for Detroit teachers. This bill was passed and approved by the Governor in May, 1895, and became effective in the following September.

Several amendments, proved necessary by experience, have been made to the law since that time, but the basic principles of the first law still remain and prove the wisdom of its framers.

At first the funds were derived entirely from the teachers themselves. The law provided that the Board of Education might make deductions each month from teachers' salaries of reasonable sums on account of absence from duty, and directed that percentage deductions not to exceed one per cent of the salary of each teacher should be made monthly. These moneys were to constitute the fund, and from these sources alone the fund was self-supporting for a period of nearly fifteen years.

Since 1901, however, in addition to the general fund from which the annuities are paid, there has accumulated a permanent fund, made up of moneys received as interest on daily balances of the teachers' salary fund and tuition fees collected from non-resident pupils attending the city schools. This fund at present amounts to more than one hundred thousand dollars ($100,000), which is invested in municipal bonds producing an income approximating $5,000 a year. This interest on the permanent fund is credited each year to the general fund, and until recently was the only increment which the latter fund received outside of the contributions of the teachers. Since the permanent fund, however, has reached the maximum amount permitted by the law, the Board of Education has by resolution directed that henceforth the interest on the teachers' salary fund and the tuition fees of non-resident pupils shall be credited to the general fund to assist in payment of annuities.

A teacher in the city schools who has completed thirty years of service in the public schools, at least twenty years

of which period have been in the schools of Detroit, or one who has completed twenty-five years of service in the Detroit schools, is entitled upon application to be placed on the roll of annuitants. A teacher who has completed twenty-five years of service in the public schools, at least fifteen years of which have been spent in the schools of Detroit, may be placed upon the roll of annuitants by a majority vote of the Board of Trustees. A teacher who, in the judgment of the Board of Trustees, has become so disabled or incapacitated as to be unable or incompetent to perform the duties of teacher may be placed on the roll of annuitants by a two-thirds vote of the whole Board of Trustees, provided such teacher has completed twenty years of service in the public schools, at least ten years of which period have been spent in the Detroit schools.

Each annuitant placed on the roll receives the same annuity, viz.: $360 a year in monthly installments of thirty dollars each. The maximum amount permitted under the law is $400 a year.

The Board of Trustees, which is charged with the management of the fund, consists of seven members, as follows:

The President of the Board of Education, the President Pro Tem of the Board of Education, the Chairman of the Committee on Teachers and Schools of the Board of Education, the Superintendent of Schools, and three representatives chosen by the teachers in the public schools who contribute to the fund.

GEO. E. PARKER.
Secretary.

Bishop School.

SOME STATISTICS—1895-1915

ANNUITANTS

Number of names placed on roll of annuitants, 1895-1915	118
Number of annuitants who were restored to duty	2
Number who died	20
Removed from roll	22
Number on roll at present	96

GENERAL FUND

Total amount contributed by teachers, both percentage and absence deductions	$204,563.00
Total amount of interest received	41,016.00
Annuities paid	245,143.00

PERMANENT FUND

Total amount of tuition fees	$ 48,421.00
Total interest on teachers' salary fund	58,592.00
Legacy from a teacher	1,000.00
Total	$108,013.00

HOSPITAL ASSOCIATION

The Hospital Association was organized in March, 1902. The constitution states its object to be "to raise funds for the benefit of sick and disabled teachers; to invest and manage such funds for that purpose; to endow, own, and control beds or rooms in hospitals for such teachers; and to do such other things as are necessary to carry out such purposes."

All regularly appointed teachers and cadets who contribute to the Teachers' Retirement Fund are eligible for membership.

At present a room is endowed at Grace Hospital, for the use of sick or disabled teachers.

The nucleus of the endowment fund was a balance of nearly two thousand dollars, which was left in the entertainment fund raised for the annual meeting of the National Educational Association held in Detroit in 1901. In order to increase this fund to the amount needed for the endowment, two bazaars were held at the Central High School in 1901 and 1902, at which articles contributed or made by the teachers and their friends were placed on sale. The bazaars were enthusiastically supported by every teacher and the public in general. Their success was beyond expectation. From the proceeds and the above mentioned balance of two thousand dollars not only the endowment of a room at the Grace Hospital for the exclusive use of teachers was rendered possible, but enough remained to furnish and equip this room in a pleasing home-like manner. The room has been occupied almost continuously since 1902 up to the present time, and has been an immeasurable aid to many sick teachers.

Regular dues were not allowed by the Constitution until 1912, but an Emergency Fund was maintained by small voluntary contributions made yearly by the members of the Association. This fund afforded the means with which to pay the rent for rooms selected by teachers who required hospital treatment while another member was making use of the regular room.

The first endowment contract with Grace Hospital expired September 8, 1912. It was renewed for a period of

five years, but, owing to the high cost of maintenance, an additional yearly payment of $250.00 had to be agreed to. This new expense, together with the increasing demands of emergency rooms caused by the rapidly growing number of public school teachers, necessitated an amendment to the Constitution.

The voluntary contributions were abandoned, and since 1913 annual dues of one dollar have been paid by every member of the association on or before November 1 of every year. From these dues sixteen dollars a week are paid for a period not to exceed three weeks toward the cost of a room selected by applicants when the Teachers' Room in Grace Hospital is occupied. Arrangements have been made that such an emergency room may be selected not only in Grace Hospital but also in Harper, Providence, or Samaritan Hospital, while teachers having contagious diseases are cared for in the Herman Kiefer Hospital under the same conditions.

The fund maintained by the annual dues is in such a favorable condition that at present plans are being considered to grant still better aid to the teachers in days of sickness.

EMIL G. ALBRECHT.
Treasurer.

Central High School.

A BELLE ISLE CANAL

TEACHERS' MUTUAL AID ASSOCIATION

Formerly, Detroit teachers out of health sometimes found themselves in the embarrassing position of being obliged to accept pecuniary aid from their co-workers; and it was with a view to help such persons without humiliating them that certain wide-awake and progressive teachers met one day in September, 1887, for the purpose of organizing a teachers' aid society. The immediate outcome of this meeting was the creation of the Teachers' Aid Association, with an initial membership of 184.

The growth was slow but steady, for it met a real need in the lives of teachers. A constitution was issued and distributed among its members. The initial fee was one dollar; the dues were two dollars, paid semi-annually. In return for this investment, a benefit of one dollar per school day was provided, such benefit not to exceed eighty dollars during the school year. The Association slowly accumulated a surplus, for the expenses of administration—namely, stationery, postage, and the secretary's salary—were light. The health of the teachers was good, perhaps because of the absence of nervous strain in getting to and from the schools. There were no automobiles and the grass grew undisturbed between the rails of the horse cars. This is within the memory of a few of the Association's charter members.

After twenty years of prosperity, the Association had accumulated a surplus of over two thousand dollars. What should the Board of Directors do with such a vast sum? Various things were suggested. At last it was decided that the Association (like other great and mighty organizations) declare a dividend to its members. Beginning in 1906 and continuing for five years, one dollar of the dues was remitted.

Recently, the benefit has been increased, and the constitution re-drafted. At present, the Board is trying to hit upon a plan to convince the younger members of the teaching profession that gray hairs and illness are not wholly dreams of a pessimist who wishes to add a name to the membership. It is the vision of the Board to see the name

of every Detroit teacher enrolled among the members. What if you yourself never expect to need its assistance? Are you not sufficiently broad-minded to help a fellow-worker?

May teachers band together more and more for mutual benefit and progress along all lines! Long live the Teachers! Mutual Aid Association!

CARRIE L. WILCOX,
Secretary.
899 Second Avenue.

STATISTICS

Teachers' Mutual Aid Association.

Organized 1887.

First Annual Meeting, September, 1888.

Receipts, $341; Benefits, $10; Balance, $294.

Tenth Year.
1897.

Membership, 186; Receipts, $345; Benefits, $158; Balance, $916.

Twentieth Year.
1907.

Membership, 271; Receipts, $327; Benefits, $206; Balance, $2,197.64.

First dividend declared.

1915.

Annual Meeting, October 14, 1915.

Treasurer's Report.

Receipts:

Balance on hand, October 8, 1914	$2,213.94
Dues and Initiation Fees	954.36
Interest on Savings Deposits	65.22
	$3,233.52

Disbursements:

Sick Benefits	$1,038.00
Stationery, Printing, Postage	17.36
Bonds—Secretary and Treasurer	2.50
Secretary's Salary	50.00
	$1,107.86
Balance on hand	$2,125.66

Secretary's Report.

Membership, October 8, 1914	412
Increase	95
Dropped	83
Present membership	424

UNIVERSITY OF MICHIGAN EXTENSION COURSES IN DETROIT

As a part of its scheme of extension service, the University of Michigan provides annually for three hundred free lectures for the state as a whole, and special courses for credit for Detroit and other cities of the state. Of the free extension lectures, Detroit receives a fair proportion. These free lectures are given by a selected staff of the regular faculty of the university. The lectures cover a wide variety of subjects, as for example, Public Health, Art, Science, Economics, and Education. The average attendance upon the Detroit free lectures is from three to five hundred.

The phase of extension work which is of special interest to teachers, however, is that which relates to university extension courses, conducted on the credit plan. A number of such courses is given in Detroit each year, four being in operation at the present time. These credit courses correspond in every particular to the regular work given in Ann Arbor. Members of the university faculty come to Detroit to conduct this work, each man giving a two-hour course, and meeting his class on every alternate Saturday during the college year. The tuition for a year's work is ten dollars. Students are permitted to elect two courses, and to earn four hours' university credit, the cost for tuition thus being two dollars and a half per credit hour. Written examinations are given at the close of each semester. All students desiring credit are required to take such examinations, and to make satisfactory grades. It is understood, however, that the taking of an examination is optional. In other words, those who elect the work for reasons other than for university credit may or may not take the examinations as they desire.

In organizing and maintaining extension courses for credit, the University of Michigan endeavors to render service of an educational nature to three distinct classes. First, it seeks to meet a definite demand on the part of a large number of people for extension work leading to university credit. In the second place, it offers to teachers that mental stimulus and inspiration which come from directed and

systematic study. And, third, these extension courses offer to many people, other than teachers or those seeking university credit, an opportunity to improve themselves along educational lines, and to keep in touch with modern and academic thought.

The University of Michigan Extension Service in Detroit, as in the state at large, is constantly being improved, and will be enlarged as new demands arise.

W. D. HENDERSON,
Director University Extension Service.

Ann Arbor.

DETROIT AND WAYNE COUNTY ANNUAL TEACHERS' INSTITUTE

Under the state law, an institute for the teachers of the county must be held each year. Attendance at this institute is required, full salary is allowed, and failure to attend is treated as a regular absence with consequent loss of pay. As Wayne County consists of Detroit and its immediate environs, the institute is held in Detroit Central High School and the audience is composed largely of Detroit teachers. The institute occurs in September during the first week of the school year, and in 1915 the total attendance was approximately 2600 persons. Details of arrangement are in the hands of a conductor and a special committee appointed by the State Superintendent.

Lecturers 1914	Lecturers 1915
E. B. Bryan	Edwin B. Twitmyer
J. Paul Goode	M. F. Libby
D. E. Phillips	Harold H. Brown
M. V. O'Shea	Mae E. Schrieber
Elizabeth E. Farrell	Percy H. Boynton
Wm. E. Chancellor	H. W. Shyrock
Wm. R. Ranch	

LUTHERAN PAROCHIAL SCHOOLS

The history of the Lutheran church records the fact that this church has at all times considered the religious training of her children her paramount duty. The parochial school she has considered the most effective means of accomplishing this purpose. This is why the Lutheran school is as old as the Lutheran church herself.

The first Lutheran school in Detroit was organized about 1850, the grandfathers and great-grandfathers of some of the children now attending these schools being the organizers. An institution that is able to maintain itself through three generations, and is gaining the favor of the people more and more, as its present prosperous condition shows, must possess abiding merit. There are at present 3,525 pupils enrolled in the Lutheran parish schools of Detroit. These schools comprise, generally, only the first seven grades, after which the pupils enter the eighth grade of the public schools. The school buildings are, upon the whole, not very pretentious, but sanitary conditions prevail. About ninety per cent of the teachers are men, all well prepared for their profession.

The Rev. Mr. Tresselt, a prominent Lutheran clergyman of Detroit, when asked why the Lutherans maintain parish schools, made this reply: "Because we consider it to be the first duty of Christian parents towards their children, to give them a thorough religious training. The instruction given by the Sunday school is not sufficient. The state must have schools, must instruct and train its youth. Woe to the state that neglects to do this! But it would be un-American, were the public schools to teach religion. They cannot and must not. Separation of church and state is the fundamental principle of our government and constitution." He also quoted the words of Daniel Webster, "Whatever renders one a good Christian, renders him a good Citizen."

E. A. KNORR.

Northwestern High School.

CATHOLIC PAROCHIAL SCHOOLS

1. History

The foundation of the present parochial school system in Detroit was laid 215 years ago, when Cadillac and his colony erected a rude church, which they called St. Anne's.

The records of this church give an interesting account of the colony. Indeed, with the exception of those of the Catholic church at St. Ignace, there are no records in the West so ancient and so interesting. Their authenticity is attested by the signatures of Cadillac, De Noyelle, and Tonty.

In 1703, Cadillac wrote to Count Pontchartrain: "Permit me to insist upon the great necessity there is for the establishment of a seminary at this place for the instruction of the children of the savages with those of the French, instructing them in piety and at the same time teaching them our language."

The Jesuit and Franciscan priests in the colony became the teachers of the children, and the schools they established were the only effective educational agencies until 1809, when a law was passed providing for common schools.

In 1804 Father Gabriel Richard organized a Ladies' Seminary, with lay teachers in charge, and a school for young men, in which he taught. His was a rich contribution to the cause of education. He brought the first printing press to Detroit, printed the first newspaper, represented Michigan in Congress, and was one of the founders of the University of Michigan, and its first vice-president.

In a communication to the Governor and Judges in 1808 he shows how comprehensive were his educational ideals: "It would be very necessary to have in Detroit a public building for an academy in which the higher mathematics, geography, history, natural and moral philosophy should be taught to young gentlemen of our country, and in which should be kept the most necessary machines for the improvement of the useful arts and for making the most necessary physical experiments; we should also make a beginning of a public library."

In 1883 nuns of various teaching orders were placed in charge of the schools, and their number increased as the parishes were organized and parish schools established.

The ideals of the founders of the parish school—to discipline the will and the intellect in their system of education—are carried out in the religious training in the parochial schools. Church history and religious instruction are included in the curriculum.

2. Present Catholic Educational System

(1) Catholic religious orders of men and women are in charge of the following educational agencies in Detroit, other than parochial schools:

	No. of Pupils
St. Francis' Home for Boys	345
St. Joseph's Commercial College	115
St. Vincent's Orphan Asylum for Girls	200
House of the Good Shepherd	299
Academy of the Sacred Heart	144
	1,103

(2) Parochial Schools:

Total number of Catholic Parochial Schools	48
Total number of teachers	486
Total number of pupils	33,792

In all the parochial schools eight grades are taught. Seven offer full high school courses—Classical, Modern Language, English, and Business. Music and industrial arts are also taught. The rule of the Diocesan Board requires the teachers in the grades to have normal school training, and those in the high schools university degrees.

GENEVIEVE K. DUFFY.

FITTING ACTIONS TO WORDS
School for Deaf


THE GROSSE POINTE SCHOOL.

THE EASTERN LIGGETT SCHOOL

PRIVATE SCHOOLS

To understand the position of the private schools of Detroit, it is first necessary to consider somewhat the abnormal growth of the city. The story of Detroit's miraculous development, due to the peculiar industrial situation here, reads like a modern "Arabian Night's" tale. In 1900 Detroit's population registered 285,704; December 1, 1915, the population of greater Detroit was estimated by the Board of Commerce as being 760,000. The last fifteen years show a growth of 266 per cent.

Such a phenomenal growth brings new problems to parents whose children are of school age: first, neighborhoods change, taking families into suburban districts; second, the city's institutions, naturally, have not been able to grow apace with the population; consequently the public schools have been overcrowded. As a result of these two facts six private schools have been established in Detroit since 1905.

These are: (1) The North Woodward School, 1905, situated in that part of the city first affected by the expansion. Miss Newman, in developing her course of study, plans to base the work on experience. For instance, in the domestic science department, the young housewives cook real meals in a real kitchen. (2) The Jefferson Avenue School, 1908, which emphasizes modern languages. (3) The Dexter School, 1908, which follows as closely as possible the plan of the German "Gymnasium." (4) The Bloomfield Hills Seminary, 1912, situated in a district made up of large estates. Miss Eades follows the schedule of the Horace Mann School, beginning at 8:45 A. M. and closing at 3:30 P. M. Her curriculum offers many interesting departures. (5) The Eastern Liggett School, 1913, built to accommodate the children of the new "Indian Village" community. This school is particularly fortunate in its artistic building set in the woods. Its equipment is unique. Adjustable and movable furniture gives the school room an air of informality, "which does not mean disorder but poise and control." (6) The Grosse Pointe School, 1915, which is in temporary quarters. The kindergarten department in this school is working on a plan to make the step from the kindergarten to the first grade less marked.

Old Detroit supported two private schools, one for boys and one for girls; namely, The Detroit University School and The Liggett School.

The Detroit University School, established in 1890, has since been reorganized as The New Detroit University School. It has an excellent gymnasium and the largest pool in the city. Stress is laid on corrective gymnasium work, which fact results in strong athletic teams for the school.

The Liggett School, 1878, of which The Eastern Liggett School is a branch, is the oldest and largest private school in the city. It is in this school that Mr. S. A. Courtis developed his standard tests for achievement in the fundamentals of arithmetic and English. As another method of increasing the school's efficiency, detailed and careful correlation has been brought about by intra-departmental meetings; also, a system of analyzed reports has been worked out whereby descriptive words are used in place of percents or figures.

GRACE M. ALBERT.

Northwestern High.

DETROIT UNIVERSITY SCHOOL

Table of the Private Schools in Detroit and its Suburban Communities

Name	Principal	Address	Established	For	Grades	First Enrollment	Present Enrollment	Teachers	Home or Day School	Plan for Future Growth
1. The Bloomfield Hills Seminary.	Mary Eades..	Birmingham, Mich.	1912	Boys and girls through the eighth grade; girls through high school	Primary through high school.	18	46	8	Day	Home department ready plan to grow into both a home and day school.
2. The Dexter School.....	Frederick Dexter Green.	Cor. of Seminole and Waterloo, Detroit.	1909	Boys.	Fourth grade through high school.	1	12	2	Day	.....
3. The Grosse Pointe School.....	Mrs. E. B. Trybom	Grosse Pointe, Michigan.	1915	Boys and girls.	Kindergarten to high school	52	52	8	Day	To include high school work.
4. The Jefferson Avenue School...	Lillian Monegan.	658 Jefferson, Detroit.	1908	Boys and girls in the primary department; girls.	Primary through the first year of high school.	.....	.....	4	Day	.....
5. The Liggett School.....	Ella M. Liggett.	Cor. of Stimson Place and Cass Avenue, Detroit.	1878	Boys and girls in kindergarten and through the second grade; girls.	Kindergarten through high school.	126	315	36	Day	.....
6. The Eastern Liggett School....	Jeannette M. Liggett.	Cor. of Burns and Charlevoix Avenues Detroit.	1913	Boys and girls from the kindergarten through the fourth grade; girls,	Kindergarten to high school	53	130	16	Day	.....
7. The Detroit University School..	Frederick Edwards Searle.	16 Elmwood Avenue, Detroit.	1890	Boys.	Primary through high school.	100	125	18	Home and day	.....
8. The North Woodward School..	Mary Newman.	1915 Woodward Avenue, Detroit.	1905	Boys and girls .	Kindergarten through one year of high school.	16	127	11	Day	To include high school work.

BUSINESS SCHOOLS

The business schools of Detroit include the Central Business College on the second floor of the United States Radiator Building at Broadway and Grand River, Mr. E. Admire, manager; the Detroit Commercial College over the Detroit Bank at 204 Griswold St., R. J. McLean, president; the Business University, occupying the second and third stories of the building at Grand River and Park Place, with offices on the first floor, president, E. H. Shaw; and The Business Institute, occupying the entire three-story Institute Building, 163-169 Cass Avenue, A. F. Tull, president.

These schools all give courses of study outlined for approximately a year, six months being required for shorthand and typewriting, and six months for the business course. The work is so arranged that the exact time depends upon the students, the tendency of the average student being to require somewhat more than the time indicated. Students may take either the business or shorthand course alone if preferred. The same courses of study are offered in the night classes, which are conducted Monday, Wednesday, and Friday evenings.

The Graham system of shorthand is taught by the Business University and the Central Business College. The Detroit Commercial College teaches the Gregg. The Business Institute has for a number of years taught both the Graham and the Gregg systems. It might be interesting to note that in The Business Institute, where these two leading systems of shorthand have been taught for years, they have both been found very satisfactory, the Gregg students mastering the subject in a little less time than is required by the Graham students. The majority of the students in attendance have had some high school work and many are high school graduates.

By concentrating all the attention upon the purely commercial subjects, it is the plan of the business schools to help a student to qualify for office employment in from six months to a year, depending upon the subjects which are taken. In each of these schools the student is encouraged to take bookkeeping in addition to the shorthand and typewriting.

Opportunity is also afforded those who wish to prepare for commercial teaching. The number of high schools giving instruction in commercial subjects has increased rapidly in the last few years. This has resulted in a demand for teachers capable of giving instruction in bookkeeping, shorthand, and typewriting, in addition to the regular high school subjects. An effort is being made by some of the schools to supply this demand for business teachers by giving special normal study in connection with the regular course.

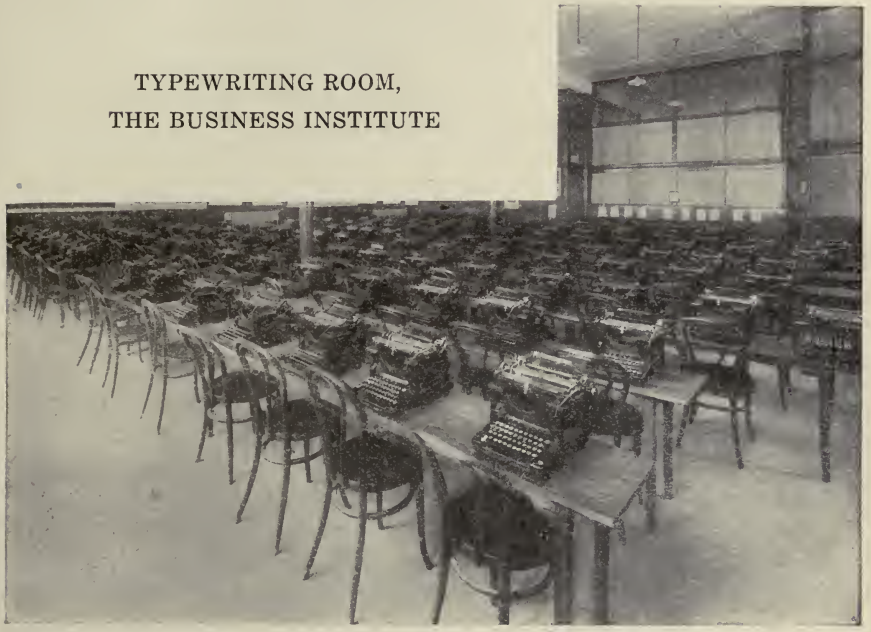
Visitors will be cordially welcomed at any of the schools mentioned.

A. F. TULL.

163 Cass Avenue.

BUSINESS UNIVERSITY—BOOK-KEEPING ROOM

TYPEWRITING ROOM,
THE BUSINESS INSTITUTE



"PHOTOGRAPH OF A CLASS OF STUDENTS ATTENDING THE DAY SESSIONS."

THE BUSINESS INSTITUTE

SPECIAL SCHOOLS

The industrial revolution, bringing with it tremendous economic and social changes, has turned the United States from an agricultural to a manufacturing nation in scarcely one hundred years. The last decade, especially, has witnessed the passing of the small factory and the entrance of the big-unit system. Detroit has felt this change to a great degree, owing to the growth of the automobile industry. This growth has brought home to the manufacturers two problems of great importance.

Big production was made possible only through further division of labor and separation of processes. The old type master mechanic and the capable all-around machinist is not produced in numbers sufficient to cope with factory needs. In his place has developed a one-task man, an operator whose mechanical knowledge consists, generally, of his ability to perform a single operation. Master mechanics have been demanded, but the dying out of the apprentice system, together with the developments noted above, has caused the supply to fall below standard.

The growth of Detroit's auto factories has called for a large labor supply. This was not present in Detroit. High wages proved an enticing bait to the newly arrived immigrant and the average yearly increase in population has been about 15,000. Most of these have been foreigners understanding little or no English and thus handicapping both themselves and the factory.

As a possible solution to these difficult problems some of the more far-seeing Detroit manufacturers have developed two types of schools of which their employees might take advantage. The mechanical type was introduced at the Cadillac Motor Car Company by Mr. Henry M. Leland, a man possessing unusual foresight. This type had for its ideal development of capable and practical all-around mechanics, with special training along the line of automobile construction. This school has been in operation since May, 1907, and from it have been graduated more than 200 skilled mechanics who now hold positions of responsibility in production with the Cadillac and other companies. The object of this school is not selfish and its graduates are not in any way limited in their choice of employers. The

Cadillac plan has been followed by the Studebaker Corporation, the Chalmers Motor Car Co., and the Morgan & Wright Company.

Ford's factory school for the teaching of practical English is the forerunner of the second type. This was founded by Judge Tuttle in 1914 with the idea in mind of developing good citizens as well as intelligent laborers. Since its inception accidents in the plant have been reduced fifty-four per cent. The operatives have shown a greater interest in their work and many have used their diploma as a substitute for examination in securing their second citizenship papers. The Packard Motor Car Co. is just opening a school of similar type to solve their foreign labor problem.

Almost four acres of floor space are devoted to instruction in the art of dancing in Detroit. There are sixteen recognized organizations where proficiency in this art may be acquired. Every type of dance, from the old fashioned waltz and two-step, to the modern maze, and the aesthetic and classic dances, is taught in these academies. A careful survey showed that more than 2,500 dancing lessons are being given each week.

ARTHUR B. MOEHLMANN.

Eastern High.

SPECIAL SCHOOLS

FACTORY SCHOOLS

Name	Type of School	Length o Course	No. Instructors	No. Students
Burroughs Adding Machine Co	Adding machine operation	6 weeks	1	40
Cadillac Motor Car Co.	Applied mechanics	2 years	34	100
*Chalmers Motor Co.	Mechanical course	6 months	10	300
Ford Motor Co	Practical English Course	8 months	136	2800
Michigan State Telephone Co	Telephone operation.	10 days	11	100
Morgan & Wright Co.	Practical mechanics	1 year	1	12
Packard Auto Co	English course	Not opened survey.	at time	of
**Studebaker Corporation	Practical mechanics	Depends on experience	previous	
John W. Ladd	Salesmanship	Depends on experience	previous.	12

AUTO SCHOOLS

Name	Type of School	Length of Course	No. Instructors	No. Students
Michigan State Auto School	Auto repairing and chauffeuring	1-3 months	3	100
Sterling Auto College	Auto repairing and chauffeuring	1-3 months	1	No data

*Plan to increase to 1,000 pupils by end of January, 1916.
**Just opened December 1, 1915.

SCHOOLS FOR DANCING

School	Location	Floor space	No. Pupils
		Sq. Ft.	
Strassburg School of Dancing	29 Sproat St	10,000	600 weekly
Annie Ward Forster	120½ Farmer St	4,000	350 weekly
Alexander Hurst	607 Woodward	2,400	350 weekly
Crane's Studio	305 Fisher Arc	1,000	200 monl'y
Curt Tree	63 Valpey Bldg	2,000	100 weekly
Krogall Health Studio	11-17 Elizabeth W	3,200	500 yearly
Adele Strassburg Hyde	K. of C. Hall	25,000	600 weekly
Garand's Dancing Academy	422 Grand River	3,300	1300 yearly
Professor Gaines	19 Owen Ave	7,200	230 weekly
J. F. McDonald	333 Michigan	800	30 weekly
Clark Academy of Dancing	56 Adams East	6,000	No data
†Arcadia	Woodward and Stimson	26,000	200 weekly
†The Pier	Jefferson and Field	218,000	No data
†Palais de Danse	Jefferson and Sheridan	5,000	No data
La Craix School	443 Concord Ave	3,000	25 weekly

†Public dance halls. Instruction a side issue.
Total floor space devoted to instruction, 136,900 square feet.

BARBERING COLLEGES

Name	Location	Length of Course	No Students
Moyler Barbering College	215 Gratiot	8 weeks	40

SCHOOLS OF MANICURING

R. Hubbard	Liggett Building	2-6 months	No data
Mme. Butler	214 Broadway	2-6 months	No data

SCHOOLS OF HAIRDRESSING

R. Hubbard	Liggett Building	4-6 weeks	No data
Anderson's Institute	405 Fisher Ave	2 weeks	8
Marinell's	Scherer Building	4-6 weeks	No data

SCHOOLS OF DRESSMAKING

Acison Tailoring School	410 Broadway	10, 25, or 40 days	250

SCHOOLS OF LETTERING

Name	Location	Length of Course	No. Students
Detroit School of Lettering	82 Griswold	3-6 months	200

SCHOOLS OF HORSEMANSHIP

Detroit Riding School	728 Cass Ave.	6 to 18 lessons	75
Dyer Riding School	56 Shepherd Ave	6 to 18 lessons	150

SCHOOLS FOR STAMMERERS

Reed School	387 Hubbard	6 weeks	15
Lewis School	35 Hubbard	6-8 weeks	No data

SCHOOLS OF SALESMANSHIP

Sheldon School	412 New Telegraph Bldg.	No data	No data
John W. Ladd	Lafayette & Vermont	3-6 months	12

COUNTY HIGH SCHOOL, HAMTRAMCK, MICH.

THE SCHOOLS OF WAYNE COUNTY

The schools of Wayne County outside of Detroit differ materially from schools of other counties, for in many places it is difficult to tell where the city district ends and country school districts begin. There are 148 school districts and 167 school houses in the county, with 547 teaches. There are 28,305 children of school age drawing primary money, and of this number 17,690 are attending school, with an average attendance of 12,866.

The highest salary paid in the management of the schools is $3,500 and the lowest $700, the average salary being $1290. The highest salary paid in the grades of the graded schools is $100 a month, the lowest $45, with an average of about $60.

There are 135 rural schools employing 21 men and 114 women teachers. The highest salary paid men teachers is $110 per month and the lowest $40, averaging $63.81. The highest salary paid women teachers in the rural schools is $75, the lowest $30, averaging $50.93. The average school term is nine and one-twelfth months.

The rural schools pay the tuition to high school of 242 pupils. The total valuation of school property is $2,219,084. The above figures do not include the City of Detroit and City of Wyandotte.

Many of the large schools near Detroit follow the city course of study and do about the same work that is being done in the city schools. All the rural schools of the county follow the state course of study, a very practical and systematic course prepared by a committee of educators appointed by the state superintendent. It has been revised several times and is in use in all the rural schools of the State of Michigan. It provides for the teaching of eight grades, and the laws of the state will not permit teachers in the rural schools to teach above the eighth grade without special permission. The course is well illustrated and includes the subject of agriculture. It is provided with a most excellent outline in literature.

The lowest qualifications for teachers in the county is that they be high school graduates, have six weeks' training at the Michigan State Normal College, and hold a county

certificate issued by the county board of school examiners. There are many teachers in the rural schools holding various college and normal certificates. All teachers are required to attend institutes regularly every year, one of which is in session a week in the fall, in connection with the city schools. One institute is held in connection with the Farmers' Institute in February and lasts for a week or ten days, the evening meetings being devoted to school topics.

An eighth grade examination is held each year at a stated time; questions are provided by the state superintendent, based upon the course of study, and are uniform throughout the state. The examination is conducted by the county school commissioner, and all passing this examination receive their tuition to high school, not to exceed twenty dollars, if application is made on or before the fourth Monday in June, and they may receive their entire tuition and transportation providing the electors of the district vote to pay the same at the annual meeting. This is being done in many cases.

The rural schools maintain an athletic association, and about the time of the eighth grade examination they generally meet for a tournament.

Many of the graded schools in the larger villages maintain splendid high schools. It is an inspiration to visit the up-to-date rural high school, with its 130 or 140 pupils, sturdy boys and girls, who rise early in the morning to perform the usual tasks of the farmer boy and girl, and are in the school invariably on time for the educational tasks of the day.

The largest high school building is situated in the village of Highland Park and cost over $400,000. It is equipped with a gymnasium, swimming pools, manual training and domestic science equipment.

The school grounds in rural communities are usually large and adequate for games and exercises. In this respect they are superior to city schools.

A general supervision is exercised over the rural schools by the county school commissioner and one assistant commissioner. Much has been done in equalizing the term of school, in securing the tenure of the teacher's position, and in providing good school libraries. Pains has been taken

to encourage the reading habit and to provide the best of books in libraries which are kept in the school rooms in charge of the teacher.

There has been a survey from a sanitary standpoint taken of all these schools, and the need for improvements called to the attention of the school officers who are in immediate control. A standard has been fixed, visits made by invitation of the school boards, a number of schools brought to the standard, stamped by the State Superintendent as standard schools, and a placard fixed on the front of the building.

The compulsory education law is enforced in the rural schools very much as in the city schools, and officers are appointed by the county school commissioner to enforce this law.

E. W. YOST.
County Commissioner.

County Building.

AN IDEAL COUNTY SCHOOL, GROSSE ISLE, MICH.

HIGHER EDUCATION IN DETROIT

Detroit has schools for professional education in the law, in medicine, in the specialized branches of teaching, in arts, and in engineering.

The first of these institutions of higher education was the Detroit College of Medicine, which goes back to 1864, when Detroit was one of the important hospital centers for the care of wounded soldiers. The present institution was reorganized in 1913 with an endowment of more than $100,000, which is steadily increasing through gifts. The college through co-operation with hospitals and charitable institutions offers special advantage for the practical study of medicine.

The University of Detroit, founded in 1877 by the Fathers of the Society of Jesus, offers courses in the liberal arts leading to the A. B. degree, and has recently added courses in law and engineering, the latter being housed in a completely-equipped building opened in November, 1915. The course is of the co-operative type, many large industrial plants of Detroit working with it in offering facilities for the training of students.

The Thomas Normal Training School is perhaps the most widely known of Detroit's institutions of higher learning, especially among educators. Its special field is to train teachers in manual training, domestic science, and physical training. It was founded in 1888, by Mrs. Myra B. Thomas, who was for 18 years supervisor of music in the Detroit public school system.

Education for the profession of law is provided by the Detroit College of Law, now in its twenty-fifth year. The faculty is made up of practicing lawyers and judges. The course requires three years and may be taken either in afternoon or evening sessions. About 250 students are now enrolled and plans are under way for adequate buildings, the present quarters in the Y. M. C. A. building having been outgrown.

KARL E. MURCHEY.

Cass Technical High School.

THE UNIVERSITY OF MICHIGAN

"Seven cities warred for Homer, being dead,
Who, living, had no roof to shroud his head."

One city claims great Michigan grown; the name of those who claim the infant Michigan is legion. Down on Bates Street, near Congress, here in Detroit, there leans a decrepit structure where, on a brass plate, he who runs may read that here, on August 26, 1817, was born the "University of Michigan." This infant undertaking was in charge of two churchmen, Father Gabriel Richard and the Reverend John Monteith. The terms of founding provided that there should be in all fifteen officers: a president, dent, a vice-president, and thirteen professors. The worthy churchmen paused not a moment: the Reverend Mr. Monteith was unanimously elected president and seven of the professors; Father Richard was as unanimously proclaimed the rest of the officers and faculty. The total enrollment was eleven, inclusive of the faculty.

Then came the law of 1837, which approved the establishment of a state university, but placed it at Ann Arbor; so the two churchmen resigned their fifteen offices simultaneously, the University of Michigan carved on its seal "1837" instead of "1817," and the total enrollment multiplied itself by five.

All this was three-quarters of a century ago. Today the campus of forty acres is still "The Campus," but some idea of the growth may be seen in the fact that on this campus there are only 22 of the University buildings; the other 33 have been built on adjacent property.

The present university is made up of nine departments; its student body numbers seven thousand; it maintains in all over fifty buildings, together with seven libraries, two dormitories for women (for Michigan is coeducational), two hospitals, two athletic fields, a ninety-acre arboretum and garden along the Huron River, a forestry farm of eighty acres, and an engineering camp and biological station.

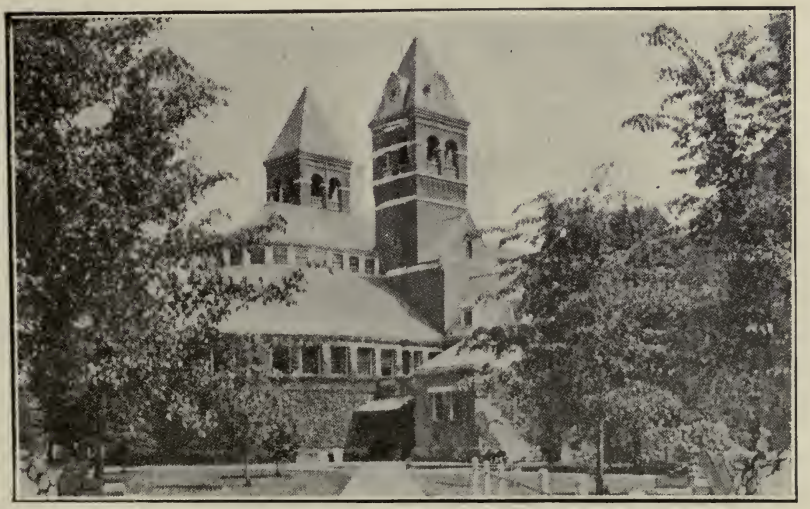
The University of Michigan is known for many things: its faculty; its student body, which represent every state in the Union and every country in the world; its equipment; its alumni: (almost always) its athletic record. But it is

known perhaps most of all for its "spirit"—that evasive thing, in whose being or not being there lies success or failure. Michigan spirit is known and appreciated wherever there are or have been Michigan men or women, and it is to this in great part that the university owes its present greatness.

MARGERY NICOLSON.

Northwestern High School.

UNIVERSITY HALL



LIBRARY

STATE ORGANIZATION

REGENTS OF THE UNIVERSITY OF MICHIGAN

JUNIUS E. BEAL
HARRY C. BULKLEV
WM. L. CLEMENTS
VICTOR M. GORE
BENJAMIN S. HANCHETT
L. L. HUBBARD
F. B. LELAND
DR. WALTER H. SAWYER

STATE BOARD OF EDUCATION

President—THOMAS W. NADAL, President of Olivet College.

Vive-President—FRED A. JEFFERS, Superintendent of School Painsdale, Michigan.

Treasurer—FRANK CODY, Assistant Superintendent of Schools, Detroit, Michigan.

Secretary—F. L. KEELER, State Superintendent of Schools.

STATE SUPERINTENDENT OF SCHOOLS

FRED M. KEELER, Lansing, Michigan.

WAYNE COUNTY COMMISSIONER

E. M. YOST, County Building, Detroit, Michigan.

UNIVERSITY HOSPITALS

CITY ORGANIZATION

MEMBERS OF THE BOARD OF EDUCATION

Name	Ward	Term Expires
Mumford, Samuel C.	First	June 30, 1919
Spaulding, John C.	Second	"
Reinhold, A. H.	Third	"
McMichael, Albert, M. A., M. D.	Fourth	"
Hunter, J. Scott	Fifth	"
Scovel, Fred J.	Sixth	"
Bahorski, Joseph	Seventh	"
Morgan, Albert P.	Eighth	"
Majeske, Joseph F.	Ninth	June 30, 1917
Maybee, Wm. H.	Tenth	"
Kreuger, Frank G.	Eleventh	"
Sherman, Albert E.	Twelfth	"
Hely, Albert	Thirteenth	"
Condon, George M.	Fourteenth	"
Auch, Geo. W.	Fifteenth	"
Neinas, F. C., D.D.S.	Sixteenth	"
O'Hara, John	Seventeenth	"
Harms, Wm. T.	Eighteenth	"
Heinrich, Ernest F.	Nineteenth	"
Warncke, John H.	Twentieth	"
Komrofsky, Henry	Twenty-first	"

Oscar B. Marx, Mayor, Ex-Officio.
Wm. F. Connolly, Recorder, Ex-Officio.

OFFICERS FOR 1915-1916.

ALBERT McMICHAEL ..... President
GEORGE AUCH ..... President Pro Tem
CHAS. A. GADD ..... Secretary
MAX C. KOCH, City Treasurer ..... Treasurer Ex-Officio
CHAS. E. CHADSEY ..... Superintendent of Schools
ALBERT E. STEWART ..... Supervisor of Property
MALCOMSON & HIGGINBOTHAM ..... Architects
AMMERMAN & McCOLL ..... Consulting Engineers
EDMUND ATKINSON, Ass't Corp. Counsel ..... Attorney

DIRECTORY OF DETROIT PUBLIC SCHOOLS

Name of school, principal, location, car lines starting at or near City Hall, and time from City Hall.

Domestic Science equipment is indicated by D. S., Manual Training Centers by M. T., Kindergarten by Kin.

Normal School.

MARTINDALE NORMAL SCHOOL — JOHN F. THOMAS, Principal
Boulevard and Grand River; Jefferson-Grand River car to Boulevard, walk east; 30 minutes.

High Schools.

CASS TECHNICAL HIGH SCHOOL — BENJ. F. COMFORT, Principal
E. G. Allen, Director Mechanical Dept.; J. L. Holtsclaw, Director High School of Commerce; Miss Elizabeth Cleveland, Director Continuation School for Girls; Grand River and Second Avenues; walking distance, or Jefferson-Grand River car; 5 minutes.

CENTRAL HIGH SCHOOL — DAVID MACKENZIE, Principal
2,500 students, D. S., M. T., auditorium, gymnasium, swimming pool, laboratories, lunch room; Woodward car to Hancock Avenue; 15 minutes.

EASTERN HIGH SCHOOL — J. REMSEN BISHOP, Principal
D. S., M. T., auditorium, gymnasium, lunch room; Mack car to E. Grand Blvd.; 25 minutes.

McMILLAN HIGH SCHOOL — G. W. MURDOCH, Principal
Fort-W. Jefferson car to West End Avenue; 35 minutes.

NORTHEASTERN HIGH SCHOOL — CHAS. NOVAK, President
D. S., M. T., auditorium, gymnasium, swimming pool, laboratories, lunch room; Baker car to Hancock, walk two blocks east; 35 minutes.

NORTHWESTERN HIGH SCHOOL — EDWIN L. MILLER, Principal
D. S., M. T., auditorium, gymnasium, laboratories, lunch room; Jefferson-Grand River car to West Grand Boulevard; 30 minutes.

WESTERN HIGH SCHOOL — W. A. MORSE, Principal
D. S., M. T., auditorium, gymnasium, laboratories, lunch room; Baker or Sherman car west to Scotten Avenue; 25 minutes.

Elementary Schools.

ALGER SCHOOL — MISS ALICE H. MCADAM, Principal
Grades 1-8 and Kin., D. S., M. T.; Woodward Car to Kenilworth; walk two blocks east; 25 minutes.

AMOS SCHOOL — MISS ELIZABETH K. LANTZ, Principal
Grades 1-8 and Kin., D. S., M. T.; Fort Car west to Military Avenue, walk two blocks north; 25 minutes.

BAGLEY SCHOOL — MISS WILMA K. EVEREST, Principal
Grades 1-4 and Kin.; Michigan car to Fourteenth; 15 minutes.

BARSTOW SCHOOL (New, Fireproof) — MISS M. M. LENAHAN, Prin.
Grades 1-8 and Kin.; Jefferson car east to Riopelle, walk one block north.

BEARD SCHOOL — JOHN LOEFFLER, Principal
Grades 1-8 and Kin.; Fort car west to Waterman Avenue; 30 minutes.

BELLEFONTAINE SCHOOL Miss Clara McConnell, Principal
Grades 1-4 and Kin., Fort car west to Morrell St; 25 minutes.

BELLEVUE SCHOOL Thomas Gunn, Principal
Grades 1-8 and Kin.; Sherman car east to Bellevue Avenue, walk three blocks south; 35 minutes.

BENNETT SCHOOL John Merrill, Principal
Grades 1-8 and Kin., D. S., M. T.; Baker car to end of line and transfer to Springwells car to Whitaker, walk two blocks west; 1 hour.

BERRY SCHOOL Chas. W. Erickson, Principal
Grades 1-8 and Kin.; Sherman car east to Concord Avenue; walk two blocks north; 40 minutes.

BISHOP SCHOOL George E. Parker, Principal
Grades 1-8 and Kin., D. S., M. T., swimming pool, baths, clinic, dental clinic, ungraded room, foreign room; Fourteenth car east to Winder St.

BROWNSON SCHOOL Miss Frances Yeager, Principal
Grades 1-5 and Kin.; Sherman car east to Maple St.

BURTON SCHOOL (new, fireproof) Miss Ada Beverley, Principal
Grades 1-8 and Kin., dressmaking and special preparatory classes for girls; Woodward car to Peterboro Street, walk one block west; 10 minutes.

CAMPAU SCHOOL Miss A. D. Schrader, Principal
Grades 1-8 and Kin., D. S., M. T.; Woodward car north to Warren Avenue, transfer to Crosstown east to Campau Avenue; 40 minutes.

CAMPBELL SCHOOL Guy L. Bates, Principal
Grades 1-6 and Kin.; Baker car east to Alexandrine Avenue; walk three blocks west.

CAPRON SCHOOL Miss Flora M. Miller, Principal
Grades 1-8 and Kin., D. S., M. T.; Sherman car east to Riopelle St.; walk two blocks north.

CARY SCHOOL Burton Barnes, Principal
Grades 1-8 and Kin., D. S., M. T., ungraded room; Fort-West Jefferson car to Radermacher Avenue; walk two blocks north; 30 minutes.

CHANDLER SCHOOL Miss A. C. Smith, Principal
Grades 1-8 and Kin.; Gratiot car to McClellan Avenue, walk south two blocks; 45 minutes.

CHANEY SCHOOL Miss Marion Law, Principal
Grades 1-8 and Kin.; Myrtle car to Lawton Avenue; walk north two blocks; 35 minutes.

CLAY SCHOOL Miss D. R. Teagan, Principal
Grades 1-4 and Kin.; Woodward car to Peterboro Street; walk west two blocks; 15 minutes.

CLINTON SCHOOL Miss Sophie Bachmann, Principal
Grades 1-4 and School for Cripples; Sherman car east to Rivard Street; walk one block north, one block east; 15 minutes.

CLIPPERT SCHOOL (new) Will I. Curtiss, Principal
Grades 1-8 and Kin., ungraded room; Michigan car west to Martin Avenue; 40 minutes.

COLUMBIAN SCHOOL — Miss R. McKinney, Principal
Grades 1-6 and Kin.; West Warren car to McKinley Avenue; 40 minutes.

CONDON, JR., HIGH SCHOOL (new, fireproof) — Alphonzo M. Cotter, Principal
Academic, D. S., M. T.; Chas. A. Picken, Director Mechanical Department; Woodward or Fourteenth car, transfer to Crosstown to Vinewood Avenue, walk south three blocks; 40 minutes.

CRAFT SCHOOL — Miss Elizabeth A. Lantz, Principal
Grades 1-6 and Kin., D. S., M. T.; Michigan car west to Vinewood Avenue, one block north; 25 minutes.

CROSSMAN SCHOOL (new) — Miss Mercy J. Hayes, Principal
Grades 1-8 and Kin.; Hamilton car north to Taylor Avenue; 30 minutes.

CUSTER SCHOOL — Miss Mary E. Dunphy, Principal
Grades 1-2.

DICKINSON SCHOOL — Miss Minnie C. Hardy, Principal
Grades 1-6 and Kin.; Jefferson-Grand River car to Calumet Avenue; 20 minutes.

DOTY SCHOOL (New) — Miss M. E. Weatherby, Principal
Grades 1-8 and Kin., D. S., M. T.; Woodward car north to Glynn Court, walk two blocks west; 30 minutes.

DUFFIELD SCHOOL — Wm. A. Ellis, Principal
Grades 1-8 and Kin., D. S., M. T.; Sherman car east to Chene Street, walk one block south; 25 minutes.

DWYER SCHOOL (New, Fireproof) — Miss Inez Kepperling, Prin.
Grades 1-8 and Kin.; Fourteenth car east to Caniff Avenue; 45 minutes.

ELLIS SCHOOL (New) — Arthur S. Nichols, Principal
Grades 1-8 and Kin., ungraded room; Michigan car west to Thirty-fifth Street, walk north three blocks; 35 minutes.

ESTABROOK SCHOOL — Miss Cora L. Peel, Principal
Grades 1-8 and Kin.; Fourteenth car west to McGraw, walk four blocks west; 35 minutes.

EVERETT SCHOOL — Frank N. Steele, Principal
Grades 1-6 and Kin., foreign room for adults; Trumbull car east to Hastings; 15 minutes.

FAIRBANKS SCHOOL — Carl J. Barlow, Principal
Grades 1-8 and Kin., D. S., M. T., Department for Defective Speech; Tuesdays and Fridays; Hamilton car north to Seward Avenue; 30 minutes.

FARRAND SCHOOL — Miss Clara M. Roat, Principal
Grades 1-8 and Kin., D. S., M. T. Latin and Algebra in 8th grade; Woodward car north to Harper Avenue, walk east one block; 20 minutes.

FERRY SCHOOL — Miss Mary M. Mahoney, Principal
Grades 1-6 and Kin.; Baker car north to Ferry Avenue, walk one block east; 40 minutes.

FIELD SCHOOL — Miss Janet Mackenzie, Principal
Grades 1-8 and Kin., Latin; Sherman car east to Field Avenue, walk one block north; 40 minutes.

FIRNANE SCHOOL — Miss Mary A. Alt, Principal
Grades 1-4 and Kin.; Trumbull car east to McDougall, walk one block north; 35 minutes.

FRANKLIN SCHOOL — Grant Gordon, Principal
Grades 1-8 and Kin., D. S., M. T., School for Blind, School for Defectives; Fourteenth car to Brooklyn Avenue, walk south two blocks; 20 minutes.

GARFIELD SCHOOL — Edward J. Gunn, Principal
Grades 1-8 and Kin.; Brush car north to Frederick; 30 minutes.

GEORGE JUNIOR HIGH SCHOOL — John E. Redden, Principal
Elbert E. Mote, Director Mechanical Department
Academic, mechanical, and commercial; Fourteenth car east to Superior Street, walk two blocks east; 30 minutes.

GILLIES SCHOOL — Miss Marion D. Fairbairn, Principal
Grades 1-8 and Kin., D. S., M. T., ungraded room; Fort car west to Junction Avenue, walk one block north; 35 minutes.

GOLDBERG SCHOOL — Miss Frances S. Hardie, Principal
Grades 1-8 and Kin., D. S., M. T.; Fourteenth car west to Marquette, walk two blocks east; 35 minutes.

GREUSEL SCHOOL — Miss Katherine B. White, Principal
Grades 1-8 and Kin., D. S., M. T., Public Library Branch; Harper car east to Medbury Avenue, walk two blocks west; 50 minutes.

HANCOCK SCHOOL — Mrs. C. Kinney, Principal
Grades 1-8 and Kin., D. S., M. T.; Fourteenth car west to Hancock Avenue; 30 minutes.

HARRIS SCHOOL — Miss Elizabeth Meyers, Principal
Grades 1-8 and Kin.; Mack or Gratiot car east to Ellery Street; 20 minutes.

HELY SCHOOL — Miss Nora L. Egan, Principal
Grades 1-8 and Kin.; Harper car east to Townsend Avenue; 50 minutes.

HIGGINS SCHOOL — Miss Ora H. Vandenbergh, Principal
Grades 1-8 and Kin., D. S., M. T.; Fort car west to Distel Street, walk one block north; 45 minutes.

HILLGER SCHOOL (New, Fireproof)
Miss Henrietta Robinson, Principal
Grades 1-6 and Kin.; Mack car to Seneca Avenue; walk seven blocks north; 40 minutes.

HOUGHTON SCHOOL — Earl F. Benson, Principal
Grades 1-8 and Kin., School for Deaf; Sherman car west to Eighth Street, walk one block south; 10 minutes.

HUBBARD SCHOOL — Miss Harriet C. Park, Principal
Grades 1-5 and Kin.; Sherman car west to Twenty-fifth Street; 25 minutes.

IRVING SCHOOL — Mrs. Jane C. Smith, Principal
Grades 1-8 and Kin., D. S., M. T., Latin and Algebra in 8th grade; Woodward car to Willis Avenue, walk one block west; 15 minutes.

IVES SCHOOL (New) — Miss Laura M. Downey, Principal
Grades 1-8 and Kin., D. S., M. T.; Jefferson car east to Philip Avenue, walk two blocks north; 50 minutes.

JACKSON SCHOOL — Miss A. G. Richardson, Principal
Grades 1-4 and Kin.

JEFFERSON SCHOOL — Fred W. Moe, Principal
Grades 1-8 and Kin.; Hamilton car to Selden Avenue; 15 minutes.

JOHNSTON SCHOOL — Miss Amelia Stark, Principal
Grades 1-4 and Kin.

JONES SCHOOL — Miss Emma E. Coughlan, Principal
Grades 1-6 and Kin.; Mack car to Baldwin Avenue, walk two blocks north.

KIEFER HOSPITAL
Open Air School; Hamilton car to Blaine Avenue.

LILLIBRIDGE SCHOOL — Wm. Lightbody, Principal
Grades 1-8 and Kin. (2 portables), D. S., M. T.; Jefferson car east to Beniteau, walk north two blocks; 40 minutes.

LINCOLN SCHOOL — Miss H. Jane Cooper, Principal
Grades 1-6, Prevocational Class for Girls; Brush car to Brady Street; 15 minutes.

LOGAN SCHOOL — George Birkaw, Principal
Grades 1-8 and Kin.; Michigan car to Clippert Street, walk two blocks south; 40 minutes.

LYSTER SCHOOL — Miss Inez Caswell, Principal
Grades 1-5 and Kin.; Michigan car to Livernois, walk south one block; 40 minutes.

McGRAW SCHOOL — Miss Esther Hamilton, Principal
Grades 1-8 and Kin.; Grand River car to McGraw; walk one block west; 35 minutes.

McKINLEY SCHOOL — Miss Millie Harris, Principal
Grades 1-7 and Kin., special room for defectives; Hamilton car to Stanley Avenue; 25 minutes.

McKINSTRY SCHOOL — Miss M. Willmarth, Principal
Grades 1-8 and Kin., D. S., M. T.; Baker or Sherman car west to McKinstry Avenue; 30 minutes.

MAJESKE SCHOOL (New, Fireproof) — Miss Ella Fitzgerald, Prin.
Grades 1-8 and Kin.; Baker car east to Trombley Avenue, walk two blocks west; 35 minutes.

MARCY SCHOOL (New) — Miss Margaret A. Holmes, Principal
Grades 1-8 and Kin., D. S., M. T.; Mack car to Helen Avenue, walk north one block; 30 minutes.

MARR SCHOOL — Miss Margaret MacCulloch, Principal
Grades 1-8 and Kin., Training Department of City Normal; Jefferson-Grand River car to Roosevelt Avenue; 30 minutes.

MAYBURY (New) — Miss Eleanor S. Dessotell, Principal
Grades 1-8 and Kin.; Sherman car west to Clark Park, walk through Park; 25 minutes.

MONTEITH SCHOOL — Miss Elizabeth Courville, Principal
Grades 1-8 and Kin.; Jefferson car east to Hibbard Avenue; 35 minutes.

MOORE SCHOOL — Donald C. Gordon, Principal
Grades 1-8 and Kin.; Fourteenth car east to Alger Avenue; 35 minutes.

MORLEY SCHOOL — Miss Clara B. Reekie, Principal
Grades 1-8 and Kin., D. S., M. T.; Fort-West Jefferson car to Portland Avenue, walk one block north; 40 minutes.

MUMFORD SCHOOL (New) — Miss Lotta V. McGregory, Principal
Grades 1-8 and Kin.; Mack car to Garland Avenue, walk south three blocks; 40 minutes.

NEWBERRY SCHOOL — E. J. Fox, Principal
Grades 1-6 and Kin.; Michigan car to Twenty-ninth Street; walk north two blocks; 35 minutes.

NICHOLS SCHOOL (New) — Miss Cynthia M. Chamberlain, Prin.
Grade 1-6 and Kin.; Mack car to Burns Avenue, walk south one block; 35 minutes.

NORVELL, JR., HIGH SCHOOL — Benjamin A. Nolan, Principal
Academic and Mechanical; Gratiot or Mack car to Jos. Campau Avenue, walk one block south; 25 minutes.

OWEN SCHOOL — Miss Virginia Thorne, Principal
Grades 1-8 and Kin., D. S., M. T.; Myrtle car to Vermont Avenue; 20 minutes.

PALMER SCHOOL — John N. Mead, Principal
Grades 1-8 and Kin.; Fourteenth car east to Horton Avenue; 30 minutes.

PARKE SCHOOL — Miss Kitty Moynahan, Principal
Grades 1-8 and Kin., Ungraded Room; Baker car east to Milwaukee Avenue, walk one block east; 40 minutes.

PINGREE SCHOOL — Miss Fannie Boston, Principal
Grades 1-8 and Kin. (2 portable buildings); Mack car to McClellan Avenue, walk one block north; 40 minutes.

PITCHER SCHOOL — Miss Leila P. Best, Principal
Grades 1-8; Michigan car west to Lawton Avenue, walk one block north; 30 minutes.

POE SCHOOL — Miss Esther J. Cousins, Principal
Grades 1-6 and Kin.; Hamilton car to Lysander Street, walk one block west; 25 minutes.

POTTER SCHOOL — Miss Belle Stuart, Principal
Grades 1-4 and Kin.; Myrtle car west to Tillman Avenue, walk one block north; 35 minutes.

PRESTON SCHOOL — Miss Alice E. Robison, Principal
Grades 1-5 and Kin.; Sherman car west to Seventeenth Street; 20 minutes.

ROBERTS SCHOOL — Miss Clara E. Cogger, Principal
Grades 1-4; Fourteenth car east to Adelaide Street; walk west two blocks; 20 minutes.

ROSE SCHOOL — Miss Alice V. Hart, Principal
Grades 1-8 and Kin.; Michigan-Gratiot car to Van Dyke Avenue, walk one block north; 40 minutes.

RUSSELL SCHOOL — George R. Berkaw, Principal
Grades 1-6 and Kin., Prevocational Class for Boys, baths, Open Air School; Fourteenth car to Eliot Street, walk two blocks east; 20 minutes.

SAMPSON SCHOOL (New) — Miss Madeline Holmes, Principal
Grades 1-8 and Kin., furnished with tables and chairs; West Warren car to Begole Street, or Woodward car and transfer to Crosstown west car to Begole, walk two blocks north; 40 minutes.

SCHOOL FOR BLIND
See Franklin School.

SCHOOL FOR CRIPPLES
See Clinton School.

SCHOOL FOR DEAF — Miss Gertrude Van Adestine, Principal
Day School, Grades 1-8 and Training School for Teachers of the Deaf. See Houghton School.

SCRIPPS SCHOOL — Miss Helen Baker, Principal
Grades 1-8 and Kin., D. S., and M. T.; Sherman car east to Belvidere Avenue; 25 minutes.

SILL SCHOOL — Roy W. Stevens, Principal
Grades 1-6 and Kin.; West Warren car to Thirtieth Street; 35 minutes.

SMITH SCHOOL — Miss Anna J. Maher, Principal
Grades 1-6 and Kin.; Sherman car east to Ellery Street, walk north two blocks; 35 minutes.

STEPHENS SCHOOL (New) — Hiram W. Miller, Principal
Grades 1-8 and Kin., Open Air Classes; Michigan-Mack car to Seneca Avenue, walk two blocks north; 40 minutes.

TAPPAN SCHOOL — Miss Helen McKerrow, Principal
Grades 1-8 and Kin.; Michigan car west to Vermont Avenue, walk two blocks south; 20 minutes.

THIRKELL SCHOOL (New) — F. W. Latham, Principal
Grades 1-8 and Kin., Special Preparatory for Girls; Fourteenth car west to Boulevard, walk four blocks north; 40 minutes.

THOMAS SCHOOL — Walter I. Bloom, Principal
Grades 1-8 and Kin.; Harper car to Palmer Avenue, walk east three blocks; 40 minutes.

TILDEN SCHOOL — Miss Katherine Hardie, Principal
Grades 1-8 and Kin., D. S., M. T.; Trumbull car to Kirby Avenue, walk east two blocks; 25 minutes.

TROWBRIDGE SCHOOL — John Belisle, Principal
Grades 1-6 and Kin.; Brush car north to Forest Avenue; 30 minutes.

VAN DYKE SCHOOL, — Miss Ine M. Welch, Principal
Grades 1-6 and Kin.; Sherman car east to Van Dyke Avenue; 35 minutes.

WASHINGTON SCHOOL — James M. Mandeville, Principal
Grades 1-8 and Kin.; Beaubien near Madison Avenue; walking distance.

WEBSTER SCHOOL — T. Dale Cooke, Principal
Grades 1-8 and Kin., D. S., M. T.; Sherman car west to Twenty-first Street; 20 minutes.

WILKINS SCHOOL — Miss M. Weidemann, Principal
Grades 1-8 and Kin.; Sherman or Baker car west to Third Avenue; 10 minutes.

WILLIAMS SCHOOL — Miss Jean Lannin, Principal
Grades 1-8 and Kin.; Michigan-Gratiot car to Mt. Elliott, walk north one block; 30 minutes.

WINGERT SCHOOL — Miss Florence E. Geer, Principal
Grades 1-8 and Kin.; Jefferson-Grand River car to Boulevard, walk west two blocks; 40 minutes.

Prepared by Oliver G. Frederick,

Room 7, 50 Broadway. *Assistant Superintendent of Schools.*

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