CINCINNATI

A city that, with well defined purpose, is seeking through the co-operation of all its institutions—social, civic, commercial, industrial, educational—to develop a unified system of Public Education that shall adequately meet the needs of all its people.

DEPARTMENT OF SUPERINTENDENCE
NATIONAL EDUCATION ASSOCIATION
February 22 - 27, 1915

Guilford School

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DEPARTMENT OF SUPERINTENDENCE
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Introduction

THE PURPOSE of this booklet is to give an account of the Cincinnati school system and to explain the methods of co-operation between the schools and the other educational forces of the city.

Education is no longer regarded as a function that belongs exclusively to the school. It is a function of the whole community. The problem is so to organize the educational process that there may be no wasted effort and that the changes which education makes may be wholly good both for the individual and for society. This conception of social duty imposes upon a community the obligation to care for the individual before he arrives at the customary school age; to give him the best possible advantages during the period of his school life; and then, when his school days are over, to afford him opportunity for such further means of improvement as will enable him to reach the largest measure of self-realization and to attain the highest degree of social efficiency.

This large task of education Cincinnati is endeavoring to perform without distinction of age or of sex, of race or of creed. So much remains to be done that no one would boast of present accomplishment. The ideal, however, is definite and a method of attainment has been chosen. It is the method of co-operation — the harmonious working of all the forces of the city toward one great end. Public and private organizations, the school and the home, the parent and the teacher, the child and the adult, art and industry and commerce, the trades and the professions, labor and capital, are all slowly but surely learning to work together for the common good. To attain this complete harmony is the Cincinnati plan for educational efficiency.

This booklet is offered to the members of the Department of Superintendence of the National Education Association with the hope that it may prove to them an interpreter of the Cincinnati schools and of the Cincinnati plan.

February, Nineteen Fifteen.

LIST OF ILLUSTRATIONS

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THE PUBLIC SCHOOL SYSTEM AS A WHOLE

I.

THE PUBLIC SCHOOL SYSTEM AS A WHOLE

Administration

The school system of Cincinnati is unique in its inclusiveness. The people of the city control the entire organization from the kindergarten through the graduate school of the University. For this reason it is possible to speak of the "public school system" in a sense which includes not only the elementary and the high schools but the University as well.

Although the entire system forms an organic whole, each part has an independent governing body The members of these governing bodies all serve without pay.

The elementary schools are administered by a Board of Education of seven members, elected at large for a term of four years. The members are elected in groups of four and three in alternate odd-numbered years. The Board of Education elects a superintendent of schools for a maximum term of five years, a business manager, and a clerk. Under the direction of the Board these three officers have charge of the three departments of instruction; construction, repair and supplies; and finance. In the department of instruction there are also two assistant-superintendents and ten supervisors.

The high schools are under the control of the Union Board of High Schools. This Board of fourteen members is constituted as follows: the seven members of the Board of Education; five members appointed by the Court of Common Pleas, as trustee of the Woodward fund; and two members elected by the Trustees of the Hughes fund. A contract, made in 1851 and amended in 1895, gives to the representatives of the two Trust Funds a share in the management of the high schools and in return assures to the city an income of approximately $11,500 a year. All other expenses for the maintenance of the high schools are met by appropriations made by the Board of Education. The superintendent of schools, the business manager, and the clerk, all elected by the Board of Education, are also the administrative officers of the Union Board of High Schools.

The Board of Directors of the University of Cincinnati consists of nine members, appointed by the Mayor of the city for terms of six years. These members are appointed in groups of three in the even-numbered years. Thus only one-third retire at the end of each two-year period. By the law of the State of Ohio, the taxes that are levied for the support of the University of Cincinnati are independent of the taxes that are levied by the Board of Education for the support of the other public schools.

Organic connection between the Board of Education and the Board of Directors of the University is maintained through the medium of the College for Teachers, a joint enterprise which is managed by a "Committee in Charge." This Committee consists of the Superintendent of Schools, the President of the University, one member of the Board of Education, and one member of the Board of Directors of the University.

From the foregoing account it may be seen that the co-ordination of educational effort in Cincinnati is due not to a single unifying executive, but to the co-operation of independent authorities, all working together for the common good, and all responsible, in the final analysis, to the people of the city whose work they are doing.

Executive Department

The administration of the schools under the control of the Board of Education is organized in two principal departments — the Department of Instruction, and the Department of Business.

(*a*) Department of Instruction

The Superintendent at the head of the Department of Instruction has the appointment, subject to the approval of the Board of Education, of the teaching and supervising staff and other officers and employees who come under his direction; viz., at the present time:

2	Assistant Superintendents
5	Members of the College for Teachers
10	Supervisors, or Directors of Departments
6	High School Principals
189	High School Teachers
59	Elementary School Principals
978	Elementary School Teachers
80	Kindergarten Teachers

5 Special School Principals
22 Special School Teachers
8 Night School Principals
153 Night School Teachers
50 Continuation School Teachers
42 Domestic Science Teachers
40 Manual Training Teachers
8 Penmanship Teachers
23 Drawing Teachers
13 Music Teachers
36 Physical Training Teachers
1 Chief Truant Officer
5 Assistant Truant Officers
1 Director of the Vocation Bureau
4 Assistants of the Vocation Bureau
7 Clerks and Stenographers

Co-operating with the Department of Instruction, but under the direction of the Health Department, there are assigned to the schools the following:

1 Chief Medical Inspector
15 District Physicians
14 School Nurses
6 Dental Operators
2 Clinic Assistants

(*b*) Department of Business

The Business Manager at the head of the Business Department is charged with the erection, repair and care of all school buildings, and with the purchase and distribution of supplies and materials of all kinds. Serving under his direction are the following regular employees:

1 Superintendent of Buildings
1 Chief Clerk
1 Assistant Clerk
1 Chief Engineer
1 Visiting Engineer
1 Chief Janitor
4 Building Inspectors
2 Stenographers
1 Telephone Operator
86 Janitors and Engineers

The janitors and engineers are awarded contracts for the care of the buildings and grounds. They employ their own assistants, furnish their own cleaning supplies, and, under the direction of the principals, are held responsible for the care and cleanliness of the buildings of which they have charge.

The Board of Education has full control over the purchase of sites and the erection of buildings thereon, with authority to issue bonds in payment for the same. The Business Manager, under direction of the Board, has charge of the erection of all buildings, after the plans, passed upon by the Superintendent, have been adopted by the Board.

Finances

The financial year corresponds to the calendar year. In June, the Board of Education of the school district, which is somewhat larger than the city, submits to the Budget Commission of the county an estimate of its financial needs for the ensuing calendar year. The Budget Commission, composed of the Mayor of the city, the County Auditor, and the County Prosecuting Attorney, considers this request, together with all similar requests from the city and other taxing units in the county. Under the present law, the Commission may allow school districts not to exceed five mills on the tax duplicate of the district. There are three funds: *Tuition,* from which the salaries of the teachers and all other educational officials who hold teachers' certificates, are paid; *Contingent,* from which are paid all other officers and employees, also pensions, fuel, light, books, supplies, furniture, repairs, and all other running expenses; *Bonds, Interest and Sinking Fund,* make up the third fund. Expenditures for sites, new buildings, and extensive alterations of old buildings are now met by bond issues, the issuance of which is controlled entirely by the Board of Education. The proceeds of such bond issues can be used, however, only for the purposes indicated in the preceding sentence. The Budget Commission may also allow not to exceed five mills for city purposes and three mills for county, which, with the maximum of five mills for school purposes, makes thirteen mills; but the law specifies that for the three purposes, the total amount shall not exceed ten mills, and that each division may be reduced, in such manner as in the judgment of the Budget Commission is equitable, so that the total shall not exceed ten mills. Requests for an additional levy of not to exceed five mills for all purposes, may, however, with the permission of the Budget Commission, be submitted to the people, which, if approved, shall be assessed for the benefit of the city, county, or school district as the case may be.

In June, 1914, the Board of Education submitted a budget of proposed expenditure for the calendar year 1915, as follows:

Tuition	$1,723,144.00
Contingent	710,100.40
Bonds, Interest and Sinking Fund	245,100.75
Total	$2,678,345.15

This was to be derived as follows:

From State Appropriations	$ 153,100.00
Miscellaneous Revenues	52,000.00
District Taxes	2,473,245.15

The Budget Commission found it necessary, under the ten-mill limitation, to reduce this amount nearly $300,000, permitting the Board of Education, however, to ask the people to grant an extra tax levy sufficient to yield $300,000 additional for the present year. This proposition was submitted at the general election in November, and carried by a majority of nearly 35,000.

The tax duplicate for the Cincinnati School District for the year 1915 is $605,948,930.

Allowed for Tuition Fund	2.61 mills
Contingent Fund	1.08 "
Bonds, Interest and Sinking Fund	.41 "
Total	4.10 mills

In round numbers, it is proposed to expend for the principal items the following amounts:

For Salaries:	
High Schools	$ 317,000
Elementary Schools	1,031,000
Kindergartens	67,000
Special Schools	40,000
Night Schools	55,000
Continuation Schools	25,000
College for Teachers	15,000
Special Departments:	
Domestic Science	20,000
Manual Training	38,000
Music	19,000
Drawing	12,500
Penmanship	8,300
Physical Training	27,000
For Vacation Schools	17,000
Gardening	5,700
Social Centers	10,000
Lunch Rooms	4,000

Playgrounds	15,000
Pensions	37,500
Janitor Service	143,000
School Plant Operation	110,500
School Plant Maintenance	170,000
Instructional Operation (equipment, books, supplies, etc.)	108,000
Compulsory Education	14,000
Transportation of Pupils	3,500

Attendance

The number belonging in the several departments at the present time is as follows:

Day Schools		41,796
Kindergarten	2,157	
Elementary Schools	34,924	
Special Schools	346	
High Schools	4,351	
Night Schools		7,551
Total		49,347

The average number in vacation schools is as follows:

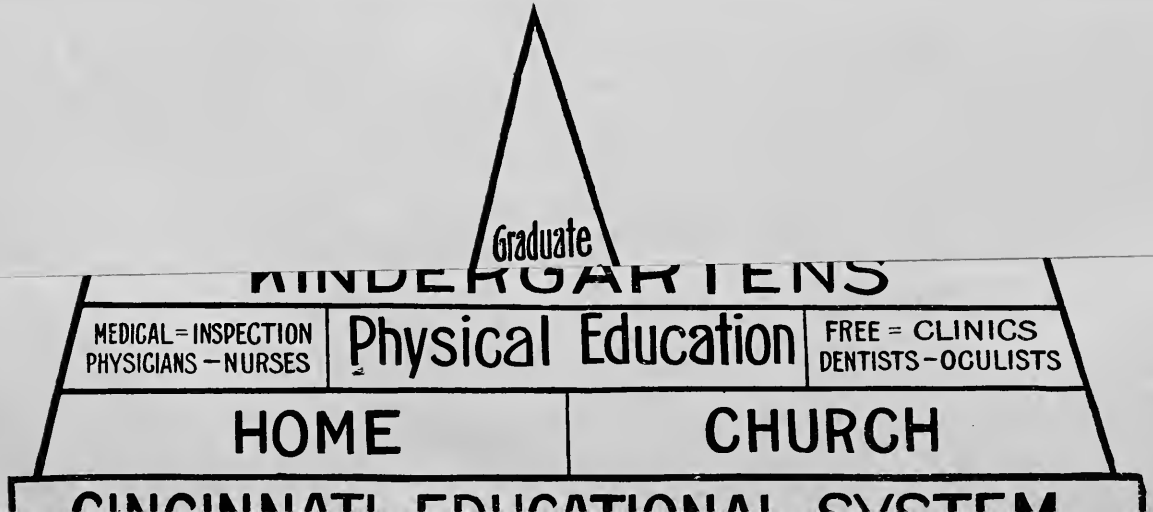
Academic School	1,200
Vacation Schools	2,100
Playgrounds	2,000
Total	5,300

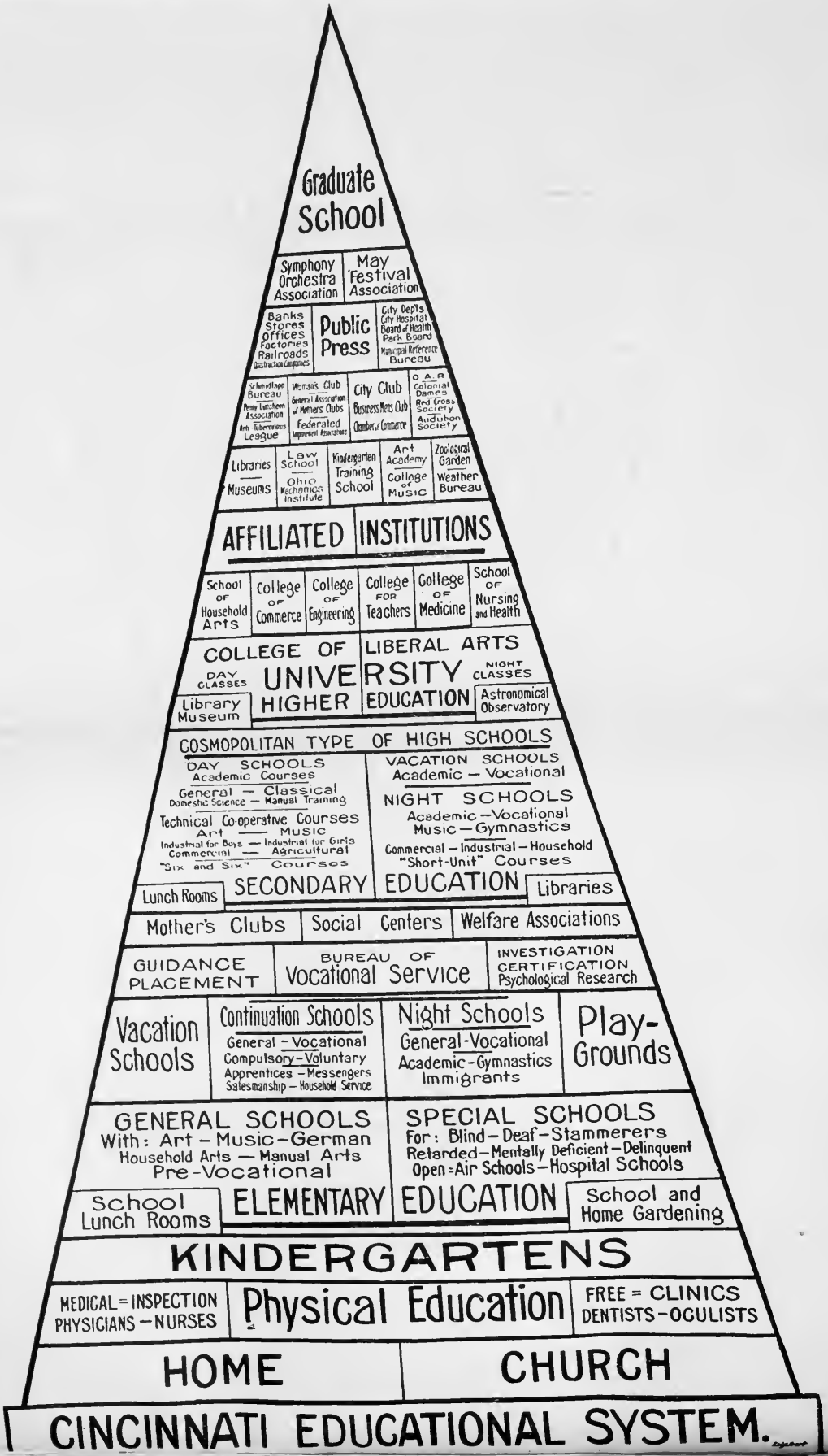
In Continuation Schools, before the present law went into effect, raising the compulsory age of attendance for boys to fifteen and for girls to sixteen, the enrollment was as follows:

Compulsory	3,200
Voluntary	1,900
Total	5,150

Organization of the School System

I. College for Teachers (Organized 1905)
II. High Schools:
  A. Academic Courses:
    (*a*) General Course (Established 1847)
    (*b*) Classical Course (Established 1847)
    (*c*) Manual Training Course (Established 1906)
    (*d*) Domestic Science Course (Established 1906)
  B. Technical Courses:
    (*e*) Commercial Course (Established 1910)


Graduate
KINDERGARTENS
MEDICAL = INSPECTION
PHYSICIANS – NURSES
Physical Education
FREE = CLINICS
DENTISTS – OCULISTS
HOME
CHURCH
CINCINNATI EDUCATIONAL SYSTEM


Graduate School
Symphony Orchestra Association
May Festival Association
Banks Stores Offices Factories Railroads Distinction Chapters
Public Press
City Dep'ts City Hospital Board of Health Park Board
Municipal Reference Bureau
Schoolhouse Bureau
Penny Luncheon Association
Anti-Tuberculosis League
Woman's Club
General Association of Mothers' Clubs
Federated Improvement Associations
City Club
Business Men's Club
Chamber of Commerce
D A R
Colonial Dames
Red Cross Society
Audubon Society
Libraries
Museums
Law School
Ohio Mechanics Institute
Kindergarten Training School
Art Academy
College of Music
Zoological Garden
Weather Bureau
AFFILIATED INSTITUTIONS
School of Household Arts
College of Commerce
College of Engineering
College for Teachers
College of Medicine
School of Nursing and Health
COLLEGE OF
DAY CLASSES
UNIVERSITY
HIGHER
LIBERAL ARTS
NIGHT CLASSES
EDUCATION
Library Museum
Astronomical Observatory
COSMOPOLITAN TYPE OF HIGH SCHOOLS
DAY SCHOOLS
Academic Courses
General — Classical
Domestic Science — Manual Training
Technical Co-operative Courses
Art — Music
Industrial for Boys — Industrial for Girls
Commercial — Agricultural
"Six and Six" Courses
VACATION SCHOOLS
Academic — Vocational
NIGHT SCHOOLS
Academic — Vocational
Music — Gymnastics
Commercial — Industrial — Household
"Short-Unit" Courses
Lunch Rooms
SECONDARY EDUCATION
Libraries
Mother's Clubs
Social Centers
Welfare Associations
GUIDANCE
PLACEMENT
BUREAU OF
Vocational Service
INVESTIGATION
CERTIFICATION
Psychological Research
Vacation Schools
Continuation Schools
General - Vocational
Compulsory - Voluntary
Apprentices - Messengers
Salesmanship — Household Service
Night Schools
General-Vocational
Academic-Gymnastics
Immigrants
Play-Grounds
GENERAL SCHOOLS
With: Art — Music — German
Household Arts — Manual Arts
Pre-Vocational
SPECIAL SCHOOLS
For: Blind — Deaf — Stammerers
Retarded — Mentally Deficient — Delinquent
Open-Air Schools — Hospital Schools
School Lunch Rooms
ELEMENTARY EDUCATION
School and Home Gardening
KINDERGARTENS
MEDICAL = INSPECTION
PHYSICIANS — NURSES
Physical Education
FREE = CLINICS
DENTISTS — OCULISTS
HOME
CHURCH
CINCINNATI EDUCATIONAL SYSTEM.

(*f*) Boys' Co-Operative Course (Established 1910)
(*g*) Girls' Co-Operative Course (Established 1910)
(*h*) Art Course (Established 1910)
(*i*) Music Course (Established 1910)
(*j*) Agricultural Course (Organized 1914)
C. The "Six-and-Six" Course (Organized 1913)

III. Elementary Schools:
1. General Elementary Schools (Organized 1828)
2. Special Elementary Schools:
(*a*) Oral School for the Deaf (Organized 1888)
(*b*) School for the Blind (Organized 1905)
(*c*) Schools for Foreigners (Organized 1906)
(*d*) Boys' Special School (Organized 1907)
(*e*) Schools for Mental Defectives (Organized 1907)
(*f*) Schools for Retarded Pupils (Organized 1908)
(*g*) Continuation School for Apprentices (Organized 1909)
(*h*) Schools for Exceptionally Bright Pupils (Organized 1910)
(*i*) Elementary Industrial Schools (Organized 1911)
(*j*) Compulsory Continuation Schools (Organized 1911)
(*k*) Open-Air Schools (Organized 1912)
(*l*) School for Stammerers (Organized 1912)
3. Special Departments:
(*a*) German (Organized 1840)
(*b*) Penmanship (Organized 1841)
(*c*) Music (Organized 1844)
(*d*) Physical Training (Organized 1860)
(*e*) Drawing (Organized 1864)
(*f*) Manual Training (Organized 1905)
(*g*) Domestic Science (Organized 1905)

IV. Kindergartens (Organized 1905)

V. Evening Schools (Organized 1840)
1. Evening Elementary Schools (Organized 1840, for boys; organized 1855, for girls; discontinued 1883; re-organized 1892)
2. Evening High Schools:
(*a*) Academic (Organized 1856; discontinued 1883; re-organized 1904)
(*b*) Commercial (Organized 1907)
3. Evening Schools for Foreigners (Organized 1905)
4. Evening Industrial Schools (Organized 1906)
5. Evening Gymnastic Classes (Organized 1912)
6. Evening School for Stammerers (Organized 1912)

VI. Summer Schools:
1. Vacation Schools (Organized 1906)
2. Summer Academic—Elementary and High (Organized 1908)
3. Playgrounds (Organized 1909)
4. Gardening (Organized 1912)
VII. Social Centers (Organized 1913)
VIII. Vocation Bureau (Organized 1915)

Development of the Schools

Beside the foregoing table of the present organization of the Cincinnati system, it is interesting to place a chronologic tabulation, showing the five stages in the development of the system.

I. The Beginning—1828 to 1840.
Regular Elementary Schools, organized 1828.

II. The First Developments—1840 to 1855.
Evening Elementary Schools for Boys, organized 1840.
Special Departments: German, organized 1840; Penmanship, organized 1841; Music, organized 1844.
High Schools, General and Classical Courses only, established 1847.

III. The Period of Slight Advance—1855 to 1883.
Evening Elementary Schools for Girls, organized 1855.
Evening Academic High Schools, organized 1856.
Special Departments: Physical Training, organized 1860; Drawing, organized 1864.

IV. The Waiting Period—1883 to 1904.
Evening Elementary Schools discontinued 1883.
Evening High Schools discontinued 1883.
Oral School for the Deaf, organized 1888.
Evening Elementary Schools re-organized 1892.

V. The Awakening—1904 to 1914.
Evening Academic High Schools re-organized 1904.
College for Teachers in the University of Cincinnati, organized 1905.
Kindergartens, organized 1905.
Special Departments: Manual Training, organized 1905; Domestic Science, organized 1905.
School for the Blind, organized 1905.
Evening Schools for Foreigners, organized 1905.
High Schools, Manual Training and Domestic Science Courses, established 1906.
Schools for Foreigners, organized 1906.
Summer Vacation Schools, organized 1906.
Evening Industrial Schools, organized 1906.
Evening High Schools, Commercial Course, organized 1907.
Boys' Special School, organized 1907.
Schools for Mental Defectives, organized 1907.
Schools for Retarded Pupils, organized 1908.
Summer Academic Schools, Elementary and High, organized 1908.
Continuation School for Apprentices, organized 1909.
Playgrounds, organized 1909.
Schools for Exceptionally Bright Pupils, organized 1910.
High School Technical Courses, Commercial Course, Boys' Co-Operative Course, Girls' Co-Operative Course, Art Course, Music Course, established 1910.
Elementary Industrial Schools, organized 1911.
Compulsory Continuation Schools, organized 1911.
Open-Air Schools, organized 1912.
School for Stammerers, organized 1912.

Evening Gymnastic Classes, organized 1912.
Evening School for Stammerers, organized 1912.
School Gardening, organized 1912.
Social Centers, organized 1913.
The "Six-and-Six" Course, organized 1913.
The Agricultural Course, organized 1914.
The Vocation Bureau, organized 1915.

Even this bare outline is sufficient to indicate the progressive socialization or democratization of the Cincinnati school system, particularly during the past decade of marked achievement; and the outline does not show at all the many special adjustments that are annually effected for groups of pupils and individuals, especially by the opportunity for generous election of studies offered in the larger high schools. Alongside this instructional development toward meeting the educational needs of all sorts and conditions of children, youth, and adults, Cincinnati's recent progress in building development has been extraordinary.

Rehabilitation of the School Plant

Almost within a decade the Cincinnati school plant has been largely made over by the erection of splendid new school buildings and by the remodeling, enlargement, and improvement of old buildings. The following table tells its own story (figures excluding the cost of lots):

1903	College Hill, south building	$ 15,000
1903	Horace Mann	58,875
1903	Morgan	101,200
1906	Central Fairmount	160,800
1906	Clifton	145,000
1906	Dyer	270,140
1906	Evanston	134,600
1906	Peaslee, remodeled after fire	53,000
1907	Avondale	236,700
1907	Oyler, reconstructed after fire	54,530
1908	Twenty-second, remodeled	76,500
1909	Highlands	139,208
1909	Madisonville	116,000
1909	Pleasant Ridge High	71,000
1909	Washington, remodeled and enlarged	158,026
1909	Westwood	209,407
1910	Douglass	167,871
1910	Hughes High, Building	750,000
	Equipment	95,000
1910	Kirby Road	151,220
1910	Oakley	110,000
1910	Washburn	229,855

1910	Woodward High, Building	730,350
	Equipment	103,500
1911	Twenty-third, north building	90,000
1911	Winton Place	148,850
1912	Sands	290,000
1913	Carthage, improved	38,000
1913	Guilford	192,236
1913	Kennedy Heights	67,000
1914	Rothenberg	275,000
1915	Bloom, new building, approximately	300,000
	Total for Twelve Years	$5,738,868

All parts of the city have shared in this notable rehabilitation of the school plant, from the congested downtown districts to such distant outlying sections as Westwood, College Hill, and Madisonville. And the trend in school building has been wholly away from the old, small district schools for quite restricted localities to large buildings, accommodating the children of more extended areas, and furnishing for them such a variety of educational facilities as are unattainable in small schools.

Appointment and Promotion of Teachers

Appointments and promotions of teachers are in accordance with the following regulations:

Regulation 8:

SECTION 1. Appointments and promotions to all teaching and supervisory positions in the school system shall be made by the Superintendent of Schools from merit lists based upon personality, scholarship, professional preparation, and successful experience.

SEC. 2. There shall be the following lists:

I. A first or preferred list, and a second list:
   1. For regular positions in the elementary schools.
   2. For positions in each of the special departments in the elementary schools.
   3. For positions in each of the departments of the high schools.
   4. For each class of principalship or assistant principalship.
   5. For other positions at the direction of the Superintendent of Schools.

II. Special Lists.

SEC. 3. First or preferred lists for appointment and promotion shall be formed from candidates whose teaching has been approved and who possess either of the following qualifications:

(*a*) Graduation from a standard* institution — college, university, normal, or special school — and the completion of approved professional training, either as a part of or in addition to the course pursued in such institution; or, in lieu of such professional training, successful teaching experience of not less than two years, and satisfactory evidence of professional study and growth.

(*b*) The completion of approved courses, in recognized** institutions equivalent to those required for graduation from a standard institution, including an approved course in professional training; or, in lieu of such training, successful teaching experience of not less than two years, and satisfactory evidence of professional study and growth.

Note.—*A "standard" institution is one which requires the completion of a four-years' high-school course for admission, and not less than 120 semester hours for graduation.

**A "recognized" institution is one requiring the completion of a four-years' high school course for admission, and offering courses equivalent to those of "standard" institutions.

SEC. 4. Second lists shall be formed from candidates who have completed a first grade high school course or its equivalent, and have completed a two-year normal-professional or technical-school course; or, in lieu thereof, have had not less than two years of approved experience in teaching and one year of professional training.

SEC. 5. Special lists for positions requiring technical knowledge and skill shall be formed from time to time at the direction of the Superintendent of Schools from candidates whose education and training qualify them to fill such positions.

SEC. 6. The listing and ranking of candidates for appointment to teaching positions in the elementary schools shall be in charge of the Professor of Elementary Education in the College for Teachers, with the co-operation of the supervisors concerned in cases affecting the special departments.

SEC. 7. The listing and ranking of candidates for appointment to teaching positions in the high schools and for promotion within the high school service shall be in charge of the Professor of Secondary Education in the College for Teachers, with the co-operation of the supervisors concerned in cases affecting the special departments.

SEC. 8. The listing and ranking of candidates for principalships and assistant principalships shall be in charge of the Assistant Superintendent of Schools, with the co-operation of the Professors of Education in the College for Teachers.

SEC. 9. All lists for appointment and promotion shall be subject to the approval of the Superintendent of Schools.

SEC. 10. Candidates eligible to consideration for positions other than teaching positions, whose qualifications have been tested and approved, shall be ranked according to their relative fitness for the positions to be filled.

SEC. 11. Any teacher eligible under the rules, who has voluntarily withdrawn from the service, whose teaching has been inspected and approved, may, at the option of the Superintendent of Schools, take precedence over all other candidates listed for appointment to the kind of position formerly held by such teacher.

SEC. 12. Appointment and promotion lists for all regular positions shall be formed in June of each year, and at such other times as may be necessary at the direction of the Superintendent.

SEC. 13. Appointments and promotions shall be made in the order of rank on the lists, candidates of the first or preferred list taking precedence over candidates on the second list; however, any properly listed candidate, who is exceptionally qualified for a given position, on account of training, experience, or personality, may, by action of the Superintendent of Schools, after conference with the official who listed such candidate, take precedence over all other persons on either list; all such appointments are to be accompanied by a statement of the reasons for the appointment. Residents of Cincinnati, who are equal in rank to other candidates, shall receive precedence in appointment.

SEC. 14. A candidate may decline appointment in turn without forfeiting the right to later appointment at any time before the formation of a new list.

Professional Improvement of Teachers in Service

After appointment, for which a large amount of pro-

fessional preparation is prerequisite, teachers in service are credited for work in professional improvement by a system of credits which determine salary increases.

The maximum salary for elementary teachers is $950, and an additional advance of $50, to a maximum of $1,000, is granted to all teachers who have pursued after appointment professional work aggregating a total of at least eight credits. This work may be done during the school year, afternoons, evenings, or Saturdays, at the University of Cincinnati, at the Art Academy, and at various other educational institutions, or in school houses under instructors approved by the Superintendent of Schools. It may also take the form of summer work or the completing of a year's course in the State Reading Circle.

After reaching the maximum salary, teachers are required to take at least one professional course every other year. Each year since the establishment of this system, practically every teacher in the city schools has done some professional work.

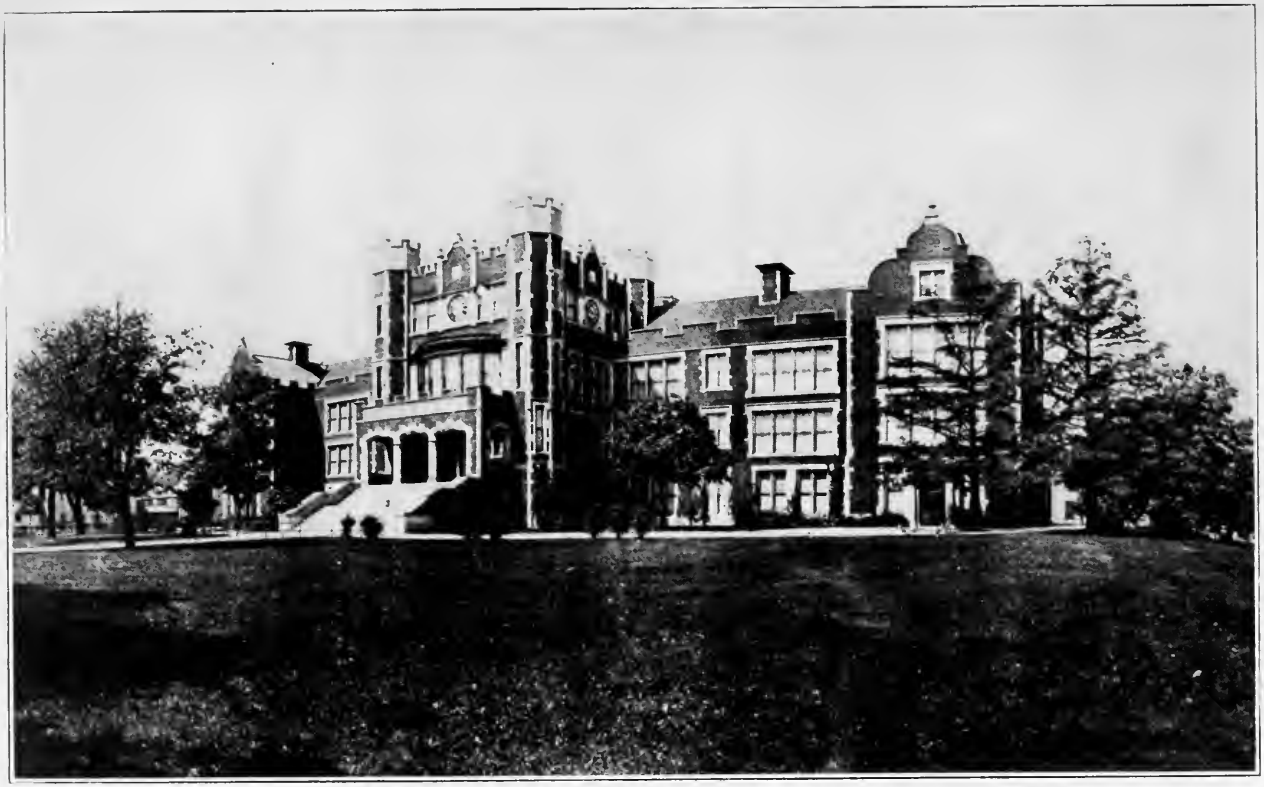
Free Text-Books

In September, 1900, free text-books were supplied to all pupils of the eighth grade of the schools. It was felt that during the last year of the elementary course the strongest temptation for leaving school came, and at this point books were more used and more costly than in the lower grades, so that here free text-books were first provided.

The following year books were furnished to pupils of the sixth, seventh, and eighth grades, and music books to pupils of all grades.

In 1904, books were supplied to pupils in all grades from the fourth to the eighth inclusive. In September, 1905, free text-books were provided for pupils in all elementary grades; in 1907, the system was extended to include the first year of high school. In 1908 the second year of high school, in 1909 the third year, and in 1910 the fourth year of high school were included.

During the school year 1912-1913, the expenditure for the purchase of text-books was $17,084; and for covering, renovation, etc., $4,600.



Avondale School

Central Fairmount School

Douglass School

Highlands School

Sands School

Washburn School

Westwood School

II
THE UNIVERSITY OF CINCINNATI

II

THE UNIVERSITY OF CINCINNATI

Foundation and Development

On his death in 1858, Charles McMicken gave to the City of Cincinnati by will almost the whole of his estate, valued at about $1,000,000 for the purpose of establishing and maintaining "two colleges." He had "long cherished the desire to found an institution where white* boys and girls might be taught not only a knowledge of their duties to their Creator and their fellow men, but also receive the benefit of a sound, thorough and practical English education, and such as might fit them for the active duties of life, as well as instruction in the higher branches of knowledge, except denominational theology, to the extent that the same are now or may hereafter be taught in any of the secular colleges or universities of the highest grade in the country."

Nearly half the property thus devised was lost by a court decision in 1860; so that for ten years the revenue derived from the estate was applied to its improvement. Finally, as the outcome of efforts to unite various educational trusts in Cincinnati, there was passed in 1870 by the General Assembly of Ohio an act under which the *University of Cincinnati* was established. Bonds were issued by the city to provide funds for a suitable building, which was, however, not ready for use until the fall of 1875; but students were received and instruction was begun in Woodward High School in 1873. In 1874, the Academic Department, now called the *McMicken College of Liberal Arts,* was formally organized by the appointment of three professors and two instructors.

Such was the origin of the University of Cincinnati — beginning as a private benefaction to the whole city, it was accepted and wisely developed by the city. In the development, however, under city auspices the founder's proposal to limit admission to "white boys and girls" was entirely abandoned.

Expansion of this new city college began almost immediately, has continued to the present, and will proceed further and further along every line in which the Uni-

*This limitation was abandoned under city management.

versity can serve the needs of the people. In 1872, the Cincinnati Astronomical Society (founded in 1842) transferred its property to the city to become part of the University, and thus was established the department of the *Astronomical Observatory.* From its organization in 1887 the Clinical and Pathological School of the Cincinnati Hospital has been affiliated with the University, first as the Medical Department, and since 1896 as the Department of Clinical Medicine. In 1896, the Medical College of Ohio (founded in 1819) became a part of the University; and, by re-organization and consolidation with the Miami Medical College in 1908, the Ohio-Miami Medical College was established as the *College of Medicine* of the University of Cincinnati. Out of a professorship of civil engineering in the College of Liberal Arts there has developed the *College of Engineering,* which received its name in 1900, and was organized into a distinct department in 1904. The *College for Teachers* was organized in 1905 in co-operation with the City Board of Education. In 1906 the *Graduate School* was separated from the College of Liberal Arts, and given a distinct organization. The *College of Commerce* and the *Evening Academic Classes* of the College of Liberal Arts were organized in 1912. A *Bureau of City Tests* was established in 1912 in the College of Engineering to co-operate with the Engineer's office of the City Department of Public Service. In 1913 the *Municipal Reference Bureau* in the City Hall was opened as a department of the University under the direction of the Professor of Political Science. The *School of Household Arts* was organized in 1914. For a number of years professors and instructors of the College of Liberal Arts have been conducting *External Courses* at various stations in and outside of the city. And, in order to facilitate the study of *Law, Theology,* and *Art,* special co-operative arrangements are in force between the University and the Cincinnati College of Law, Lane Theological Seminary, Hebrew Union College, and the Art Academy of Cincinnati.

Today the University of Cincinnati stands as the only fully organized Municipal University in the country. Supported in large part by public taxation, it is a university of the people, by the people, for the people. On the hill of Clifton Heights may be seen the Thirtieth District School, Hughes High School, and the main group of Uni-

versity buildings, concretely presenting the striking fact that in Cincinnati free instruction from the kindergarten through the graduate school of the University is offered to all the children and youth of the community. Clifton Heights is thus the educational Acropolis of Cincinnati. It is an inspiring presentation of democracy in education.

Of the ten principal divisions of the University, the McMicken College of Liberal Arts, the College of Engineering, the College for Teachers, the College of Medicine, the College of Commerce, the School of Household Arts, the Evening Academic Classes, the External Courses, the Astronomical Observatory, and the Graduate School, that college which is likely to be of most interest to visiting educators is the College for Teachers.

Throughout the University the keynote of all endeavor is co-operation, the "co-operative plan," the "Cincinnati idea." Perhaps this distinctive message of the University of Cincinnati has gone abroad in recent years chiefly from the College of Engineering, for the Cincinnati plan of "co-operative instruction" in engineering has become quite notable. Yet co-operative plans, based on the same principle as that applied in the engineering courses, have been in operation for a greater or less length of time in various other departments of the University; and both the idea and the practice of instruction by co-ordinating theory, given in University classes, with actual practice in life situations, were existent in the University before the "co-operative courses" in the College of Engineering were established.* For years, in fact, the whole atmosphere of the University of Cincinnati might be described as "co-operative."

College for Teachers

The College for Teachers, both in its establishment and in its operation, is only another example of this Cincinnati co-operation. Organized in 1905 as a co-operative enterprise, conducted jointly by the University and the Cincinnati Board of Education, this unique city normal training college is developing teachers of very high attainments; and, since the establishment of this school, Cincinnati has been able to set up a standard for elementary teachers that is unequaled elsewhere.

*For example, even the old "Medical Department" of the University (see above) was at the same time a School of the Cincinnati Hospital.

The seat of authority for the management of the College for Teachers is a Committee in Charge, consisting of the President of the University and one member of the University Board of Directors, and the City Superintendent of Public Schools and one member of the City Board of Education. Students in the College for Teachers receive their advanced academic education in the College of Liberal Arts and the Graduate School, their professional instruction in the College for Teachers, and their practical training in selected city public school rooms, under the supervision of the professors, assistant professors, and instructors in education, of the faculty of the College for Teachers.* Thus these students have the benefit of working in a flourishing university; they observe and practice in the educational laboratory of a great public school system; and upon graduation they may be placed upon a *preferred* list for appointment into the Cincinnati public schools. Graduates are also recommended for appointment into schools outside the Cincinnati system; and, in order to obviate undesirable inbreeding, candidates from sources other than the College for Teachers are eligible for listing for Cincinnati appointment upon equal terms with graduates of the city college.

The College for Teachers also aids systematically in the important work of improving teachers already in service, by offering annually in late afternoon and Saturday hours collegiate courses and seminars in education; for example, in 1914-15 twelve such courses are offered. Many other courses especially for teachers are offered by members of the departments in the College of Liberal Arts; by the instructors in the Cincinnati Kindergarten Training School, which is organically affiliated with the University; by instructors in the Art Academy of Cincinnati; and by the special supervisors of the Cincinnati public schools.

The professors of education in the College for Teachers render further co-operative service to the city by acting as special assistants to the Superintendent of Public Schools in passing upon candidates for appointment and promotion, thus having a large share in the making of the merit lists. These duties were re-formulated recently in

*In 1914-15 the schools in which observation and practice are conducted are: for candidates in training for the elementary schools, the Thirtieth District, Raschig, Sherman, and Douglass (colored) schools; and for candidates in training for secondary schools, Hughes High School.

the revised rules of the Board of Education. [See above, the section on Appointment and Promotion of Teachers.] Furthermore, all city teachers after appointment are subject to the supervision of the College for Teachers for at least one year.

In 1913, in order to facilitate administration, to extend the scope of the work of the College for Teachers, and at the same time to give to the college a greater degree of autonomy, a plan of re-organization was worked out and adopted by the faculties of the College for Teachers and the College of Liberal Arts, acting in co-operation. Interesting items of this plan are the following:

I. *Four-Year Curricula Leading to the Degree of Bachelor of Science in the College for Teachers.*

1. That the University offer four-year curricula for prospective teachers in elementary schools, leading to the degree of Bachelor of Science, to be conferred upon recommendation of the faculty of the College for Teachers.

2. That students matriculated in such curricula be registered in and subject to the jurisdiction of the College of Liberal Arts during the first two years; and that such students be registered in and subject to the jurisdiction of the College for Teachers during the last two years.

3. That the standard of admission to such four-year curricula be the same as that of admission to the College of Liberal Arts.

4. That courses taken in the first two-year period, as prerequisite to professional programs in the College for Teachers, shall be prescribed by the faculty of the College for Teachers after conference with the faculty of the College of Liberal Arts.

5. That the courses to be included in the second two-year period be determined by the College for Teachers.

6. That students from other institutions, who have met college entrance requirements, who are candidates for the above degree, and who offer at least two years of work, academic or professional, acceptable to the College for Teachers for advanced standing, be under the jurisdiction of that college.

II. *Extended Curricula Leading to the Degree of Bachelor of Arts and also to a Teacher's Diploma.*

1. That the University offer extended curricula leading to the degree of Bachelor of Arts, to be conferred upon recommendation of the faculty of the College of Liberal Arts, and leading also to appropriate teachers' diplomas (in elementary education, secondary education, etc.) to be conferred upon recommendation of the faculty of the College for Teachers, upon the completion of such curricula.

2. That the undergraduate courses which may be included in such extended curricula, be determined by the College for Teachers, subject to regulations governing students who are candidates for the degree of Bachelor of Arts.

3. That the courses in Education which may be accredited in partial fulfillment of the requirements for the degree of Bachelor of Arts, so as to facilitate the completion of a professional program in the College for Teachers subsequent to receiving this degree, be determined by the College of Liberal Arts.

III. *Special Curricula.*

1. That the University, independently or in connection with affiliated institutions, provide special curricula, not less than two years in length, open to any who have fulfilled college entrance requirements, such curricula leading, upon recommendation of the faculty of the College for Teachers, to appropriate teacher's diploma to be conferred upon those who have specialized in kindergarten work, art, etc., without proceeding to a degree.

2. That students enrolled in such special curricula be registered in and under the jurisdiction of the College for Teachers only.

3. That students completing such special curricula may subsequently be recommended by the College for Teachers for the degree of Bachelor of Science, upon conditions to be determined by this college, subject, however, to the completion of two years' undergraduate work accepted by the College of Liberal Arts.

The chief significance of this re-organization, aside from the matter of increased autonomy for the College for Teachers, is that, although emphasis is still placed upon the four-year and five-year curricula, hereafter two-year curricula for certain lines of training are to be given definite recognition.

Thus the College for Teachers of the University of Cincinnati is a high grade professional school; and in view of the scope of its activities, and its possibilities for good in the life of the city, it is manifestly at least as important as any other branch of the University, or any other department of the city's public service.

College of Engineering

The College of Engineering is noted principally for its "co-operative courses," which were inaugurated in September, 1906. Instruction is offered in the five lines of Civil Engineering, Chemical Engineering, Electrical Engineering, Mechanical Engineering, and Metallurgical Engineering. The "Cincinnati plan" of engineering education has as its essential feature the ingenious and highly effective co-ordination of actual shop and field work in the various lines of practical engineering with carefully organized university instruction. Students are handled in

pairs, the members of each pair alternating so that one student is at work while the other attends college classes, the exchange of students occurring bi-weekly. In this way "the practice of engineering is taught in a shop or on a railroad under actual commercial conditions, and the science underlying the practice is taught in the University." Five years are required for the completion of these courses, and the college-shop year extends over eleven and a half months. Co-operative students are subject to all the regulations of the manufacturing and engineering companies with which they work, and in return these students receive wages at the same rate as other employees.

College of Medicine

The College of Medicine, legally "The Ohio-Miami Medical College of the University of Cincinnati," is a member of the Association of American Medical Colleges; is rated an "A plus" institution by the Council on Education of the American Medical Association; and has been added to the "recognized list" of the Conjoint Examining Boards of the Royal Colleges of Physicians and Surgeons of England. This college is not only an integral part of the University, but it is also organically related to the great new Cincinnati Hospital, which is the most thoroughly equipped general hospital in the United States and as complete an institution of its kind as is to be found in the world; and the college possesses additional facilities for clinical instruction by having control of the clinics of the Good Samaritan Hospital and the Hospital for Tuberculosis. Professors of the College of Medicine form the staffs of these three institutions. Furthermore a high grade School of Nursing and Health is being developed by means of co-operative arrangements between the College of Medicine and the Cincinnati Hospital on the one side and on the other the School of Household Arts of the University. And, in addition, the College of Medicine and the Cincinnati Board of Health have entered into a co-operative agreement under which students of medicine in the junior year divide their time between regular work in the college and active service in the Board of Health. Here, therefore, are examples of professional and practical co-operation on a very broad scale for the service of the community in medical teaching and research and in the preservation of the public health.

University as a Whole

The University of Cincinnati, as a whole, has certainly far outgrown whatever conception Charles McMicken had in mind when he directed the establishment of his "two colleges"; but it has also attained the level of development and recognition that the founder desired, when he provided for an institution that should equal the "secular colleges and universities of the highest grade in the country."

III
THE HIGH SCHOOLS

III

THE HIGH SCHOOLS

The large High Schools of Cincinnati are of the cosmopolitan type. In both Hughes and Woodward, each of which has occupied new buildings for about five years, there may be found a great variety of work. Here within the same walls are students in the college preparatory, general, manual training, domestic science, commercial, industrial, music, and art courses. To these courses has been added recently, in Woodward, an agricultural course. Each of these buildings is a school plant costing a million dollars. In Hughes there have been enrolled this year over nineteen hundred students and in Woodward about eighteen hundred.

In addition to these large schools there are four other high schools, Walnut Hills, Madisonville, Pleasant Ridge, and Hartwell. Of these the largest is the Walnut Hills high school, which has added to the general course of study some work in domestic science and commercial subjects.

The Union Board of High Schools has recently made provision for the appointment of a woman teacher at both Hughes and Woodward to serve as a dean of girls. Matters which are not of a general administrative nature but which are of special concern to girls will come under the supervision of these deans.

The large increase in attendance, as shown in the following chart, may be taken as evidence that the high schools are responding to the needs of the community and that they are performing a large public service.

General and Classical Courses

For over fifty years the curriculum in the Cincinnati high schools remained practically the same. It offered to the student Latin, Greek, the modern languages of German and French, two or three years of science, mathematics for two, three, or four years, and a single year of history. From a meager study of the mother tongue, English was extended until it ran through the entire

course. In the half century there were slight changes and some additions. With more of history, music, and art, with Spanish, with better equipped laboratories, and with increased attention to physical culture, this is virtually the group of subjects offered to the student in the general course today. It still is popular and enrolls a large number of students. The new subjects and the vocational courses have been welcomed because they have brought into the high schools large numbers of young people, and have given them the kind of education they desire; yet the old has not been abandoned, for still it appears to offer the best preparation for the boy or the girl who intends to enter a profession, and for that considerable number who have not found themselves, and who wish those studies which remain fundamental in education.

The Manual Training Course

Those boys who elect the Manual Training Course in the high school devote one and one-half hours per day for four years to shop work and mechanical drawing, one-fifth of this time being devoted to the latter. The purpose of the course is one of general training, but to those who later take up some particular line of manual work it proves vocational. The University of Cincinnati recognizes the four years' work in manual training as four units of the sixteen required for entrance. Selecting a field midway between the tool exercise course and a commercially productive course, the boys are given intensive work illustrating the principles underlying a number of locally important trades, only lack of space in the present buildings preventing the introduction of more types of work as elective lines.

In the arrangement of the program those studies are grouped which are naturally related, especially in the last two years. Wood turning comes in the first year because of its fascination for boys at this age and because it offers a good means to introduce them to power driven machines.

To facilitate the making of the program and to offer better opportunity for correlation, two subjects are carried through the whole year rather than one subject for the first half of the year with a change to another subject in the last half.

Following is the program now in operation:

First Year—Cabinet making, 4 periods per week; Wood Turning, 4; Mechanical Drawing, 2.
Second Year—Cabinet making, 4 periods per week; Forging, 4; Mechanical Drawing, 2.
Third Year—Pattern making, 4 periods per week; Foundry, 4; Mechanical Drawing, 2.
Fourth Year—Machine Shop Practice, 8 periods per week; Mechanical Drawing, 2.

Boys' Technical Co-Operative Course

It is presumed that boys who enroll in the technical co-operative course expect to learn some trade. Because of this the whole course is arranged to meet their needs without reference to college entrance requirements. Graduates from this course are, however, admitted to the co-operative engineering course of the University of Cincinnati. The academic work of this course differs from both the general and manual training courses, no language other than English being studied for the first two years. The shop work differs little from that of the Manual Training course except that it is taken in two years instead of four, three hours per day being devoted to this branch alone. After two years these boys are introduced to a number of skilled trades, and are better able intelligently to select their life-work than the boys who have not had this training. They are now taken in charge by the co-ordinator, who finds places for them in commercial shops according to the line of work they choose to follow. In September they are arranged in pairs and spend alternate weeks in commercial shops and school. In the latter the work is largely technical and related to their shop work, the drawing and shop mathematics being taught by the co-ordinator, whose business it is also to visit these boys in the commercial shops to secure practical problems and also to see that they are changed from job to job often enough to make their shop work continuously educational.

The Domestic Science Course

The purpose of this course is to provide one form of general training and a foundation for higher training in home economics. The University of Cincinnati credits this course, giving four units for the four years' work.

The first two years are devoted to Domestic Art and its related subjects; the last two years to Domestic Science subjects. The regular academic work in English, mathematics, and languages is given. Chemistry, Physiology, and history are required.

The following program is now in operation:

First Year—Garment Making and Laundry Work, 8 periods per week; Applied Art, 2.
Second Year—Millinery and Dress Making, 8 periods per week; Applied Art, 2.
Third Year—Cookery, Sanitation and Management, 8 periods per week; Applied Art, 2.
Fourth Year—Cookery, Dietetics and Home Nursing, 8 periods per week; Applied Art, 2.

Girls' Technical Co-Operative Course

This course was planned for the girl who expects to earn her living on leaving high school, and who wants definite help in finding her field of work. Definite trade training is planned and given, though no girl is forced into any trade or even compelled to serve part time in industrial establishments. Some girls elect this course because of the work along lines they prefer. The whole course has been planned to fit the needs of the girl wanting technical training.

Cooking and sewing are given for four years. From this beginning the sewing takes on the trade phase. The girl does not sew for herself but on orders for others. The fact that a garment is made for the trade, up to trade standards, creates the right attitude toward the work.

At the beginning of the third year the girl elects to take trade work in either dress making or millinery, and the co-operative program is put into operation. The girls spend one week in trade shop or establishment and one week in school. Two girls form a team and occupy one position in alternate weeks.

The co-operative work is carried on for two years. When the trades are having dull seasons, the girls continue to do trade work *to order* in the school under the head teacher. This arrangement keeps the co-operative program in balance. During the third and fourth years the cooking is done for commercial purposes only. All food that is cooked is paid for. Orders are taken for a great variety of foods. Luncheons at various schools

have been served by students. While cooking has not been planned as co-operative work, there is a growing need that this be done. At present two pairs of girls are taking charge of school penny lunch rooms.

The Music Course

(*a*) Vocational

The technical course is offered in addition to the regular course, in order that the work in the high schools may supplement and strengthen the work as conducted in the colleges of music and by private teachers. It is offered mainly for such pupils as desire to make a serious study of music, with a view to performance or composition. Those who enter the kindergarten service are especially helped by this course. The course requires that the pupil shall be a student of either vocal or instrumental art at the colleges or with private teachers and shall be willing to devote one and one-half hours per day, outside of the time spent in school in choral practice.

The course includes a study of the Major and Minor scales together with the melodies made therefrom; also a course in ear training followed by the study of Harmony, Counterpoint, and music appreciation. This is a vocational course leading to graduation but not admitting the pupil to the University.

(*b*) Piano Department

A notice was given to the pupils of Woodward high school in December, 1914, that on the opening of the second term a piano teacher would be sent to the school to instruct such pupils as might elect the course. As soon as this information was given out, one hundred and ten pupils expressed their desire to be enrolled for that work. There are six hundred instrumental teachers instructing or attempting to instruct the children now in the schools. It is proposed to standardize this work, and the public school is the place where it can be done and will be done. After the schools have directed these pupils for four years, the colleges or other authorized teachers with their art and skill are in a position to carry the work forward to a higher plane.

(*c*) Orchestra and Choral Music

Membership in a school orchestra or glee club, meeting at least one period per week throughout the year, is allowed one unit of credit for four years of work and one-half unit for two years.

The Technical Art Course

One of the unique courses of the high schools is the Technical Art Course planned to meet the educational needs of prospective artists. Only pupils of recognized ability are permitted to enter the course. These pupils spend their morning hours at their respective high schools, where they pursue such subjects of the general course as are deemed of especial value to their future vocation. Four periods per week for four years are devoted to English; the same number of periods for three years are assigned to French or German; three years to History, including History of Art; one year to Algebra; one year to Geometry; one year to Botany or Zoology. Music, Elocution, and Physiology are also included in this course.

The afternoon hours are spent at the Art Academy, an institution of international reputation, where these pupils enjoy the same privileges as the regular students.

This course is intended as a preparation for all vocations based upon art knowledge.

(See article on *Art Department* in the section on Elementary Schools.)

The Commercial Course

The Commercial Course is a full four-year course, the time and subjects being about equally divided between the academic or cultural studies and the technical or vocational studies.

The purpose of the course is to give a thorough training in the technical subjects and a broad, general training in the academic studies.

English is required in all of the four years, the time being about equally divided between the literature studies and the practical or business English subjects. Oral composition and letter-writing are introduced early in the course and continued throughout.

German or Spanish is the modern language required,

one of which must be taken four years. Commercial Latin may be taken the first and second years, and followed by Spanish the third and fourth years. The modern or speaking method of instruction is followed.

Three years of social science are required — Modern European History in the second year, American History in the third, and Civics and Economics in the fourth year.

Algebra in the first year and Advanced Commercial Arithmetic in the second are the required mathematics.

The technical or vocational studies include: Bookkeeping three years, first, third, and fourth; Stenography three years, second, third, and fourth; Commercial Geography one year, second; Commercial Law one year, third; Penmanship and Applied Art one year, first.

Salesmanship, Commercial Art, and Geometry are offered as optional studies. Either of the first two may be taken instead of Stenography during the last three years of the course. Geometry may be taken in the last year by those who have decided to go to college.

Co-operation with business houses during the senior year is carried out. The pupils work in pairs, alternating two weeks, part time, in an office and two weeks, full time, in school. They receive compensation and credit for the office time.

An Efficiency or Placement Bureau is maintained under the management of the Department.

The Agricultural Course

In the high schools there are a number of non-resident pupils coming from farms. Heretofore, they have been taking courses of study which did not interest them, and which really did not profit them a great deal, because they were courses which prepared for college, although these pupils did not intend to go to college. Furthermore, the effect of these courses on the character and life aims of farm pupils was not good, for they and their parents came to have no interests in common; and as a result they were encouraged to leave the farm.

There was a second reason also for establishing an agricultural course in the city. Quite a large group of children wished to take that course for the reason that they or their parents wished to go to the farm.

For both of these reasons it was decided in September,

1914, to establish an agricultural course in Woodward high school. The course differs somewhat from the ordinary agricultural course in that all boys taking this course are required to take the manual training work, because it is believed that no boy will make a successful farmer without considerable training in mechanical work. The usual courses in agricultural chemistry, agronomy, and related subjects are given in a comprehensive four-year curriculum. Through the co-operation of the Agricultural Committee of the Chamber of Commerce, the Experiment Farm, and the Hamilton County farmers, the third and fourth years will be conducted on the co-operative plan, that is, the boys will work on the farm two entire summers and also in alternate weeks of the school year from the first of March to the first of December. The boys will get the practical training which is the absolute *sine qua non* of agricultural success. The Experiment Farm has already employed boys for the past summer and the experience was very satisfactory.

In addition to the four-year course in agriculture there is a one-year course in general agriculture, which can be elected by students in any course.

In order to keep in touch with the farming interests of the county, it has been arranged to give office room in the school to the County Agent. Fortunately the County Agent was formerly the instructor in agriculture; and he will in every way co-operate for the best interest of the farmers and the boys in this course.

General Science in the First Year

A two-year course in general elementary science is in process of development. The first part includes the study of common phenomena met with in general physical environment. This is followed by an introduction to the study of plant and animal life, leading finally to the consideration of the highest type of animal, man, and the problems of human welfare. Unity in development and in presentation of natural phenomena is secured by means of the logical connection existing between the topics which comprise the course.

"Six-and-Six" Organization

In September, 1913, a "six-and-six" organization of the elementary and high school was inaugurated in Madi-

sonville. The purposes of this deviation from the eight-four plan that prevails elsewhere in Cincinnati were: "(*a*) Economy of time for the mentally alert child; (*b*) Better adaptation of subject-matter to the child's stage of development—for example, in memory and enthusiasm; (*c*) Better language foundation by reason of increased time given to language and comparative view of grammar; (*d*) Moral obligation of the mentally alert to work up to limit; (*e*) Concentration."

A six-year high school course was offered as an elective at the beginning of the seventh grade, to pupils who had attained an average above 80% in every subject of the sixth grade. By the segregation of these more able pupils and by their concentration upon their work under the stimulus they experience, these classes accomplish in the seventh and eighth grade considerably more than other seventh and eighth grade classes. Additional ground is covered in the regular upper-grade subjects, and distinctively secondary subjects are undertaken.

During 1914-15 the seventh and eighth grade weekly schedule of the six-year high school classes is:

Seventh Grade—English, 5 periods (40 min.); geography, 4 periods (40 min.); history, 4 periods (40 min.); arithmetic, 4 periods (40 min.); Latin, 5 periods (40 min.); spelling, 3 periods (25 min.); music, 1 period (40 min.); art, 1 period (60 min.); gymnasium, 2 periods (45 min.); manual training or domestic science, 1 period (90 min.).

Eighth Grade—English, 4 periods (45 min.); mathematics, 4 periods (45 min.); Latin, 4 periods (45 min.); geography, 2 periods (45 min.); general science, 5 periods (45 min.); history, 4 periods (40 min.); music, 1 period (45 min.); art, 1 period (60 min.); gymnasium, 2 periods (45 min.); manual training or domestic science, 1 period (90 min.).

Seventh Grade—English as outlined in the regular course of study, but with the entire elimination of grammar; especial emphasis on the dramatic elements. Latin developed to include English grammar; text-book up to the infinitive; conversational method largely employed. Geography as outlined in the course of study; social and industrial aspects being stressed. History, American history of the Colonial and Revolutionary periods; considerable collateral work with reports. Arithmetic as outlined in the course of study.

Eighth Grade—English as outlined in the course of study completed by February; second semester devoted to a modification of first-year English of regular high schools; composition based largely on reading. Latin from the infinitive through sentence structure. Geography of the United States from the commercial standpoint. General Science, the first half of a two-year course along the line recommended by the Science Committee at

the Richmond meeting of the N. E. A. Superintendents in 1914; unity of development is secured by the logical connection of the topics selected; the general aim is to stimulate "uncommon thinking about common things." History, American from the Revolutionary period to the present; a large amount of supplementary work required. Mathematics, general review of arithmetic with especial attention to mental analysis; algebra through factoring in the high school text.

The Promotion of Pupils

Promotion is annual, not semi-annual. The following new rule adopted by the Union Board of High Schools goes into effect this year:

Promotion of pupils in the high schools shall be by subject. A pupil shall be advanced from one class to the next higher when in a given year he shall have a standing of 70 or above in all but one of the subjects of that class, and the grade of that subject which is below 70 shall not be lower than 60. By a subject is meant any study for which a grade is recorded, whether the number of recitations per week be one or more, and whether a study extends over a half-year or a year.

The branches of English, such as literature, composition, and elocution, shall be embodied in one mark, but no one of these branches shall be below 60.

The rule requiring that but one subject may be lower than 70 to entitle the pupil to promotion shall be applicable to a student without regard to the number of studies taken.

For membership in a school orchestra, glee club, or debating club, meeting at least one period per week throughout the year, and for optional drawing given under the direction of a regular teacher in this subject for one double period per week throughout the school year, there shall be allowed one unit of credit for four years of work and one-half unit for two years.

By a unit is meant an amount of work equivalent to that required by a subject which has not fewer than four periods of prepared work for one school year.

Physical Training

Physical Training was made a part of the high school curriculum in 1893, the Union Board of High Schools having provided a special building to be used as a gymnasium for each of the high schools. Two 45-minute periods per week were required of all pupils physically able. A male teacher, who taught both sexes, was appointed for each school. So far as known, Cincinnati high schools were the first to recognize the value of physical training by making regular systematic exercise obligatory for all pupils.

At present the two new schools, Hughes and Wood-

ward, have two gymnasiums each, one for each sex. Each of these schools has a male and a female teacher, each of whom has an assistant, the latter teaching swimming.

Walnut Hills has a male teacher for both sexes, while Madisonville has both male and female teachers, who give part of their time to the high school pupils and part of their time to the elementary schools. The other two suburban schools have no gymnasium. They are visited by one of the elementary teachers once a week, and given such work as can be done in the corridors.

The physical training work consists of floor work, folk and gymnastic dancing, calisthenics, free-hand and with apparatus, such as dumbbells, wands, Indian clubs, exercises on apparatus, climbing poles and ropes, ladders, horizontal and parallel bars, vaulting horses, rings, games, and swimming.

When necessary, special exercises are provided. Special exercises are provided also on recommendation of the family physician for pupils not able to take the regular course.

In addition to the prescribed gymnasium work, the boys have all the usual high school athletics, football, baseball, field and track events, etc. The girls have interclass team games, "Hiking Clubs," etc.

High School Athletics

All inter-school or competitive athletics in the high schools are under the control of the Superintendent and the Board of Education. The direct control is delegated to an Executive Committee composed of one male teacher from each high school, appointed by the Principal and approved by the Superintendent and the Supervisor of Physical Training.

The principal duties of the Executive Committee are to apply and interpret the rules governing high school athletics; to make the schedules for all athletic events or contests; sanction all athletic events or contests; receive and decide on all protests; to receive and pass upon all entries for events or contests.

The principal points covered by the rules are as follows:

Eligibility. A pupil must not be more than twenty years of age; a pupil may not represent a high school in athletic events or contests during more than four school years; a pupil may not

represent a high school who has graduated from a secondary school of the first grade; a pupil may not represent a high school who is not in good standing as an amateur athlete.

ATTENDANCE. All pupils who participate in athletic events or contests must be regularly enrolled in a high school, and must be in regular attendance at said school.

STUDIES AND SCHOLARSHIP. All pupils who participate in any athletic event or contest must be carrying, exclusive of choral music and gymnasium, and counting double periods as single, at least sixteen periods of school work per week; only those pupils are eligible to represent their school in an athletic event or contest who maintain such a standing in scholarship as will entitle them to promotion.

CONDUCT. Only those pupils are eligible to represent their school in an athletic event or contest whose conduct is certified as satisfactory by the Principal of the school.

OUTSIDE PARTICIPATION. A pupil may not represent his school and an outside organization in the same class of athletic events or contests in the same academic year with this exception, a pupil may play baseball with other strictly amateur teams.

EVENTS AND CONTESTS. Football, soccer football, basket ball, baseball, track events, cross country runs, and swimming contests are the athletic events which may be held. Football schedules are limited to eight games, baseball to twelve games, basket ball to ten games. No athletic game or contest shall be scheduled at any place so far distant that the team cannot go and return on the day of the game or contest.

Student Organizations

The student organizations are numerous and varied. Pupils are invited to join the societies that are working along the lines of their special interests. Camera clubs, glee clubs, orchestras, debating societies, art leagues. athletic associations, commercial clubs, classical societies, civic organizations, all flourish under the guidance of teachers, who give encouragement and direction as needed. Four of the schools support student publications. These serve as a stimulus to the literary ability of pupils.

In all student organizations the aim is to provide an opportunity for the expression of youthful energies in interesting and profitable directions and to socialize the activities of pupils by means of co-operative endeavors.

Lunch Rooms

Lunch rooms are in operation in three of the high schools—Hughes, Woodward, and Walnut Hills. In each case the management is entirely in the hands of the individual school. The Board of Education furnishes the

room and the fuel, but otherwise the lunch rooms are entirely self-sustaining. There is no attempt to make money, the sole purpose being to furnish the pupils with excellent food, in good variety, and at low prices. In at least two of the schools there is co-operation with the Domestic Science department, an inspection of which will prove of interest. Visitors are welcome to investigate the operation of the lunch rooms of the high schools. Guides will be on hand to show and to explain the methods used.

New High School

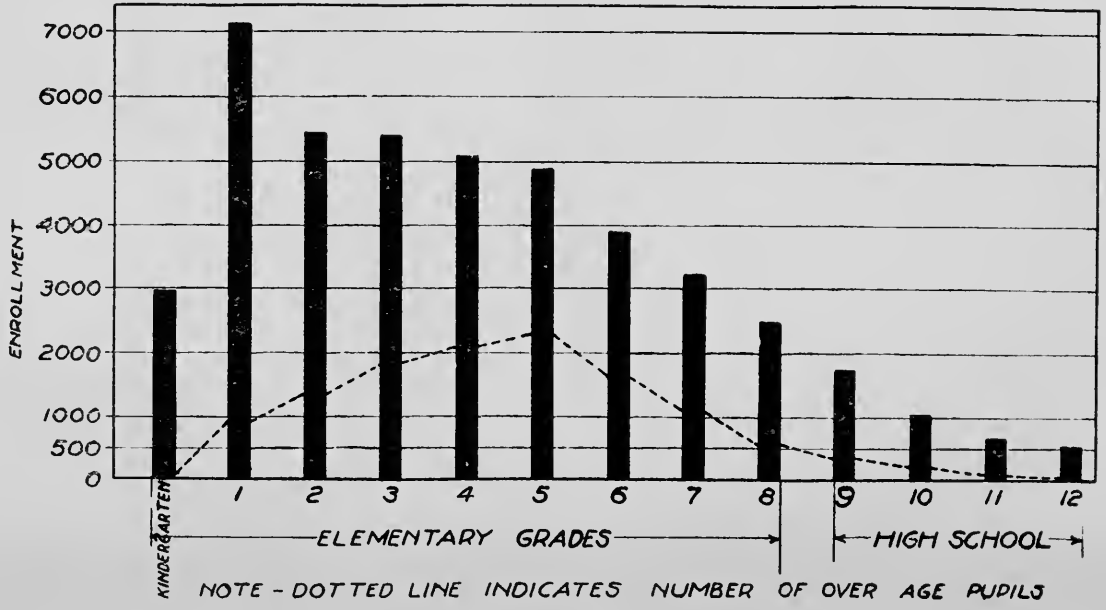
Twenty-six acres of land have recently been purchased on Madison Road opposite Erie Avenue as a site for a new high school which, when completed, will cost approximately $1,000,000. This school, like Hughes and Woodward, will be of the cosmopolitan type. It will, however, make more complete provision for recreation and physical education, and for the industrial, commercial, and household arts courses. Full provision will also be made for the agricultural course.

In submitting the problem to the architects who were invited in July to submit plans for the new school, the Board of Education used these words:

> It is intended that the high school proposed in this competition shall be of the best possible construction, and shall provide complete facilities for a modern high school, including — in addition to the academic branches — full provision for physical education and for general and vocational instruction in the commercial, industrial, agricultural, and household occupations; and that it shall afford accommodations for 1,600 pupils.
>
> It is suggested that these requirements will best be met by:
>
> (1) A main building to contain the general administrative features; auditorium; academic class and study rooms; and the commercial and household arts departments.
>
> (2) A second unit to contain the industrial features, with heating and power plant adjoining. The general lay-out and construction of this unit should conform to the best standards of industrial shop construction.
>
> (3) A third unit to provide the necessary accommodations for the agricultural department.
>
> (4) A fourth unit to provide complete facilities for physical education, including a grand stand and athletic field, in addition to indoor and outdoor gymnasiums, swimming pools, shower baths, etc.
>
> The plans submitted should make full provision for all contemplated indoor and outdoor activities, each separate unit appearing as an integral part of a unified plan well adapted to a convenient and economic administration.

CINCINNATI PUBLIC SCHOOLS

ENROLLMENT BY GRADE FOR THE SCHOOL YEAR 1912-13



Hughes High School

Woodward High School

IV
THE ELEMENTARY SCHOOLS

IV

THE ELEMENTARY SCHOOLS

The Cincinnati elementary schools have for many years been organized upon the customary eight-year basis. Promotions have been made only at the end of the school year, although pupils are admitted to the first grade in both September and February. In recent years this city, with others, has begun to allow for differentiation of work to suit the varying needs of the pupils. In one school, the course of study has been organized upon the "six-and-six" plan. Certain schools, especially in the basin of the city, have developed industrial work for boys and girls and become prevocational centers. Classes for atypical children, the deaf, the blind, the anaemic, the mentally defective, the retarded, have been organized. The tendency is constantly toward the fullest special attention to the individual, both in class organization and in the arrangement of the course of study.

Throughout their history, the schools have been noted for the attention paid to various special subjects. Supervisors and special teachers have visited class-rooms and given systematic instruction in drawing, music, penmanship, and physical training. In these fields, the results have been notable, and have brought widespread reputation to the city.

All of the fifty-seven elementary schools, with only a few exceptions, have the eight grades and kindergarten. Domestic science and manual training centers are located within easy reach of all pupils. In all the new buildings, and in the majority of the old ones, there is full equipment for physical training. All schools have complete supplies of maps and other apparatus and of supplementary material such as readers, stereopticon slides, stereographs, and the like.

The course of study now in use was prepared by principals and teachers and during the present school year a complete reconsideration of this course is being pursued by means of committees of teachers and principals. Much

freedom is allowed in the interpretation of the course, and teachers are encouraged to express their individuality in the daily class work.

Kindergartens

Kindergartens were introduced into the Cincinnati public schools in September, 1905. At this time the Board of Education assumed two, which had previously been maintained by private funds, in public school buildings. The following year provision was made for seven more; in 1907 the number had increased to twenty-two; in 1908 there were thirty-one; in January, 1915, there are fifty-five.

The kindergartens are organized on the half-day plan for the children, but the teachers are employed all day. They give two afternoons each week to the primary school, two to mothers' meetings and home-visiting, and one to a conference with the supervisor.

The kindergartens vary in size, but most of them have an average attendance of forty to fifty children, and are in charge of a director with one assistant. Some have two assistants and several are small enough to require only one teacher. The program is based on the common experiences of the group; and each teacher plans her work to suit the children in her kindergarten. Excursions, gardening, and out-door play are encouraged. If the school does not have a garden for the little children, they go to a park to plant bulbs in the autumn.

The kindergartens are equipped with the usual Froebel materials, enlarged. Other toys and playthings are used for the free play periods and for motivation in gift work.

The kindergarten activities with the first grade children are planned to meet the needs of the particular class. In some schools gifts and occupations are used; in others, rhythms, games, and songs. Each group of first grade children is expected to go to the kindergarten room for one hour a week.

The reasons for the home-visiting are many. The teacher may wish to encourage punctuality and regular attendance; to secure proper cleanliness and physical care for the child; to invite mothers to the club; to discuss problems of the child's training; to suggest home occupations for children; to put people needing help in touch with the proper relief agency, such as the Associated Charities, Visiting Nurse Association, or a free clinic.

The Mothers' Club meets once a month in the kindergarten room on the first, second, or third Thursday from 2:30 to 4:30 in the afternoon. The program includes a half-hour for business, a lecture or discussion, music and refreshments. The meeting usually closes with a few minutes devoted to kindergarten games.

The weekly conference is the great means of growth for the teachers. On the third Monday afternoon of each month all the kindergartners of this vicinity, about a hundred and twenty in number, gather at the Kindergarten Training School. The other weeks of the months two group conferences are held in public school buildings. The programs include papers, discussions, work with materials, and an occasional lecture.

The department aims to provide the right environment and training for five-year-old children; to insure the right relationship between the kindergarten and first grade by giving the teachers a common interest and responsibility for the children; to bring the home and the school closer together; and to provide for the growth of mothers and teachers through club organizations and conferences.

German

Cincinnati was the first large city in America to avail itself of the advantages of bi-lingual instruction. The introduction of German into the public schools dates from the year 1840, when three teachers of the language were appointed and classes organized in the basement of the church on Walnut, near Ninth Street.

At the present date instruction in German is given in all grades of all the schools — elementary as well as high schools and in the University — except in a few of the small and recently annexed districts. The corps of teachers numbers 175, of whom 40 are males and 135 females. The study of German may be taken up by the pupil on entering the lowest grade.

The organization of the German department is unique and differs widely from that obtaining elsewhere. In the lower grades of the larger schools two teachers are assigned to two classes, one teaching German, the other teaching English to both classes alternately, the German teacher, in addition, taking charge of such branches as drawing, music, and primary occupation work. Here the

upper grades are generally taught by a German Supervising Assistant, who also exercises a general supervision. In smaller schools one or two special teachers teach all the classes. The time given to German varies from thirty to about ninety minutes daily, according to local conditions. For the high schools daily recitations of forty-five minutes are provided. The use of the German language in the teaching is insisted upon, however much correlation with the English be desired.

The number of pupils in the department is as follows:

In elementary schools, 15,000; in high schools, 1,400; total, 16,400. This means that two out of every five pupils in the public schools are students of German.

Music

The Music Department was organized in 1844. It consists at present of one supervisor and eleven assistants.

The course of study followed is the Harmonic and Natural of Ripley and Tapper. Nearly all of the classes in the schools have a motive in their work. They are honored, when sufficiently well prepared, in being allowed to sing at the numerous parent meetings which are held in the schools or in events which are significant in the musical life of the community. Cantatas are written or arranged for the special study of the children. They serve as a climax to a year of work. Through the concerted action of the kindergarten teachers some two thousand mothers sang the songs of the child world at their various meetings during the year. The rendering of these songs by this great choir at their annual meetings is an inspiration to all who participate. All of the children in the city in the early grades are taught to sing with the piano accompaniment as well as without. Thus they receive the harmonic basis upon which future growth depends. There are upwards of two hundred pianos in the city schools.

The public of Cincinnati, since the beginning of the May Festivals in 1873, have slowly come to realize the great value of the music work in the schools as a community asset. The elementary artistic sense of children is moving the greatest artists to create materials for the part that the child is to take in musical interpretation.

In the May Festival chorus of this year seven hundred children will assist in rendering some of the masterpieces of the world.

In many of the schools there are student orchestras.

This is one of the worthiest of institutions. It is introducing the child player to the composers in a way that bids fair to mean intimate acquaintance. Let them even play a march and every participant has a new and loftier idea of the meaning of that particular form of art. If this effort is pursued, the listening to a great orchestra is so increased that every symphony is a new world. The habit of playing one's way into music literature assists the player to listen—a habit, of all others, that children oftentimes know least about.

Orchestras are to be found in the following high schools: Hughes, Woodward, Pleasant Ridge, and Madisonville; and in the following graded schools: Carthage, Guilford, Harrison, Harriet Beecher Stowe, Riverside, Sayler Park, Webster, and Westwood.

Art

The Art Department consists of a supervisor and twelve assistants in the grades and seven assistants in the high schools.

Twenty minutes per day are allowed for the pursuit of art and handwork in the first and second grades; ninety minutes per week in the third and fourth grades; one hour per week in the remaining grades below the high school. The work of these grades is closely correlated with the other activities of the course and consists of illustration, pose work, object drawing, nature representation, color, and design with its applications. In the first and second grades emphasis is placed upon illustration of stories, fables, seasons of the year, games, and activities of the home, etc. In the third and fourth grades nature representation and handwork are emphasized. The latter consists mainly of paper and cardboard construction. In the sixth, seventh, and eighth grades design and its application to stenciling and block printing, and object drawing are given major consideration.

The art education of the schools is further promoted by means of a close co-operation with the Cincinnati Art Museum. Teachers with their classes make frequent visits to the Museum. By means of slides illustrating the various departments of the Museum the classes are prepared before visiting it to see intelligently the exhibits there displayed.

In the high schools two 45-minute periods per week are required during the first year in the General and Classical Courses. After the first year Drawing becomes an optional study. The course consists of representation of still life in all mediums, and design and its application to textiles, leather, and metal, and also to commercial problems, such as posters, magazine covers, etc.

The Domestic Science and Girls' Industrial Courses make the subject a required one during the four years. These courses offer a wide range of possibilities in the application of art work, as in the making of wearing apparel, the planning of a house and its surroundings, house furnishing, etc.

A Technical Art Course is maintained in the high schools. (See section under High Schools.)

The department maintains a Teachers' Art Training Course. This course is designed to prepare students who are high school graduates and who have had not less than two years' training at the Art Academy or its equivalent to become teachers and supervisors of Art and Construction work. It is a two-year course and is made possible by a co-operation of the Teachers' College of the Cincinnati University, the Art Academy, and the public schools. Instruction in Psychology, History of Education, and General Method is given at the University; art work is continued at the Art Academy; the application of art work to public school needs, special methods, and practice teaching are furnished by the public schools.

Considerable extension work is done each year by the Art Department by means of lectures on Art in the Home, Beauty in Common Things, etc., given before Mothers' Clubs and other organizations.

Manual Training

Manual Training was introduced in the seventh and eighth grades in 1905 and as fast as classes were ready was extended to the high schools.

At present it is part of the regular curriculum of the sixth grade also, and in addition about one-half of the fifth grades are cared for.

The fifth and sixth grades have one hour and the seventh and eighth grades have one and one-half hours per week.

In the fifth grade most of the work is with coping saws in the making of toys.

In the sixth grade simple work with the plane and saw are presented and followed in the seventh and eighth grades with models that present greater difficulty.

A tentative course of models is provided for the teachers. They are encouraged to deviate from this to meet the varying ability of the boys. The work is not based on sequential tool-processes, but rather upon the interest and the physical and mechanical ability of the boys. It has been the motto that "It is not so essential what a boy makes as that whatever he makes be well done." We believe, for instance, that it is just as valuable for a boy to learn to grind a carving knife or hatchet for home, to sharpen his skates, to put a runner on his sled, or half-sole his shoes in some cases, as it is to learn to join carefully two pieces of wood. In keeping with this idea the use of other mediums than wood has been undertaken and with considerable success. However, where only one period per week is allowed and teachers have from 300 to 400 different pupils per week, little more than a set course can be introduced.

In an increasing number of schools more than one period per week is being allowed. It is in these schools that the greatest advance has been made. A description of these schools may be found under the title, "Pre-vocational Education."

Domestic Science

Domestic Science was introduced in 1905 in the seventh and eighth grades. Four schools were equipped that fall. The number was rapidly increased and the work was extended to the high schools.

At present it is part of the regular curriculum of the sixth, seventh, and eighth grades, and about half of the fifth grades are cared for.

The fifth and sixth grades have one hour and the seventh and eighth one and a half hours per week. The eighth grade has cooking and the fifth, sixth, and seventh grades have sewing.

There is an outline of work for the sewing, but it is quite elastic and suggestive and has a wide scope. This allows the teacher to exercise judgment in the selection of garments best suited to her classes. Sewing machines

are available in most of the schools, and they are used on garments wherever the teacher feels the child is capable of handling them.

The cooking follows a regular course of study. All types of food are prepared. Food values are studied; the cost of canned foods is compared with that of home-prepared foods; the prices at stores in the neighborhood are compared with the prices recorded on charts of the department showing the various changes in the cost of staples, as sugar, flour, butter, and eggs. The aim is intelligent buying as well as proper preparation of foods.

Pre-Vocational Education

In eleven schools of the city, special adaptation has been made of the Manual Training and Domestic Science work, in order to meet more completely the various needs of the community. The time allowance of these subjects is increased in some cases to five hours, or one-fifth of the school week, and in all cases is extended beyond the hour or hour and a half regularly devoted to the subjects in elementary schools.

The work is extended also to grades below the sixth, in some cases reaching even as low as the second. The aim is to take care of pupils twelve years of age and over. Special effort is made to co-ordinate the academic work with the industrial work of the manual training and domestic science departments. In all cases the time gained by the additional allowance for these special subjects is used by the regular teacher for instructing an additional class, and also to emphasize the special needs of pupils in the regular classes.

The character of the work varies with the school. The general purpose, however, is to find the problems for the industrial work in the daily life of the school and the home. For girls, this takes the form of real home problems in sewing, cooking, and the household arts. For boys, the industrial work uses wood, metal, and other materials for the making of whatever may appeal to the boy's interest and be of use in the school or home. In some instances this means making of book-racks for the school rooms, desk-racks for the teachers, tables, sleds, roller coasters, steam engines, and iron weaving frames.

Oyler School Shop

Much attention is given to what is called tinkering, which involves ordinary repair work such as a boy may have to do at home. There is also instruction in cobbling, so that pupils are able to mend their own shoes, purchasing the stock at cost. Throughout the course, the aim is to make the work as practical as may be and to organize the shops upon trade principles, in accordance with commercial practice outside the school. This means that boys are put to work under foremen, upon definite time allowance for the completion of jobs, and the completing it within the time allowance is used as a factor in grading the work.

The first school of this type in Cincinnati was the Oyler School, and it is the one in which the most complete development has taken place. It is provided with a lathe, band-saw, and various other pieces of machinery, much of which has been installed by the boys themselves; part of it, indeed, was constructed by the pupils. The effect of the work of this particular school has been marvelous and has practically meant a transformation of the school district. Animated by the same desire to be of service to the people among whom they are placed, various other schools in down-town communities are securing similar results.

Civics

Community civics has been taught for several years in the eighth grade and in the senior year of the high school. It is now being introduced into the fifth, sixth, and seventh grades, and, as indicated elsewhere, about ninety elementary teachers are meeting once a week for the study of civic and vocational questions.

Emphasis is placed on community relations and on the formation of traits and habits of good citizenship rather than on government and politics. Teachers are encouraged to secure actual participation of pupils in the affairs of the school community and of the local community and to utilize other subjects as a means of civic training. Several schools have succeeded in working out a method whereby the school organization is used as a means of civic training.

Civic and vocational clubs for the study of civic and vocational questions are organized in the schools. These clubs are federated in a Civic and Vocational League,

which is affiliated with the Cincinnati Chamber of Commerce. The league is controlled by a Board of Directors consisting of the President of each local club and a committee of sponsors consisting of members of the Chamber of Commerce.

Periodically, usually each week, one or more clubs meet at the Chamber of Commerce or at the place of business of a member of that organization, who addresses them on a civic or vocational topic. After the address the members of the club are conducted through some business house or manufacturing concern.

The local clubs and the Federation give opportunity to study at first hand the civic and vocational life of the community and to train our junior citizens in co-operative participation in community affairs.

Another co-operative effort between the Chamber of Commerce and the public schools is the preparation of a hand-book on the history, civic life, and industrial development of Cincinnati for use in the schools.

Penmanship

This department was established in 1841 with one teacher, whose duties were confined to weekly visits to the various rooms and to giving a "writing lesson." The style of penmanship taught in those days was of the slow, painstaking, beautiful, just-so-wide and just-so-high variety, gotten at an immense cost of time and an outlay of an appalling amount of nervous energy, the only thought being that the page of carefully drawn work be "pretty."

The department has been slowly augmented as the needs of a growing city made imperative and at the present time consists of a supervisor and six assistants. Each year the city is districted, as the ever-changing conditions make expedient, and a member of the department is assigned to the schools in each district, visiting these schools every two weeks and giving a model lesson in real, live, usable, legible, and salable penmanship. The grade teacher gives careful attention to the conduct of the lesson, as she is expected to carry on the work in a similar manner for the following week. Two lessons are given each week.

The style of penmanship taught, while of the most simple form, is sufficiently graceful to make its execution

most easy. No attempt is made to make the penmanship more beautiful than is consistent with utility.

Physical Training

Physical Training was made a part of the course of study in 1860, but was discontinued in 1873. In 1892 the Department of Physical Training was organized with the present supervisor and four assistants. Since then the growth of the department has continued. At present there are thirty-four assistants, including the high school teachers, swimming teachers, and shower bath attendants.

Of the sixty-four buildings in use, three have two gymnasiums each, twenty-nine have one, and the rest, all old buildings, have none. Two high schools and one elementary school have two swimming pools each, and two elementary schools have one pool each. Twenty-two schools have shower baths. Fifty-nine schools have playrooms equipped with apparatus. Thirty-two school grounds have some apparatus, eight of them being as well equipped as most park playgrounds.

In six schools there are resident teachers of physical training, who have complete charge of the work in the building. Nine teachers visit different schools each day; three give part time to this subject, teaching other branches in their school.

Schools having gymnasia and no resident teacher are visited once each week by a special teacher, who gives a new lesson, which is repeated once or twice, as the case may be, by the class teacher.

Schools having no gymnasia are visited at least once every two weeks (a few weekly) by a special teacher, who gives a lesson that the class teacher repeats daily. The time allowed for physical training is seventy-five minutes a week.

The Public Schools Athletic League

The Public Schools Athletic League was organized in May, 1906. Its object is to encourage and regulate athletic activities and to stimulate the spirit of true sportsmanship among the pupils of the schools. The Board of Education gives official sanction to the work of the league by contributing annually $500 for its support.

The sports encouraged are baseball, soccer football,

field and track meets, and an efficiency competition for the league's athletic button. Large numbers of pupils take part in the various events, and practically every school is reached by one form or another of them.

Open-Air Schools

The "Open-Air" School at the Dyer building was organized in 1911. It occupies a specially-built room on the roof. This room is so constructed as to admit of its being opened almost in the clear on three sides.

The school was instituted for the benefit of anaemic students, no tuberculous children being admitted. Assignment to the school is made by the Assistant Health Officer of the Board of Health. Candidates for enrollment are subjected to a rigid medical inspection, including microscopic examination of the blood. Names of eligible students are placed upon a waiting list, as twenty-five is the capacity of the present equipment.

The range of grades is from the second to the fourth years, inclusive, as but one academic teacher is employed.

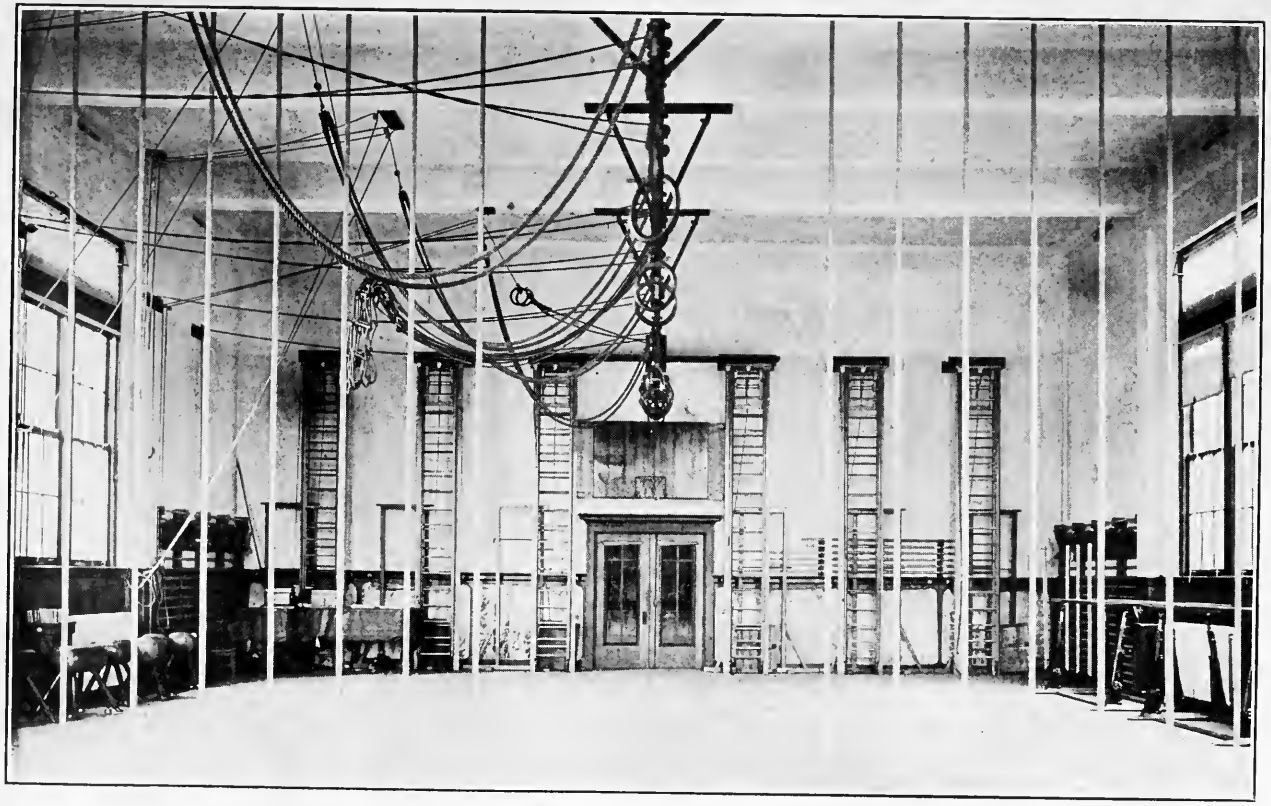
The daily routine of the school may be roughly sketched as follows:

Taking and registering pulse and temperature, 8 a. m.
Bath (shower), with vigorous rub, 8:30 a. m.
Morning lunch.
Academic work, interspersed with calisthenics, dancing, etc., to about 11:45 a. m.
Formal dinner, 12 to 1 p. m.
Relaxation period on cots, 1 to 2 p. m.
Academic work, etc., to 3 p. m.
Afternoon lunch.
Temperature and pulse.
Home.

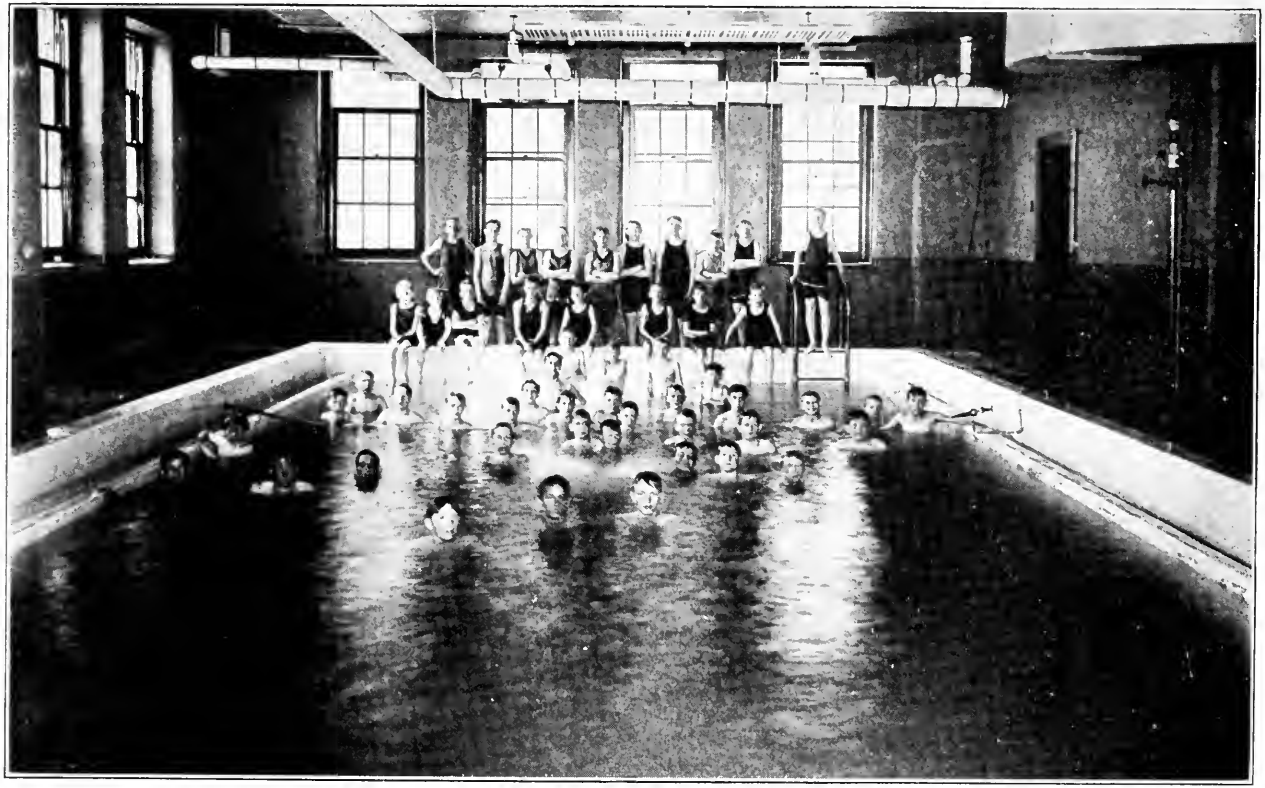
Pupils are "weighed in" on Monday morning and "weighed out" Friday afternoon.

A physician is in attendance each morning to assist the nurse, who is present each morning from 8 to 10 and each afternoon from 12 o'clock to "home."

The equipment of clothing, furnished by the Board of Education, consists of a pair of roomy pantaloons. a sort of Esquimaux jacket with hood, a pair of heavy felt boots, gloves, and a "sitting-out" bag for each student. Girls and boys are similarly clad for the out-of-doors life. Each one also has an individual cot and blankets. The relaxing and sleeping are both done in the open. But two condi-



Sands School Gymnasium



Sands School Plunge

tions drive the anaemics to cover—rain and heat. The schoolroom is outfitted with tables and chairs, formal, fixed schoolroom furniture not being used. In the matter of food, care is taken to have the menus for each formal noonday dinner properly balanced on the plane of food values. The morning and afternoon lunches are usually milk, crackers, or a simple cereal.

When the physical improvement warrants, judgment as to condition being again predicated on a rigid medical inspection, the pupil is remanded to his regular school and regular work. While the time assigned to the formal academic work is somewhat below that under regular scholastic conditions, the records show that the open-air life and the attention to external and internal hygiene so stimulate the students that there is no falling off in results.

Connected with the cuisine department of the school is a special Domestic Science teacher, to whom is assigned the task of working out menus, ordering supplies and, with the assistance of eighth-year girls, preparing and serving the lunches and dinners for the anaemics.

The central idea in the work with the children of this department is to keep them happy and contented, and to deflect the mind from any and all serious consideration of their physical defects. Santa Claus was visited in the down-town districts immediately preceding the holidays; excursions to Burnet Woods, Eden Park, and the Zoo have place in season. The great improvement shown by students along both physical and academic lines justifies both the organization and the maintenance of the Open-Air School.

Open-air rooms similar to those at the Dyer School are in operation at the Guilford School and at the Branch Hospital for Tuberculosis.

The School for the Blind

Special instruction of blind children was begun in 1905. There are now two teachers in charge of eighteen children. This work is supported in part by the State, which makes an appropriation of $200 per pupil for this purpose.

The children are instructed in point reading, in the use of the typewriter, and in the manual arts, such as reed and cane work. Pupils who have been trained in this school have entered the State school at Columbus and,

in some instances, have gone to the national institution at Washington.

The Board of Education provides a conveyance for the transportation of the pupils to the school. Various public-spirited oculists and other persons have been of great aid in the work of this school. The school is housed in the Sands building.

The Oral School

The Oral School is now located in the Peaslee School building on Woodward Street. It was organized in September, 1886, by the Society for Improved Methods of Teaching the Deaf.

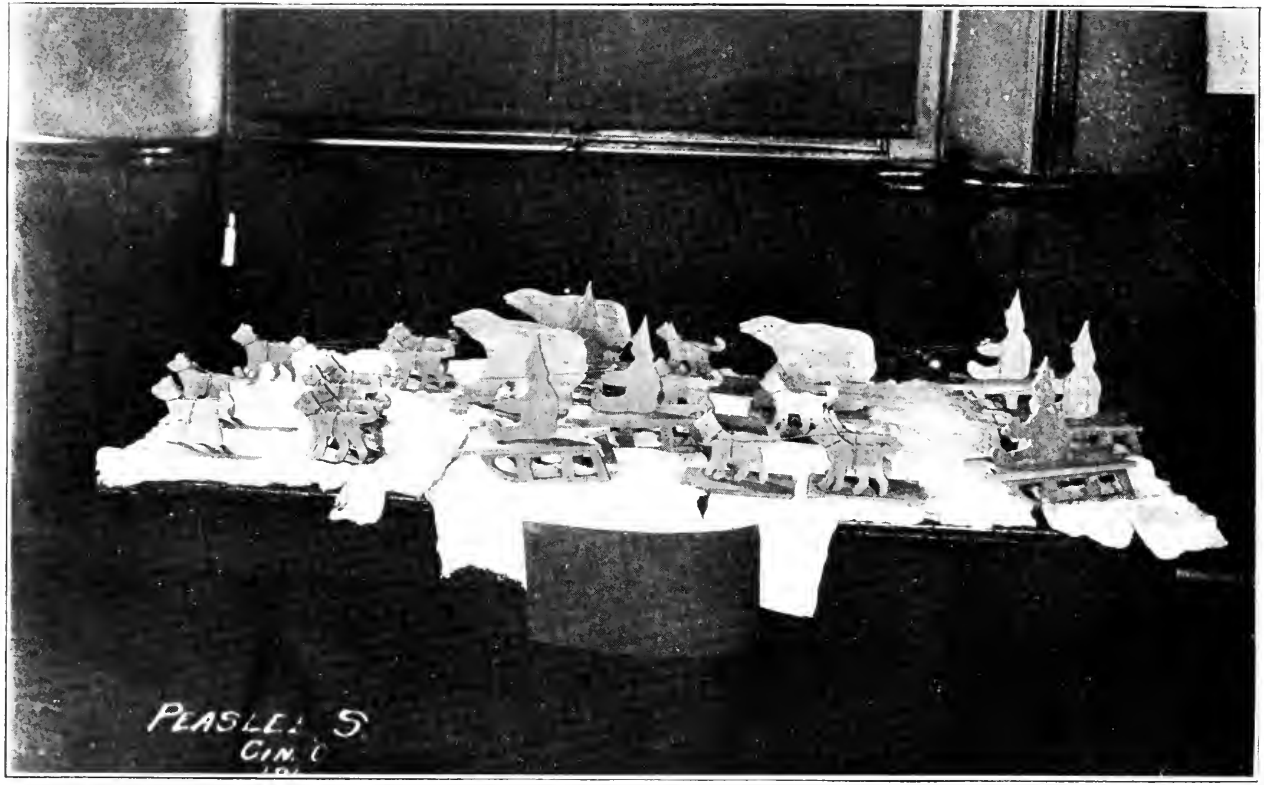
The school was organized for the benefit of parents who wished to keep their little deaf children at home and who were able to provide comfortably for them. At this time there were no day schools for the deaf west of the Alleghenies; children thus handicapped had to be sent at an early age to an institution. The instruction was to be purely oral. After two years' successful trial of the then "new" method of teaching deaf children by speech and speech-reading, this school was incorporated in the public school system and has continued to receive ever since the city's sympathy and support.

There are at present forty pupils enrolled, with six teachers, besides the principal, who take the children through the eight elementary grades. It is desirable that children enter the preparatory class at four years of age, as it requires two years for them to acquire a vocabulary large enough for first-grade work. The work in the first four grades is entirely different from that of hearing classes: intelligent speech, rapid speech-reading, and language being the goal. In the upper grades it approximates that of normal classes. The seventh and eighth grade pupils are expected to take the examinations given in those regular grades.

In addition to the work of this school with totally deaf children there is a department for corrective speech of hearing children. The teachers of this department go into normal grades and assist stammerers or any whose speech is noticeably defective. There are also two continuation classes, one composed of mothers and teachers who are learning Bell's visible speech system in order

Dyer School Open Air Class

Branch Hospital Open Air Class



Work of Oral School, Peaslee Building

to help their children speak more intelligently out of school, and the other a class in speech-reading for semi-deaf adults.

Special School for Mental Defectives

In response to the appeal of several citizens who felt the need for such work a single class for children of defective mentality was established January 4, 1909. We now have a central school with eight classes and two single classes in suburban districts. Provision has been made in the 1915 budget for five additional classes.

There are fifteen children in each class, this number being the maximum possible to allow the necessary individual attention. With but very few exceptions the pupils have profited by the instruction. The largest good accomplished is that children who have been the "drags," and often in consequence the most troublesome members of the normal classes, become here real workers, since the work is fitted to the child. This confidence gained through ability to do is a large asset. On the other hand, the normal classes are relieved of the two or three children who took an undue share of the teacher's time.

No teacher in a regular classroom has time to study all her pupils as individuals, while this is entirely possible in the special class, especially since the pupils remain with the same teachers for several years. John may read with a group of first-grade children, do his arithmetic with a second grade, and have manual training with an eighth grade. His superiority in the latter work compensates him for his lack in the other branches. There is less than one per cent who fail completely to learn to read. The best training as well as the most profitable results come from the various forms of hand work. In the gymnasium the games and folk dances are the most beneficial. These are introduced in the cantatas, which have been given each year. These entertainments, which employ the various activities of the school, are large factors in the development of the children, as they represent a real accomplishment.

The Boys' Special School

Organization—The school is made up of truants and delinquents committed by the Superintendent and the

Juvenile Court. They come from all parts of the city, and transportation is furnished if they live more than one and a half miles from the school. Most of the boys attend during the day, returning to their homes at the close of the session at 3 o'clock. There is a detention department housed in the same building as the school, where a few of the worst truants are kept night and day until such time as they can be paroled and permitted to go home at night and attend during the day. The boys are committed by the court. The principal's wife is matron of this department.

School Activities—Three hours a day are devoted to academic studies, one hour to shop work, and one to gymnasium and play. The classes can be seen at work in the shop from 9 to 12 in the morning and from 2 to 3 in the afternoon. The work in the gymnasium is from 1 to 2 p. m. Luncheon is served at noon. This is furnished at the cost of the raw material.

The shop work consists of woodwork, metal, repairing shoes, mending, etc. Articles made are chiefly those which can be used at home, at school, or which can be sold for the individual profit of the maker.

There are five teachers, including the principal. The school is divided into five classes. Each teacher has each class one hour every day.

There are about one hundred in attendance, 70 per cent of whom were committed for truancy. The average daily attendance is 95 per cent of the number belonging.

Opportunity Classes

With the opening of the Dyer Shool in 1906 a "Retarded Department," since changed to the "Opportunity Department," was organized. Into this department were to be gathered from the schools immediately adjacent to the Dyer School pupils from the second to the fifth grades, inclusive, who were at least two years behind the ordinary school schedule. The object was two-fold: To give these pupils an opportunity to grow, and to remove the sting that is always evident when groups of students so low down in the scale of work are marked by great extremes of age and size. Care was taken not to include in this department any who were weak-minded or mentally deficient, this class of students having been already cared for in specially organized departments.

Boys' Special School

The membership of the "Opportunity Department" is made up of students whose mentality is characterized by sluggishness; whose attendance at school has been irregular, caused either by illness or parental neglect; whose previous scholastic training has resulted in unsystematic development; whose tastes tend toward the manual instead of the formally academic. Pupils of foreign birth are admitted.

Provision was made for a large amount of time to be devoted to manual occupations. Each student has one and one-half hour per day in the shop or at the needle and one-half hour per day in gymnastic work. The rest of the day is allotted to the academic work. The regular course of study is honored more in the breach than the observance. A special course was prepared by the instructors into whose hands these pupils were put, assisted by the supervisor of the department and the principal. In so far as is possible the academic work is correlated with and supplemented by the manual activities. There are no fixed periods for promotion. The pupil is given to know that he has an open road ahead of him—no lock-step to deter him—and that his is the task to "make good" as soon as he can. Few make less than two years in one and some exceed this.

One remarkable case was shown of a student who made five years in two. As soon as the instructors in charge report to the supervisor that "Student A" is ready for advanced work, the case of "Student A" is taken up, and he is immediately advanced if the report is justified. It must be understood that many of the students arrive at the year's closing so nearly abreast as to permit of promotions by groups, but the entire year is marked by movements from group to group.

Demotion to work better suited to the ability of the student is as promptly administered as promotion. The manual activities are marked by a breadth of choice not always possible under more traditionally normal conditions. The boys work at what pleases their tastes so long as the development of these tastes is possible and not too widely at variance with established pedagogic principles.

The wisdom of the maintenance of this department is shown in the low percentage of withdrawals on the part of those students who have reached the age when with-

drawal is legal. Opportunity is offered under the guidance of special teachers for girls and boys to receive monetary compensation for some of the manual work done. A special teacher in the girls' department solicits orders for such articles as it is within the capacity of the girls to fill. The girls—that is, the upper-class girls—receive for their work in proportion as they contribute to the labor, all funds received over and above actual cost of the raw material. These orders include paper flowers, paper novelties, lamp shades, doll clothing, table novelties, and such things as are not within the pale of wholesale manufacture. The boys make toys, engines, motors, cane chairs, fashion copper and brass, repair furniture, and make many articles of great use in the care and proper conduct of the school building. By far the leading feature running through the entire department is the full measure of joy that the students get out of the work.

Classes for Foreigners

This work was organized for the "just-come-overs" in 1911 in the Sixth District School. The enrollment since this time has varied from forty to sixty pupils per year. The present enrollment is but thirty-four pupils, due very probably to the small number of immigrants coming to our country during the past six months.

These young Austrians, Hungarians, Roumanians, Russians, and Italians are mingling daily and thereby contributing much to mutual development into a broad-minded American citizenship.

The purpose of the class is to fit these boys and girls for the work in the regular grades. Quite frequently they are transferred to the grades in which the normal "American-born" children are found. This means the acquiring of a vocabulary which will enable them to understand and grasp the work done by the American children of the same age. The time required to accomplish this is, on an average, about five months.

The day's program consists in the main of conversation on interesting topics, story-telling, dramatization, phonics, reading, oral and written reproductions, arithmetic, and hygiene.

This department might well be called a "school of expression," since a knowledge of oral and written language is its chief object. The methods used are concrete

in the extreme. Only the English language is spoken.

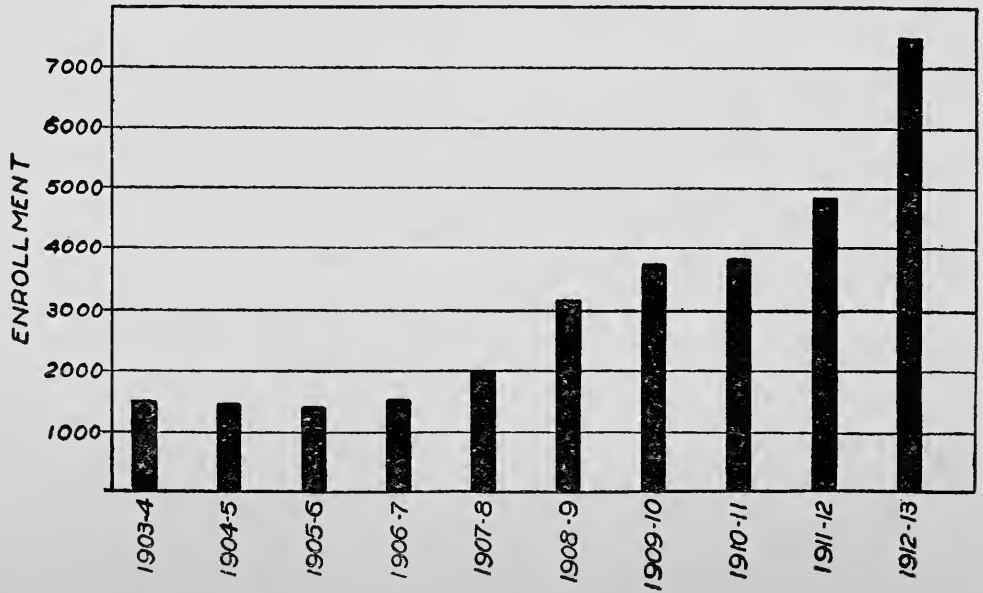
The little folks are so bewildered and frightened upon their arrival that the first and most important work of the teacher is to make them feel that in her they have found a friend in this new and strange land. It is then indeed a pleasure to note the eagerness, interest, and avidity with which they take up and master the difficulties encountered in learning a new language.

Penny Lunch Rooms

The penny lunch room was organized at the Jackson School in April, 1908. Since then such organizations as the Civic League, the Council of Jewish Women, the Woman's Club, and several mothers' clubs have organized and conducted penny lunch rooms in a number of schools. In the fall of 1913 these different organizations and mothers' clubs formed the Cincinnati Penny Luncheon Association and placed it under the control of the Board of Education. The cooks are paid by the Board of Education and the lunch rooms themselves are managed either by the working members of the clubs and associations or under the control of the principal. At present there are fifteen lunch rooms with cooks paid by the Board of Education. Generally these lunch rooms serve a recess lunch of soup, sandwiches, vegetables, cake, and fruit. The child may buy what it wishes. At noon a four or five-cent meal is served. This is to be sure that the child has a wholesome meal.

CINCINNATI PUBLIC NIGHT SCHOOLS

CHART SHOWING ENROLLMENT 1903-4 TO 1912-13 INC.



V
THE EVENING SCHOOLS

V

THE EVENING SCHOOLS

High and Elementary Evening Schools

Public education in evening schools in Cincinnati was put upon a new footing when the evening elementary schools were reorganized in 1892. Similarly evening high school work was firmly re-established in 1904. At present evening instruction is offered in two night high schools, the East Night in the Woodward bulding, the West Night in Hughes; three elementary schools, the Peaslee, Dyer, and Washington; one elementary school for foreigners exclusively, the Sherman; the Continuation School for Apprentices; and two elementary schools for colored pupils exclusively, the Stowe and the Douglass.

In addition to regular academic work of elementary and high school grade the following lines of special instruction have been developed:

East and West Night High Schools — Commercial courses, industrial courses, gymnastic classes, chorus class, supper-cooking class. The *industrial courses* embrace instruction: For girls and women, sewing, dressmaking, millinery, embroidery, cooking; for boys and men, mechanical and architectural drawing, bench work, cabinet-making and wood-turning, shop mathematics, machine-shop practice, forging (at East). A special carpentry class in *house-framing* was organized in 1914 in the East Night High School under the instruction of a practical carpenter selected from the active workers in the trade; and plans have been made to carry this work on in the daytime also in co-operative or continuation school classes for carpenter apprentices.

Sherman School—Sixteen different nationalities of foreigners enrolled to learn English.

Peaslee School—English for foreigners; classes for stammerers and other forms of defective speech; a social center for boys.

Dyer School—Mechanical and architectural drawing, sewing, dressmaking, electrical work, gymnastics.

Washington School—English for foreigners, manual training, sewing, gymnastics.

Stowe School—Cooking, sewing, embroidery, carpentry, gymnastics.

Douglass School—Bookkeeping, stenography, hairdressing, manicuring.

Continuation School for Apprentices—A class for machine shop *foremen.* Instruction is given in shop drawing and mathematics for the foreman's purposes, and in shop management; and superintendents of shops are called in to give the men the benefit of their experience.

Two of the most interesting of all the night school classes are the chorus class and the supper-cooking class, both held in the East Night High School. The night school *chorus class* of over 200 students meets on Friday evenings at Woodward under the direction of the supervisor of music. Besides being a center for recreational and inspirational musical interest and culture, this class prepares the night high school commencement music and is an effective recruiting station for the May Festival chorus and other Cincinnati choral societies. The *supper-cooking class* consists of about forty girls who on Wednesday and Thursday evenings go directly from their places of employment to Woodward, where they receive instruction in cooking and immediately make application of the lesson by cooking and serving their own suppers. At 7:30 o'clock they leave the domestic science department to attend their classes in academic and commercial subjects.

Commercial instruction in the evening high schools is organized into a *bookkeeping course* and a *stenography course,* each two years in length. But many evening students combine a commercial course with a full academic course, by continuing in attendance for four or five years and earning the high school diploma as well as the commercial certificate.

The *gymnastic classes* of the night high schools are conducted on Friday evenings, chiefly as recreational activities for evening high school students exclusively.

Since the night high school *academic curricula* were lengthened to four-year coures, with a program quite similar in scope to the program of the day high schools, the work of these departments has been much strengthened. The State Superintendent of Education has recognized the full-course diploma as a "first-grade high school"

diploma, and upon these diplomas certificates can be issued that admit the holders to the State pharmacy, dental, medical, and law examinations. The University of Cincinnati also gives recognition to night high school work by accepting graduates upon certificate and granting entrance credit at three-fourths the count allowed to day high school diplomas.

Although the majority of night high school students are working in regular courses for diploma or certificate, there are in attendance many *special students* seeking instruction in one or two branches only. For example, in the Spanish classes there are specials who are employees of banks and commercial houses in which a knowledge of Spanish is required in the foreign correspondence department.

The East Night High School (in Woodward), which has the greatest variety of instructional activities of all the evening schools, has experienced a remarkable growth in recent years. As late as 1906-7 this school was still conducted in the old Ninth Street building with a teaching force of only eight teachers. At present the school has to use nearly all of the Woodward building; gives instruction to over four thousand students; and employs a principal, an assistant principal, a force of eighty teachers, and the part-time service of five supervisors.

With the establishment of the evening classes of the College of Liberal Arts in the University of Cincinnati in 1912, the system of public evening instruction in Cincinnati was made complete. Elementary, secondary, and university education at public expense is now available for all, even those who must be self-supporting in daytime employment.

Evening School for Foreigners

This school was opened in October, 1909. THE CINCINNATIAN, October, 1914, has this to say of the foreign students:

> They flocked to the elementary night schools of the city in such numbers that, five years ago, it became necessary to establish an alien school in the Sherman School, on West Eighth Street. It began with two classes and at the close of the school year had five classes. Last year it opened with nine teachers and closed with eleven. There were fifteen nations represented among the students.

The students range in age from 16 to 60, and they are a proud set of people. . . . . No government is necessary in the school; the students are polite and orderly. Both sexes dress as if for church, and a good many of them come to the school without their suppers, waiting to eat until they get home. This applies to those whose hours of employment will not admit of going home and then returning to school. . . . . The students represent every stage of education in the Old World. Some of them speak six and seven languages and come to the school to be taught English. Classes are prepared for entrance into the night high schools of the city. In the more advanced classes of the school history, geography, arithmetic, and algebra are taught. The histories and geographies are used more as readers and for the purpose of instilling American ideas and American ideals. The students are not only taught to know the United States, but to get the standards of citizenship and of living firmly fixed in their minds. Foreign-born children, 12 and 13 years of age, are received, and take advantage of the night school to further their work in the day schools, and are accompanied by a big brother or a big sister who is possibly in the same class with them.

The school is open eighty nights; the sessions are from 7:30 to 9:30, Monday, Tuesday, Wednesday, and Thursday evenings, and closes about March 25th. Sixteen nations are now represented.

VI
THE CONTINUATION SCHOOLS

VI

THE CONTINUATION SCHOOLS

Compulsory Schools

Compulsory Attendance—In May, 1910, the Ohio State Legislature passed a law known as the Ohio Law for Compulsory Continuation School. By this law the Board of Education was authorized to establish and maintain continuation schools, and to require all youths who had not satisfactorily completed the eighth year to continue their schooling until they were 16 years of age. In January, 1911, the Board of Education, upon recommendation of the Superintendent of Schools, adopted a resolution to establish continuation schools in September, 1911.

In February, 1911, a supervisor was appointed and employers and parents were notified that after September 1, 1911, all children subject to the law would be required to attend school four hours per week.

In order to bring the industry and the school within convenient range, the classes were conducted in twelve centers, the Guilford School operating from 8 a. m. to 5 p. m. daily; eight centers from 4 to 5 p. m. for four days and six centers from 1 to 5 p. m. Saturday.

The employers were given the privilege of choosing the school and the hours most convenient for the child; some chose one hour a day for four days; some, two hours for two days, and some, four consecutive hours in one day.

The pupils were classified into the following groups: A preparatory class, sixth, seventh, and eighth grades, and special commercial and industrial classes. One-half time was given to a commercial or industrial course and one-half time to elementary instruction in the essential branches.

The enrollment for the three years has been:

Year	*Boys*	*Girls*	*Total*
1911-1912	1,227	1,541	2,768
1912-1913	1,670	1,575	3,245
1913-1914	811	778	1,589

The decrease in attendance during the third year was the result of the enforcing of the New Compulsory Edu-

cation Law passed by the Legislature in the spring of 1913. The present law requires all boys to remain in the regular day school until their fifteenth birthday and all girls until their sixteenth. No boy under 16 may receive a certificate to work until he has completed the sixth grade and no girl under 18 until she has completed the seventh grade. This leaves subject to the unchanged continuation school law only those boys at work between 15 and 16 and those girls at work or at home who received certificates to work prior to August, 1913, when the new law became operative.

The development of the work has been interesting and fruitful. Employers and parents are today giving their most hearty co-operation and support to this movement. The school has placed in the lives of these young people high ideals working through a greater respect for authority, a more willing obedience, an increased responsibility, and a desire for knowledge and efficiency, all tending toward the fullest service to the home, to industry, and to the community.

Industrial Classes for Girls—The new school law requiring girls to remain in school until 16 years of age undoubtedly worked a hardship among certain classes. In some cases the parents could not afford the necessary car fare to send the girls to high school, and in other cases the girls were needed at home to help keep house. Many such cases were found by the attendance officers, and after careful investigation in each case the girls were gathered together into groups in the Central Fairmount, Sands, Washington, and Vine Street Schools.

These children are given the training that will best fit them to live up to their greatest possibilities. In planning an outline of work the aim is three-fold: First, to care for the general education of the girl; second, to give training in home-making; third, to train for certain kinds of trade work in order to enable the girl to earn her living.

In order to carry out this three-fold aim, fifty of the girls have been gathered into the Washington School and divided into three classes, and three teachers conduct the different phases of the work—home, trade, and academic. About one-third time is given to academic work, which finds its motive as largely as possible in practical problems; the remaining time is devoted to trade and industrial training and to home-making subjects.

In the other three schools named the same general course is followed.

Voluntary Schools

Voluntary Attendance; Salesmanship—In organizing voluntary classes the first duty of the supervisor of the continuation schools was to establish a class in salesmanship for young women in department stores. Conferences with employers and salespeople produced the result that thirty employers gave their endorsement to the plan, believing the teaching of salesmanship to be a practical means of increasing the efficiency of their force.

The school was opened in May, 1911, with an enrollment of two hundred; each pupil attended one half-day a week without loss of pay. A graduate of the Boston School of Salesmanship was appointed teacher of the class. The course included the study of textiles, salesmanship, color and design as applied to the work, business arithmetic, English, civics, hygiene, and economics.

In September, 1911, the course was given to all department store girls enrolled in the compulsory continuation classes, the teacher of salesmanship serving part time in the continuation school and part time in the store of the Alms & Doepke Company, whose appreciation of the work was such as to lead them to make provision for classes within the store at the expense of the company.

Salesmanship in Mercantile Establishments.

In December, 1913, upon the recommendation of the Superintendent, authority was granted to assign a teacher, for certain periods each day, to follow-up work with the girls of the continuation school in the mercantile establishments, and to teach salesmanship at public expense in connection with such visits. Classes were at once organized in the stores of the Alms & Doepke Company, the H. & S. Pogue Company, and the John Shillito Company.

As this movement represents something of a departure in public education, whereby teachers employed by the Board of Education offer instruction to the employees in private establishments, it may be well to state the basis upon which it rests.

*The controlling motive is to be the educational and social improvement of the employees themselves, which shall result in improved service for the public. Upon these grounds, the plan can be justified as a measure of public education, even though one of the direct results is an improved service for the employers.

*From letter of instructions issued to the Supervisor of Continuation Schools by the Superintendent, January, 1914.

More satisfactory and valuable service for the employer follows, as a matter of course, from increased intelligence and skill on the part of the employees and from improved service to the public.

In all this movement for co-operative education, by means of which the schools and the commercial and industrial establishments are brought into closer relations for educational purposes, we need to realize that there are three parties directly involved: The employers, who desire and need more skilled and intelligent workers; the employees, who desire and need to be better prepared for the work they are now doing, or in which they are to engage, and better prepared for positions of increased responsibility and pay; and the public, who desire and need a better service. The school authorities wish to serve both employer and employee, but they occupy middle ground; they cannot serve either to the injury of the other; they must have the confidence of both. If conflicts of interest appear, they must decide always in favor of the public, whom they directly represent and whose interests are superior to those of either employer or employee.

With this position clearly understood and accepted, I have no hesitation in sending teachers into commercial and industrial establishments to perform their work under conditions most favorable for teaching the theory that is to be wrought out into practice, under real commercial and industrial conditions.

In this way we may be able to establish most effectively a more vital connection between work and study, between theory and practice, instruction and its application; and thus we shall provide educational opportunity that makes for better and more intelligent workers who shall render more acceptable service to both the employer and the public. And this, I believe, is a legitimate function of public education.

Salesmanship in the High School—In September, 1914, salesmanship was introduced into Woodward High School as an elective in all grades. Ninety students are enrolled. In the commercial department it is planned to have a three-year course, beginning in the second year and extending through the fourth. Students are to work part-time in the various department stores. A few high school students are already working part-time in the stores.

Messenger Service—In October, 1914, the Superintendent of Schools authorized the establishing of an elementary co-operative course for messengers, whereby boys would be permitted to attend school for half-time and engage in the messenger service for half-time, both the work and the study to be under the general direction of school officials co-operating with the officials of the messenger service. Only boys over 15 years of age are permitted to enter the service, the aim being to give to those boys, permitted by law to leave school, a chance to become wage-earners and at the same time to receive extended school training.

Home Economics, Women's Continuation Class

Apprentice Continuation School Faculty, Pattern Makers

Conferences with the superintendents of the messenger companies followed, with the result that officials of the Western Union not only promised co-operation, but offered to provide, at the expense of the company, the equipment necessary for teaching telegraphy and the services of an expert teacher, in order that boys electing to take a course in telegraphy might have full opportunity to master its technicalities. The boys who have entered the service meet alternate weeks for class instruction at the Guilford Continuation School.

Voluntary Attendance in Home Economics—A very important phase of the continuation school work, and one which emphasizes the agency of the public school in reaching the masses of the people, is the opportunity offered to women to extend their education.

Classes are formed in any school district where twenty or more women make application for a definite line of instruction. They meet once a week in a two-hour session. The enthusiasm and interest in this work is shown in the enrollment, which has reached two thousand.

Specific training is given in one branch and a general course in home economics, including lectures and discussions on topics relating to household problems. One very interesting feature of this work was the organization of a class in the Oral School, with the purpose of giving the mothers of deaf children information on the mechanism of speech and its development in a deaf child, in order to enable each mother to give her child intelligent help at home—the home and the school thus co-operating for intelligible speech in the children. Similar plans are being developed for the adult blind.

The aim in all work is to strengthen the bond between the home and the school, and to awaken a spirit of community interest and helpfulness.

Voluntary Continuation Schools for Apprentices—The Continuation School for Machine-Shop and Pattern-Maker Apprentices was organized about seven years ago after an agreement had been entered into by a number of employers and the Board of Education, whereby apprentices were to be sent to school one half-day per week without loss of pay, the Board of Education agreeing to maintain the school, while the employers sent their boys and paid their wages. This school is in session throughout the year. The principal and his assistant spend Monday morning and

Saturday morning visiting shops in which the boys are employed. The methods of teaching are unique, and most of the instruction is individual.

The original short-unit courses in the form of jig sheets were made up in this school. The purpose of these sheets is to provide for the boys the mechanical part of their problems and save for them those processes which require thought. By means of these lessons a great deal of ground may be covered in the short time allowed for school work. Boys may graduate from this school upon the completion of their apprenticeship and will in the future be given a formal diploma. Use is made of lantern slides, machine catalogues, and blue-prints of assembled machines in presenting the lessons. As occasions arise the boys are taken to visit shops other than those in which they work. An exhibit of the jig sheets may be seen at the school.

The pattern-maker apprentices spend one half-day per month in some commercial foundry. The time thus spent is considered equivalent to the same time in school.

VII

ADDITIONAL ACTIVITIES OF THE PUBLIC SCHOOLS

VII

ADDITIONAL ACTIVITIES OF THE PUBLIC SCHOOLS

The Summer Academic School

The Summer Academic School was instituted in 1908. Its purpose is: (*a*) To enable pupils who have failed in one or two subjects to catch up; (*b*) to enable unusually bright pupils to skip a grade. Admission is upon recommendation of principal and teacher, with assent of parent. Enrollment is by card, filled out by principal of home school and sent in advance of pupil. This enrollment card, with the Summer School record on reverse side, is sent to the home school in September. In 1913 there were enrolled: High school, 295; elementary, 1,013; total, 1,308. Tuition is free to residents. The school is in Woodward High School. The grades represented are: Elementary, IV-VIII; high school, IX-XII. There are about forty teachers. Selection is made to secure the best. Promotion in this school is accepted as official. The cost is: Elementary, $3.75; high school, $7.40, per pupil belonging. The session is from 8:30 to 12:30 o'clock for forty days, including Saturdays. The result of the summer academic work is that promoted pupils very generally keep up with their classes.

Vacation Schools

Vacation schools, summer recreation centers for city-bound children, form one of Cincinnati's most important educational activities. They were established by the School Board as part of the school system in 1907, and since that time have responded to the needs of thousands of city-bound children, particularly of those whose homes are in closely congested tenement districts. In the hands of well-trained and competent teachers, these many children have been protected from the dangers of the streets and their resultant evils.

The vacation school is not academic; it does not continue the book work of the regular school year. Its curriculum includes such occupations as appeal to the child whose school books are put away for a time, but whose interest must be kept alive, who must be kept busy for his own sake. The manual arts, music, story-telling, dramatics, folk-dancing, games, gymnastics, free play, and many forms of art—these are the lines along which those in charge of the children lead them, keeping them happily busy and under discipline that is forceful without being in the least irksome.

Attendance at these schools is not compulsory, the children coming voluntarily and eagerly and enjoying to the full the happy, busy life. The teeming industry of these "summer shops" that are open during half the vacation time bears testimony to their usefulness in the promotion of all that makes for good manhood and womanhood, and, *best of all,* for good citizenship.

Realizing the importance of these "summer laboratories," in which the city's children are trained in habits of order, neatness, obedience, and truth, the School Board has made generous appropriations for their maintenance. Recognizing this effort on the part of the official body of the schools, the people of the community, particularly those in whose neighborhoods schools of this nature are established, are giving their best encouragement to the workers and, with the entire group of enthusiastic workers, are co-operating with the School Board in the promotion of this great work to its highest and best uses.

Home and School Gardens

The Cincinnati Home and School Garden movement began under the auspices of the Civics Department of the Woman's Club in 1908, and was later taken over by the Board of Education. The work has been cumulative, each year marking a distinct advance on preceding years.

The object of the garden work is three-fold: To disseminate a knowledge of plant life generally; to encourage the development of the child through contact with living things; and to provide a means of assisting families to secure wholesome food at low cost through the utilization of back yards and vacant lots.

During the year 1914 thirty-five teachers were employed to care for home and school gradens, and 8,750

Summer Academic School Machine Work

Guilford School Open Air Room

children had given in their names as those who would conduct gardens of some kind. At the close of the season 4,850 certificates were distributed to the children who had completed a satisfactory piece of work.

The climax to the season's work was reached on September 26, 1914, when a garden exhibit was held in the Guilford School. On that day 1,800 entries, representing 1,200 children, were placed in competition for prizes; and more than 15,000 persons visited the exhibit.

Good school gardens were conducted in the following schools: Chase, Linwood, Pleasant Ridge, Cummins, Raschig, Windsor, Twenty-third District, Thirtieth District, McKinley, Bloom, Westwood, Kirby Road, Highland, and Twentieth District.

School Playgrounds

The first school playgrounds were opened in the summer of 1908 as an experiment. This proved so successful that playgrounds were regularly maintained by the Board of Education until last year, when the large number of park playgrounds made the school playgrounds unnecessary. However, even then a number of school playgrounds were maintained by private subscription.

Of the sixty-four schools in the city school district, twenty-four have a fair equipment of apparatus, while eight are very well equipped.

In the year 1913 ten "after-school playgrounds" and five "vacation playgrounds" were maintained by the Board of Education. The total attendance at the ten was 66,117, or an average of 1,700 per day, or 170 at each playground. The cost was $1,300.50.

At the vacation playgrounds the attendance averaged 1,983 per day. The cost for the summer was $5,562.

The Park Department maintained all playgrounds during the summer of 1914.

It is proposed to have the Board of Education assume control of the park playgrounds and to conduct them in connection with those of the schools as one complete program of playground activity.

Social Centers

On March 17, 1913, the Superintendent submitted an exhaustive report to the Committee on Social Centers of the Board of Education, in which he made the following

statement of principle: "A larger use of the schoolhouse for social, recreational, educational, and civic purposes should be encouraged. The schoolhouse belongs to all the people and should be open to all the people upon equal terms." The adoption of this report by the Board of Education marked the beginning of organized social center work in the Cincinnati public schools, which is now conducted under a supervisor who gives his entire time to this work.

Throughout the city, mothers' clubs, improvement associations, and business men's clubs are now using the public schools for evening meetings. Individually organized athletic clubs and gymnasium classes are taking advantage of the school equipment. These clubs are encouraged on the basis that successful social center work depends upon the ability of the Board of Education to satisfy the reasonable demands of a community. Wherever a need for evening activity has been expressed, some attempt has been made to satisfy that need. This makes for a simultaneous and extensive development in a number of different communities, rather than for the development of one or two particular neighborhoods at the expense of others not so well equipped.

One of the best examples of social center work may be found in the Sands School in the organization known as "The Sands Social Center." This club first met on January 8, 1914, and now has a membership of four hundred and fifty. Meetings are held twice a month for business and general entertainment; gymnasium and swimming classes meet twice each week. One feature of the work is the Relief Committee, appointed for the purpose of distributing relief among needy families in the community. The committee is supported by the voluntary contributions from the members of the center.

The boys and girls from the seventh and eighth grades of the Guilford School have organized the Guilford Junior Club, meeting each Wednesday night. The specific aim of the club is the study of dramatics and pageantry; its secondary aim is social. During Christmas week members of the club gave a very creditable public performance of Dickens's "The Christmas Carol." The costumes and scenery were made by the children.

The Chase Social Center has organized a club for young persons of later adolescent age. Dramatics are

studied under a professional teacher, and many opportunities for social intercourse under competent supervision are afforded club members.

The Lincoln and Garfield Social Centers provide an excellent means of community development through lectures, general programs, and social entertainments.

The most recent piece of work undertaken by the Social Center Department is among a gang of unruly boys in a crowded down-town district. These boys were gathered in from the streets and now meet four nights each week in the gymnasium of the Peaslee School. This work promises to be the best piece of constructive activity yet begun.

There are two clubs in the Washburn School, one for boys and the other for girls. The boys meet each two weeks; the first part of the meeting is devoted to literary work and the second to games in the gymnasium.

The final word in social center work has not been spoken. Time will either prove or disprove the value of present methods, but that activity which stands for social, recreational, educational, and civic advantages must surely find a permanent place in the developing plans of the Cincinnati Board of Education.

Truancy Department

The Truancy Department consists of a chief truant officer and five assistants. Each assistant officer is in charge of a district, with headquarters at a central school, from which he may conveniently reach all sections of his district. The officer reports each morning at his headquarters, where he may be reached by telephone or receive notices from principals by mail. He then spends the day in the field, and comes to the central office of the department, in the City Hall, for consultation and desk work, at the close of the afternoon. The clerk of the department sends written information to principals, advising them of the disposition of the case and instructing them how to proceed with reference to it. During the school year 1913-1914 this department made 16,000 visits.

The work of the department consists not only in securing regular school attendance on the part of irregular pupils, but in enforcing the Child Labor Law by seeing that pupils secure the necessary certificate to be out of school and at work; by seeing that employers do not

illegally employ children required to attend school; and by attending to relieving cases where it is necessary to supply clothing or money in order to make it possible for pupils to attend school.

The department is in close co-operation with the various charitable and philanthropic organizations of the city, with the Juvenile Protective Association, and with the Court of Domestic Relations, which includes the Juvenile Court.

The Vocation Bureau

Research and Work Certificates

When the Child Labor Law of 1910 was passed in Ohio, its provisions gave the public schools a much larger measure of supervision over children who had left school to go to work than the school had ever possessed before. In order to take advantage of the opportunities for the investigation of various problems of young workers which the new law afforded a bureau was organized under private auspices. To this bureau was assigned the function of issuing working certificates in order to give it control of the material for research.

This bureau at once began a comprehensive investigation of the child labor situation. One part of its plan has been to make a study of about 800 working children who began work at 14. Each of these children received on going to work a mental and physical examination. These examinations have been repeated from year to year for over 650 of the original 800. The bureau is now conducting the fourth yearly tests of these working children. At the same time careful industrial records of these children have been kept and their homes visited. In order to interpret such a series of results it has been found necessary to carry out the same plan with a corresponding number of children who remain in school. The second year tests of school children are now being completed and the third year tests are beginning. It is the hope that these results, when complete, can be interpreted in several different ways. It will be possible to compare: (1) Children who go to work with children who remain in school; (2) success and failure in industry with home conditions; (3) success and failure in industry with degree of mental and physical development; and (4) degree of mental and physical development with home conditions.

Such a study will help to lay the foundations for an adequate program of vocational service. Meanwhile the bureau has incidentally worked out a method of issuing working certificates, keeping industrial records, and enforcing the child labor laws which is very successful. It has also given out each year statistics with regard to the number, age, school grade, and kind of school of the children entering industry, and the kinds of occupations into which they go, as well as the wages paid them in various occupations.

The other phase of the work has consisted of studying the occupations open to beginners in industry in the city. Although the office has a great deal of general information about all the important occupations open to children, the only one of which it has made a sufficiently detailed study to serve as the basis of a bulletin is the shoe industry. This bulletin is about ready for publication.

Vocational Service in the Schools

The program of vocational service in the public schools of Cincinnati is in the third year of its development. The first effort in this direction was to give vocational information to children in the eighth grade, to study their personal characteristics, and to counsel with them so as to help them select their high school work on the basis of the life career motive. The large cosmopolitan high schools offering ten courses with possible variations in each have made this necessary.

The purposes of the work in the high school are to keep before the student the connection between vocational success and school work; to use the various school activities as a laboratory by which the student may discover himself; to adapt the school work to the vocational needs of the student and the community.

The activities in the high school include careful inquiry into the causes of failure of individual students, readjustment of work to meet individual needs, lectures on vocational topics and on topics relating to vocational education, the use of vocational topics in connection with the English exercises, personal conferences with students as to the final selection of a vocation, careful study through faculty group meeting of the personal characteristics of students.

During the present school year ninety elementary teachers are meeting voluntarily once a week for the study of vocational service and civics.

The Vocational Survey

Another important piece of vocational service has been in progress during the past year through the co-operation of the Cincinnati Chamber of Commerce with the public schools. At the request of the Superintendent of Schools that organization undertook a vocational survey of the leading industries of the city for the purpose of obtaining information on which to base an extension of industrial education and in order to obtain information for purposes of vocational guidance. Although Cincinnati is a city of varied industries, four industries stand out prominently: The metal trades, the shoe industry, the sewing trades, and the printing industry. The survey of the printing trades was undertaken first, and the report of that work is ready for publication. The findings of the survey indicate the need of co-operative continuation-school work for compositors and pressmen; the probable need of a co-operative half-time course for those trades in the high school; and the importance of printing as a manual training subject. A survey of the sewing trades in co-operation with the National Society for the Promotion of Industrial Education is about to be undertaken. As a result of these investigations Cincinnati looks forward to a substantial extension in the near future of her system of vocational education.

Vocation Bureau

The latest development of vocational service in this city is the establishment of "The Vocation Bureau of Cincinnati," the organization of which is now under way. The bureau is to be composed of the Superintendent of Schools and eight other members, appointed by him, representing the schools, employers, employees, and general civic bodies not primarily concerned either with the schools or with industry.

The laboratory of research, the work certificate office already described, and the placement office which is just being established constitute one department of the Vocation Bureau. This department is still financed in part by the private bureau previously known as the Bureau of

Vocational Guidance, and its director is appointed by that bureau and approved by the Board of Education. The placement office and the work certificate office are each in charge of an Executive Secretary. The Executive Secretary of the placement office will co-operate directly both with the schools and with the employers. Her endeavor will be to keep children in school whenever that is possible; to find part-time employment for children who could then stay in school but not otherwise; to find full-time employment for those who must leave school, and to follow them up, as far as possible, in their subsequent employment.

The Department of School Activities, a second department of the Vocation Bureau, conducts all vocational work which centers within the schools or which is delegated to it by the Superintendent of Schools. In each school a vocational committee of three has been formed to consider the vocational problems of children who are about to leave school; to make a study of vocations and give vocational information to children, and to consider the adaptation of the school work to their vocational needs. Each local committee co-operates through its chairman directly with the Secretary of the placement office of the Department of Vocational Service.

Psychological Clinic of the University of Cincinnati

The Psychological Clinic of the University of Cincinnati was organized in 1912 by the University professor of Psychology in order to meet the growing need of a scientific method of picking out the children in the normal classes who, by reason of mental peculiarity, or mental deficiency, are unable to profit by the regular class work.

There should be in every school system some means of selecting and classifying this group of abnormal children. These children are scattered through the grades in the classes for normal children, much to the detriment of the latter and with little benefit to themselves. They take up by far too much of the teacher's time and are, in any case, a hindrance to the regular school work. The importance of identifying the exceptional child, of determining the nature and cause of his trouble, and suggesting methods of treatment is apparent. This is the work of the Psychological Clinic.

The Psychological Clinic of the University is provided with all the special equipment necessary to facilitate the work of mental diagnosis of children. Children are brought to the clinic by principals, teachers, school nurses, parents, and physicians. They present a great variety of "child problems." In each case the child's school record, his home conditions, his developmental history, and the hereditary factors involved must be considered. Then the mental examination of the child is made, and his intellectual status determined. The Psychological Clinic combines the method of the psychological laboratory with the practical service of the clinic. While it does not undertake treatment, parents, teachers, and others interested in the welfare of the child are advised what couse to pursue, and through the co-operation of the Supervisor of Special Classes and the Chief Medical School Inspector the recommendations of the clinic are made effective.

The Psychological Clinic thus serves as a medium for transferring the abnormal or misfit child from the regular schoolroom to the special classes where his special needs are met. Since its opening the Psychological Clinic of the University has examined and passed upon 351 school cases.

In connection with the clinic the Department of Psychology offers a course in the methods and technique of testing children. This course is open to students in the College for Teachers and to teachers in the public schools.

Mouth Hygiene

Dental inspections were begun in 1910, since which time they have been regularly held. This work is done by volunteers from the Cincinnati Dental Society. One hundred and eight schools have been visited, with a total of 51,426 children examined, of whom 43,464 required treatment. Following these examinations talks are delivered to the teachers and pupils instructing them as to proper care of the mouth. In addition to this, lectures are delivered to mothers' clubs and similar organizations connected with the school.

The first dental clinic was established in 1910 by the Free Dental Clinic Society, an organization under the auspices of the Cincinnati Dental Society.

The Board of Education allowed the use of a room in one of the schools for this initial work. In 1912 the Board

Guilford School Dental Clinic

of Health allowed its first appropriation for free clinic work. At the present time there are four clinics: Guilford School, two chairs; Sixth District School, one chair; Washington School, one chair; and Carthage School, one chair. The Board of Health pays the salaries of the employees and the Free Clinic Society all other expenses. In all probability the city will take over the entire work in 1916.

Seven dentists work one-half day for six days a week. They are assisted by two women, who also do some educational work. The total expense is about $6,500 per year, independent of the volunteer effort.

For two years an "experimental dental class" was observed in the Sixth District School. The results achieved by this class prove conclusively that mouth hygiene is a necessary adjunct to the work of the educator. The scholarship, attendance, behavior, appearance, and general results were far better than in a "control class," where only ordinary supervision was in force.

An exhibit of the work can be seen at the Guilford School, where detailed information may be obtained from those in charge.

School Hygiene

School medical examination is under the supervision of the Health Department co-operating with the Board of Education and is a function of the division of medical inspection and relief. The scope of the work has been extended until now it includes one hundred and fifteen public and parochial schools.

The medical staff consists of sixteen district physicians, fourteen nurses, seven dentists, and two clinic assistants. With the exception of four district physicians, who look after the physical welfare of the children in the recently annexed suburbs, and the dental operators, who work on half-day shifts, all employees devote full time to the work.

Vaccination of school children is compulsory. (Board of Health Regulation No. 17.)

Each medical inspector shall from time to time make such examinations of teachers, janitors, and school buildings as the protection of the health of pupils may require. (Law of Ohio, Section 7692.)

Comprehensive and systematic examinations of school

children are conducted to determine and correct such physical defects as interfere with a child's efficiency in school life.

In a room set apart for this purpose the district physician examines the following: (1) Children who have been absent from school four consecutive days; (2) Every child referred to him for examination and diagnosis by the principal, teacher, or nurse.

The eradication of tuberculosis depends in a large measure upon the recognition of incipient and potential cases among school children. Hence routine examinations are undertaken in order to determine the prevalence of anaemia and tuberculosis. These examinations begin with children entering school for the first time and proceed to the higher grades in order.

During the school term special surveys are made in order to determine the number of handicapped children attending regular classes in public schools who should be taught along special lines that will reduce the effects of their handicap and enable the children to become self-supporting citizens.

Examinations are made with reference also to the seating of the children and the lighting of classrooms and to the cleanliness of schools and all matter affecting the health of pupils and teachers.

In accordance with the laws of Ohio the school physicians examine all children applying for a work certificate in order to determine whether or not the applicant is physically fit to be employed in any of the occupations permitted by law for boys between 15 and 16 years of age and for girls between 16 and 18 years of age.

The organization of "Little Mothers' Leagues" and the classes in home nursing and the care of the sick are under the supervision of this department.

Lectures on personal hygiene, the prevention of tuberculosis and other communicable diseases are given daily by a lecturing nurse for the Anti-Tuberculosis League.

The physical welfare of all children in the open-air school is under the supervision of the Department of Health. Admissions and discharges are based upon the results of physical examination made by the medical directors.

Elementary Hygiene and Home Care of the Sick

The Nursing Service Committee of the American

National Red Cross has charge of the organization of classes of instruction for women in "Elementary Hygiene and Home Care of the Sick." A textbook has been prepared by the Chairman and the Vice-Chairman of the National Committee, both of whom have served at different times as Superintendents of the Nurse Corps, U. S A.

It is not the purpose of this course to fit women for professional service, but to teach them personal and household hygiene in order that they may acquire habits of right living which will aid in the prevention of sickness and in the upbuilding of a strong and vigorous people; and to give them simple instruction in the care of the sick in their own homes, which will prepare them to render intelligently such service as may be safely entrusted to them.

The Chairman of the Executive Committee of the American Red Cross says of this course:

Many of the schools and colleges are introducing these courses of instruction.

To teach the women of the country laws of sanitation, to prevent the spread of disease, to teach them simple rules for the care of sick in their own homes, will do more to lift the veil of ignorance and save countless thousands from physical suffering and those that love them from untold grief and sorrow than anything else of which I can think.

Such instruction no more usurps the training of the professional nurse than does the first aid usurp the training of the medical man.

The importance of the standardization of such instruction is emphasized by the Red Cross. This can best be accomplished by such a standard being set and maintained by the Nursing Committee of a great national organization.

The instruction should be given by women coming up to the Red Cross standard and under the supervision of the Nursing Committee.

By the introduction of such courses into our higher schools and colleges there is a strong probability that interest will be aroused among a fine class of young women that will lead a number of them to enter regular training schools for nurses. Superintendents of these schools and others interested in the training of nurses are desirous of bringing into the profession well-educated women and recognize the advantages of higher educational standards as requirements for admission, and whatever may help to do this will be most heartily welcomed.

Classes have been organized in the Woodward High School by the Board of Health, with the approval of the Board of Education, and are under the supervision of the Nursing Service Committee of the local chapter of the American Red Cross. The instructor is a regularly enrolled Red Cross nurse—also a registered nurse—appoint-

ed by the chapter and approved by the National Nursing Service Committee of the American Red Cross. Many graduates of the high schools enrolled during the past year in the School of Nursing and Health now being established in the new General Hospital, in which courses of instruction are given by professors in the Ohio-Miami Medical College of the University of Cincinnati, all affiliated municipal institutions.

School Work of the Anti-Tuberculosis League

If every citizen had an elementary knowledge of the causes of disease and the methods of prevention, and an understanding of the importance of sanitation and personal hygiene, our public health problems would be half solved, and our abnormal American death rates would be greatly reduced.

Starting with this almost axiomatic principle, the Cincinnati Anti-Tuberculosis League has for five years been developing a system of lectures to school children by a whole-time trained nurse. The league has great faith that it is thus laying the foundation for a citizenship that not only will believe in and practice personal and home hygiene and sanitation, but also will appreciate and insist upon adequate measures for the conservation of the public health.

These lectures must be clear, simple and direct, practical, appealing to the interest and imagination of the children, and impressing themselves upon the memory.

Simplicity is a difficult art and can be perfected only by practice and by a thoroughly sympathetic understanding of the children.

The nurse's talks are made as practical and as directly applicable to the daily life of the children as possible. The lessons are graded according to the ages of the pupils, from the kindergarten to the high school. They are abundantly illustrated, and concrete anecdotes and examples are given, showing the advantages of fresh air, sunshine, good food, recreation and rest, of mouth hygiene and proper care of the body, and also the objections to expectoration and to other unsanitary practices, to careless placing of pencils and other objects in the mouth. The influence of the children's lessons in cleanliness and practical sanitation is remarkable for effect upon the homes.

Woodward High School First Aid

The interest of the children is aroused in many ways. Their own ideas are brought out by questions which they ask and which are asked of them. The simple theories taught are illustrated by similies from every-day life, and the children become eager to apply conclusions directly to home conditions. The happiness that comes from health is drawn in bright colors. A cheerful and hopeful outlook upon the problems of health is encouraged.

Because these lessons are of little value if not remembered, the children are asked one year concerning what they have learned the year before. Their memory, as well as their originality, is stimulated by the writing of compositions. They follow the connecting lectures from one grade to another, and health literature of various kinds is distributed to them so that they may carry the lessons learned directly into the homes.

In 1914, 46,983 pupils were reached by these lectures in the public and parochial schools.

Little Mothers' Leagues

Under the auspices of the Health Department, the Anti-Tuberculosis League's lecturer in 1914 organized in the public schools fifteen Little Mothers' Leagues, with a total attendance of 1,100 girls from the higher grades. These might be termed classes in applied hygiene, with especial reference to the care of the babies and training for motherhood.

The outstanding feature of this work was the eagerness of the children to learn and to apply their lessons. They followed the lessons closely and kept notes. The classes were democratic and self-governed, under the wholesome supervision of the nurse-teacher.

The nurse made a study of the methods used in New York and Chicago for similar little mother's leagues, and with an excellent curriculum worked out by the Health Department, was able to make the course of about six weeks both attractive and practical. Several lessons in applied sanitation in the house were followed by a well-developed course on the care of the baby from birth. Practical demonstrations of methods were given by means of a "model" baby. Patterns for different kinds of baby clothes were supplied. The girls made the garments, some of which they used for their own little brothers or sisters; others being given to the milk-station nurses for distribution.

One practical result noted during the summer months, was the added interest in the health department's milk stations, and the more intelligent use of them.

Bureau of Child Welfare

Cincinnati is particularly fortunate in having a citizenship alive to the needs of a growing and progressive city. The latest demonstration of this fact is seen in the proposal of a well-known physician, submitted respectively to the Board of Health and the Board of Education and heartily approved by both Boards, that a Bureau of Child Welfare be established as a municipal undertaking.

The function of this Bureau is the examination of all children under school age; its object is to correct conditions handicapping children before they enter school. This is to be accomplished through application of a broad program embracing preventive medicine, social service, and correction through records of sociological data.

Three physicians have volunteered to start the movement. The plan of work is to advertise the Bureau through the various clubs in the school house. Mothers are to be encouraged to bring their children on certain afternoons to the school when a careful examination will be made. Records are to be kept and filed in the Health Office. Medical treatment will not be offered. When pathological conditions are found the patients are to be sent to the family physician. If they are unable to pay for medical service they may be directed to the recognized hospitals, clinics, and dispensaries.

Through the Bureau of Child Welfare the Board of Education is co-operating under the supervision of the Director of Social Centers with the Board of Health in a splendid municipal movement that promises to raise the physical standards of the school children and, through this, to produce better educational results.

VIII
OTHER EDUCATIONAL INSTITUTIONS AND AGENCIES

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Catholic Schools in Cincinnati and Suburbs

I. Parochial Schools

The parochial schools endeavor to give the children a good common school education, with especial attention to reading, writing, arithmetic, and grammar. In addition to this, they give a course in religious instruction. Aside from the moral value of this training, it is the common opinion of Catholic educators that as a means of developing the intellectual powers, the study of catechism ranks high. The grades in the parochial school are, ordinarily, eight. Five or six schools have kindergartens, and one, the St. Xavier School, a day nursery. A few schools, among them the Cathedral, St. Mary's of Hyde Park, and St. Lawrence, have a full high-school course. Others, St. Xavier's and St. George's, have instituted two-year business courses, the intent being to hold, as long as possible, those children of the eighth grade who cannot see their way to a high-school training.

Number of schools in city limits	51
Number of schools in suburbs	19
Total number	70
Number of teachers in city limits	413
Number of teachers in suburbs	81
Total number	494
Number of pupils in city schools	15,904
Number of pupils in suburbs	3,203
Total number	19,107

II. Orphanages and Industrial Schools

Two orphan asylums — one for German Catholics — take care of nearly all Catholic orphans of Cincinnati.

The work of these two institutions is supplemented by "The Boys' Home of Cincinnati," "St. Vincent Home for Boys," and the "Protectory for Boys," and by the Good Shepherd Convents on Price Hill and at Carthage. Delinquent children are cared for in several of these institutions.

Number of schools for boys	5
Number of schools for girls	5
Total number	10
Number of pupils in orphanages for boys	609
Number of pupils in orphanages for girls	583
Total number	1,192

III. Special Schools

School for Colored Children

Number of teachers	4
Number of pupils	72

School for the Deaf and Dumb

The Sisters of Notre Dame on East Sixth Street have a school for deaf mutes. A boarding school has recently been established on West Fourth Street.

IV. Secondary Schools*

Number of academies for girls	10
Number of academies for boys	7
Total number	17
Number of pupils in girls' academies	1,222
Number of pupils in boys' academies	640
Total number	1,862

V. Schools for Higher Education

Of the Catholic colleges, as also of the high schools, it may be said that they lay special emphasis on the intellectual culture derived from serious study of the Latin and Greek classics. They also pay much attention to the

*The Colleges contain secondary school departments.

writing and speaking of English, basing their work largely on the models afforded them by the classics.

Theological seminaries	1
Colleges	3
Monastic schools	3
Total number of teachers	60
Total number of pupils	260

VI. Education and Training of Teachers

The teachers of Catholic schools of Cincinnati are, for the most part, religious, and represent the following teaching orders:

Franciscans (men and women), Sisters of the Blessed Sacrament, Precious Blood (men and women), Sisters of the Good Shepherd, Society of Jesus, Brothers of Mary, Passionists (men), Ursulines, Ladies of the Sacred Heart, Sisters of Charity, Sisters of Mercy, Notre Dame Sisters.

In accordance with the requirements of the Diocesan School Board, every teacher before entering upon his duties must qualify by a normal course and a successful examination. For a certain number of years — differing in number in the various religious communities — these qualified teachers must continue their studies. Provision is made for their doing this in normal schools, and summer institutes conducted annually. Many also attend summer schools connected with the Catholic University of Washington, and with other Catholic colleges. Each year a priest of the Diocese takes a special course in pedagogy at the Catholic University in Washington.

VII. School Administration

The superintendence of the Catholic schools of this city is, at present and provisionally, in the hands of the pastors of the churches with which the various schools are connected. The more general regulations of elementary education are undertaken by a School Board appointed by the Archbishop of the Diocese. Special schools, together with secondary schools for both boys and girls, are under the superintendence of various religious orders and congregations. The superintendence of higher education is similarly placed, and that of the Theological Seminary is under the supervision of the Archbishop of the Diocese.

Private Schools

In the educational facilities of Cincinnati are included a number of private schools, some of which are of a high order of merit. A few of these schools are linked up with the public school system by offering courses valuable to teachers in service. When such courses meet the approval of the Dean of the College for Teachers of the University of Cincinnati, the Superintendent of Schools officially recognizes them as "credit courses for teachers," so that the schools conducting such courses become to this extent formally affiliated with the public schools. On the other hand, even the schools that are wholly private, having no connection whatever with the public school system, frequently perform a variety of public service by offering certain education facilities that the public schools are not prepared to offer.

Of the private schools of secondary grade, doing college preparatory work, the following seven are on the "accredited list" of the University of Cincinnati: the Bartholomew-Clifton School, the College Preparatory School for Girls, the Franklin School, the Mt. St. Joseph on the Ohio Academy, the Oakhurst Collegiate School, the Ohio Military Institute, the University School.

Ohio Mechanics Institute

The Ohio Mechanics Institute is located at the corner of Walnut Street and the Canal. It was chartered in 1829. Its purpose as stated in the charter is to advance "the best interests of the mechanics, manufacturers, and artisans by the more general diffusion of useful knowledge in those important classes of the community."

The building at Sixth and Vine Streets was the home of the Institute for more than sixty years, the corner stone having been laid on July 4, 1848, by the citizens of Cincinnati under the leadership of Miles Greenwood, and the historic landmark is now known as the Miles Greenwood Building.

The present building site is where Mr. Greenwood had carried on his extensive business, and was acquired by the trustees in 1905. The building is the generous gift of Mrs. Mary M. Emery, provided by her as a memorial to her husband, Mr. Thomas J. Emery, and has been occupied since the beginning of the school year 1911-1912.

Four distinct departments have been created, which are under the complete supervision and control of the president.

The four departments are:
1. The Institute of Applied Arts.
2. The Timothy C. Day Technical Library.
3. The Emery Auditorium.
4. The Industrial Museum.

The Institute of Applied Arts consists of the following schools:

The School of Mechanics and Electricity.
The School of Architecture.
The School of Industrial Art and Design.
The School of Chemistry.
The School of Lithography.
The School of Household Arts and Science.
The School of Special Trades.
The Evening School.

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Cincinnati Kindergarten Training School

The Cincinnati Kindergarten Association, organized in 1879, established a Training School in 1880 and was incorporated in 1894 for the purpose of "organizing and supervising kindergartens and to carry on a Training School for Kindergartners." It has maintained a continuous existence ever since.

In 1905 an affiliation was made with the University and the public schools of Cincinnati, thus securing the educational opportunities of a large university and the practice field of the public school kindergartens, while retaining in a measure the freedom, the ideals, and the social advantages of a private training school as well as the interest and the assistance of a large number of prominent citizens, who are thus kept in close touch with the city's educational system.

This is a unique and interesting example of Cincinnati's educational co-operation.

There are now in affiliation seven kindergartens connected with philanthropic institutions, four private, one supported by the Lockland, four by the Norwood, and two by the St. Bernard Boards of Education, and fifty-five by the Cincinnati Board of Education.

The entrance requirements for the training school are the same as for the university. The course of study, two years in length, is under the supervision of the Dean of College for Teachers, the Superintendent of Public Schools, and the Principal of the Training School, and when taken by a university student in her junior and senior years leads to a degree as well as to a diploma.

Affiliation with the Kindergarten Association keeps the same general standard of excellence in all of the kindergartens of Cincinnati and vicinity. As adjacent territory is annexed, kindergartens are gradually transferred to the supervision and the support of the Cincinnati Board of Education.

General Association of Mothers' Clubs

The Cincinnati Kindergarten Association organized the first Mothers' Club in 1889 as a self-governing, independent association of women, affiliated with the kindergarten in which it was organized and under the direction of officers elected by its own membership.

Previous to that time, mothers' meetings, study classes, conferences, and gatherings of different kinds had been held in the kindergartens under the direction of the kindergartner or a leader appointed by the Association.

When the experiment proved successful, the organization of a mothers' club in connection with each kindergarten became a recognized responsibility of each kindergartner; and a short course on the organization and conduct of mother's clubs was added to the training school course of study.

A regular monthly meeting was arranged for each club and the meetings were grouped on Thursday afternoons. No training classes were held on that afternoon, so that students might familiarize themselves with mothers' club work.

The Cincinnati Kindergarten Association formed a General Association of Kindergarten Mothers' Clubs in 1896. Time was also arranged for the kindergartner to add home-visiting to her other duties, through which experience the kindergartner has become one of the most valued social workers in the community.

As children entered higher grades, some Kindergarten Mothers' Clubs merged into School Mothers' Clubs; and it was finally decided to omit the word kindergarten and

enlarge the scope of the General Association by admitting clubs of a more general character.

There are now eighty-three clubs enrolled in the General Association, of which fifty-seven, including the Oral School Club, are connected with the Cincinnati public schools, fifteen with churches, settlements and Improvement Associations, and eleven with public schools in each of the following Ohio towns in the vicinity of Cincinnati: Deer Park, Elmwood, Loveland, Lockland, Madeira, Mt. Healthy, Newton, Plainville and St. Bernard, and Newport, Kentucky.

Conferences of officers and delegates are held from time to time, at which matters of interest are presented to be afterwards brought before the regular meetings of the clubs for discussion and action.

The following is quoted from the address of the retiring President at the annual meeting in May, 1914:

> The Association continues to attract attention throughout the city, whether it be the City Hall, Court House, Chamber of Commerce, Business Men's Club, Board of Education, Board of Park Commissioners, Playground Committee, Woman's Club, Visiting Nurse Association, or Anti-Tuberculosis League. Wherever there is a body of people trying to solve important problems and work out plans, the opinion and co-operation of the Mothers' Clubs are solicited. This is due probably to the fact that the membership is made up of women from all neighborhoods of the city, thus affording a concensus of opinion, and a fund of experience that is wide, deep and varied. Therefrom is furnished a basis from which we can wisely help interpret the life of our city, and render valuable aid in the solution of many of her problems. The Superintendent of Schools has said that "The General Association of Mothers' Clubs is one of Cincinnati's most valuable assets."

Colored Industrial School of Cincinnati

This school was established under the bequest of Mrs. Sallie J. McCall, who left the bulk of her large fortune to found an industrial school for the benefit of the colored people of Cincinnati, without regard to age or sex and without charge for tuition. Classes were organized in the fall of 1914, in a school building at 724 West Sixth Street, which has been remodeled and equipped in the most modern way for the purpose. Courses are open to all colored residents of Cincinnati above the age of fourteen years who have completed the fifth school grade or its equivalent. It is expected that all trades suitable for such boys and girls will be taught in this school.

Courses offered at the present time for men and boys are automobiling, brick laying, carpentry, cement work, and plastering; for women and girls, domestic science (including cooking, catering, serving, home sanitation, housekeeping, etc.), and domestic art (including plain sewing, millinery, and dressmaking).

Educational Work of the Cincinnati Y. M. C. A.

The educational work of the Young Men's Christian Association of Cincinnati consists of night and day classes, educational clubs, and practical talks.

The school work divides itself into four groups: The Humanitarian, Cultural, Bread Winning, and Professional or Highly Specialized.

(1) The Humanitarian group includes classes for employed boys in the common branches, Bookkeeping, Drawing, English for Foreigners, Eugenics, and First Aid to the Injured.

(2) The Cultural group includes the "making-up-deficiencies" studies, such as Arithmetic, Business English, Spelling, Composition and Rhetoric, Latin, French, German, Commercial Law, Commercial Geography, History and Public Speaking.

(3) The Bread-Winning group includes such subjects as Bookkeeping, Stenography, Typewriting, Show-card Writing, Commercial Spanish, Plan Reading and Estimating, Mechanical and Architectural Drawing, Chemistry, Physics, Stationary Steam Engineering, and the Day School Commercial course.

(4) The Professional or Highly Specialized group includes such courses as the Law School, covering three years, Advertising, Salesmanship, Cartooning, Automobile School, and Civil Service. These courses appeal to men who desire to prepare for special careers in which there is a possibility of more immediate increase in earning power than in any of the other courses offered by the Association. The cost of these courses is fully met by the fees which the students are very willing to pay.

Among the more notable characteristics of the Y. M. C. A. educational work may be mentioned the following:

1. Emphasis is strongly laid on individual instruction. The classes are small, the instructor giving individual attention and adapting his instruction to the needs and the deficiencies of the student.

2. The fact that a fee is charged encourages men to higher appreciation of the instruction than if it were free. Anxiety to get their money's worth is an incentive, and only those enter who have a serious purpose.

3. For the past two years the enrollment in the day and evening classes has been between 980 and 1,101 students per year.

4. Special effort is made to socialize the educational work by social events and entertainments for the students. They are

also encouraged to take advantage of the classes in physical education. Every member of the Day School is required to spend three periods per week in the gymnasium. Weekly convocations are held.

The educational clubs and practical talks serve a much larger number than the class work, through Study Clubs, the Life Problem Club, the Camera Club, and various boys' clubs. Educational talks in shops and factories, trips for men and boys to manufacturing and power plants and points of interest, and special educational exhibits, indicate something of their scope.

The educational work of the Association is conducted not only in the Central Building, but in rented quarters at the Ohio Mechanics' Institute, in one of the city buildings at the corner of Canal and Walnut Streets, where the automobile school and laboratory work is located in temporary quarters, through the Elmwood-St. Bernard Branch, through the Railroad Department opposite the C., H. & D. station, and among colored men in connection with the Ninth Street Branch organized a year and a half ago.

Since so large a proportion of the Association's educational work is distinctly vocational, an important adjunct of this department is the advisory and vocational service, through which a bureau for employment is conducted for placing those students who complete the courses satisfactorily. Many young men are also counseled by this department in the choice of careers.

Thus the work of the Young Men's Christian Association is co-operative rather than competitive.

The Eclectic Medical College

The Eclectic Medical College is the oldest and foremost Eclectic medical school in the United States and one of the oldest colleges of medicine in the Middle West. It originated as the result of a reform medical movement inaugurated in New York City by Dr. Wooster Beach in 1827. Out of this movement grew the Cincinnati school, which was chartered in 1845 as the Eclectic Medical Institute of Cincinnati. In 1910 a new and handsome five-story modern building, fully equipped for an up-to-date school, was built at 630 West Sixth Street; and the name of the institution was changed to the Eclectic Medical College.

This school is co-educational and was the first in the United States to offer equal facilities to men and women. It has fully equipped laboratories — chemical. microscopical, physiological, pathological, bacteriological, and anatomical. Clinics are conducted in every department of general medicine and surgery, and in special surgery and other specialities. The wards of the Seton Hospital, adjoining the college, are open exclusively to the students, and interne service is provided and required. Students are also required to attend the clinical lectures and bedside teaching at the new Cincinnati Hospital and at the Longview Asylum for the Insane. Special instruction in matters of public health administration is given under the supervision of the Cincinnati Board of Health.

The Ohio College of Dental Surgery

The Ohio College of Dental Surgery was established in Cincinnati in 1845, becoming the first dental school west of the Allegheny Mountains and the second in the world. Dentistry as a profession began with the organization of the first Dental College (that at Baltimore), the first Dental Journal, and first Dental Society. This school became the pioneer of dental education in the West, and its establishment represented the birth of the profession in this territory.

Very early in its history the college was able to erect its own building on College Street and the school took its place among the important institutions of the city. The growth of the school necessitated removal in 1912 to its present new property, corner Seventh and Mound Streets.

In 1865 the school conferred the degree upon the first woman graduated in dentistry, Lucy Hobbs Taylor, and in 1913, continuing its pioneer work in dental education for women, it established the first college course for Dental Nurses. This course complete in one year, qualifies young women for positions as assistants to practicing dentists and it meets a long existing and constantly increasing demand.

The clinical teaching and the clinical facilities have long been a feature of this school and have given it an enviable reputation both at home and abroad.

In the policy of employment of full time teachers, giving their time exclusively to teaching, dental education has taken precedence of the other professions. This

school was one of its first advocates and at the present time in its faculty of fifteen teachers, more than one-half that number are full-time instructors.

The Cincinnati Law School

The Cincinnati Law School is the oldest law school west of the Allegheny Mountains. It was established in 1833 and has continued an unbroken existence of more than three-quarters of a century.

During this period it has graduated nearly 4,000 men, of whom most are now engaged in active practice of law, and many are filling high positions in the service of the government. The school has throughout its existence stood at the very forefront of legal education, and today has a faculty, a curriculum, and a method of teaching unsurpassed.

The school owns its building, and is enabled to carry on its excellent work by reason of its endowments, which consist of several hundred thousand dollars. It is, therefore, not dependent entirely upon tuition fees, but is enabled to turn back to its students in value several times the amount they pay into the school as tuition.

Many young men attending the school are able, by industrious application, to earn a large part of their expenses as Cincinnati, with its varied industries, presents to the earnest young man numerous opportunities for self support. While the authorities of the school feel that the course should occupy practically all of the student's energies yet those who must earn a portion of their expenses, and are willing to work hard, are encouraged to enter.

In 1900 this school, with others, founded the Association of American Law Schools, and it has ably supported the Association in efforts for higher standards of legal education. It now maintains a three years' course of thirty-four weeks a year, beginning in the latter part of September and extending to June. The work continues through six days in the week, the schedule consisting of forty hours each week for the three classes, besides moot-court work, scheduled at three hours per week.

The determined purpose of the school has been to give to every student a rigid training in the elements of the law, covering the whole field so far as lies within the scope and province of a first-class law school. The best interest of society and the proper maintenance of good

government demand that lawyers be well trained, intelligent, patriotic citizens.

The Court of Domestic Relations

The Court of Domestic Relations of Hamilton County should be of interest to every educator for the reason that it was created for the protection of children and to provide and maintain for them proper home conditions and educational facilities.

The Court was established January 1, 1915. Under the act creating it, the court has jurisdiction in all cases involving the marital relations and the welfare of children. That of course means divorce and alimony matters and the work formerly performed in the Juvenile Court.

It is the policy of the court in all divorce and alimony matters to consider the welfare of the children, and some original methods are being applied to work out the knotty problems involved.

Next in importance the court is charged with the duty of administering the mothers' pensions. During the past year the court has distributed approximately $64,000.00 to three hundred and sixty mothers for the benefit of eleven hundred and twenty-five children. The purpose of this law is to provide a normal home for poor children who might otherwise be compelled to go to Children's Homes, or other institutions. With less than a year's experience, it has been found that children have not only been benefited in this way, but that economically there has been a saving to the county.

The court also has jurisdiction over delinquent, dependent, and neglected children under eighteen years of age. It is the object of the court, not so much to punish the children for delinquency, as to search out the cause of their delinquency and to remove that cause.

The court also gives a great deal of attention to the work of compelling fathers to support their children. Through methods employed, approximately $11,000.00 was secured from fathers for the support of their children last year.

The Juvenile Court idea is still young. The first court was established in Chicago in 1899 and the court in Cincinnati was established in 1904. However, many of the methods of handling juvenile cases are being standardized. So much good has been accomplished by the Juve-

nile Court that an investigation of its methods will be worth the time of any educator.

Lane Theological Seminary

Lane Seminary was chartered by the Ohio Legislature in 1829. The General Assembly of the Presbyterian Church located the Seminary on Walnut Hills, Cincinnati, after Elnathan Kemper had given to the trustees of the proposed institution sixty acres, a part of which is occupied by the Seminary campus and buildings.

The Theological Seminary was opened in 1832 with Dr. Lyman Beecher as Professor of Theology, and Dr. Thomas Biggs as Professor of Church History. The charter provides that all professors, tutors, teachers, and instructors shall be members of the Presbyterian Church. It declares the design of the seminary to be "to educate pious young men for the Gospel ministry."

The main building contains the chapel, large, well-lighted class-rooms, the Trustees' and Faculty room, and the rooms for students. The professors' residences are within the grounds.

The library contains a wide range of general literature as well as the standard theological works, and now numbers twenty-three thousand volumes.

Lane Seminary has interesting historic associations. Professor Calvin E. Stowe, while serving as Professor of Biblical Literature, was commissioned by the Ohio Legislature in 1836 to go abroad, at the expense of the State, to study the schools of Prussia and other European countries, and to submit his observations in the form of a report to assist the State in developing its system of common schools. This report, printed by the State of Ohio in 1837, was reprinted by the legislatures of Massachusetts and New York, and by the Pennsylvania legislature in both German and English. It was the beginning of the great educational movement that Horace Mann and Henry Barnard carried forward so successfully in New England. In an address delivered before the Ohio Teachers' Association the next year, Professor Stowe set forth his views as to the great necessity for normal schools for the professional training of teachers, and the essential features of their organization, and this was a year before Cyrus Pierce began his work in the first State Normal School at Lex-

ington, Massachusetts. Stowe advocated a three years' course, with model schools and practice teaching, as fundamental elements in the success of the undertaking. Some four or five years earlier than this he had established in Cincinnati a "College for Teachers," as it was called; but this was more of a Teachers' Institute than a professional school.

At Lane was established the principle of combined work and study, whereby, in the early thirties, the students were "required to labor, either on the farm or at some mechanical business, three hours a day."

Again, Catherine Beecher and her sister, Harriet, while living at Lane, founded in Cincinnati in 1832, a school for the higher education of women, some five years before Mary Lyon began her work at Mount Holyoke. Few writers of the present day have expressed more clearly than did Catherine Beecher seventy years ago, the necessity for training girls in the household arts. Writing to the graduating class of the West Newton (Mass.) Normal School in 1845 she says:

> "In the next place, I would urge that you train all the pupils of your own sex to a high respect for *domestic duties*, and a generous ambition to be fully qualified for them. . . . . For the grand aim of all intellectual training is, to fit us to appreciate properly, and to perform aright, the appropriate duties of our station; and where this is not attained, the training is a failure. To sew neatly, to cut and fit garments expertly, to make a bed properly, to set a table tastefully, to arrange and keep a room in proper order, and to be helpful and expert in all kitchen duties, should be set forth by every teacher of female schools, as indispensable portions of a young girl's education."

Hebrew Union College

This college is located on Clifton Avenue, north of the University of Cincinnati.

It is the fruition of the efforts of the late Rabbi Isaac M. Wise. It was formally opened in October, 1875. The teaching staff consisted of Doctor Wise and Solomon Eppinger. The staff now consists of eight professors and several special instructors and assistants.

The course covers nine years, of which the first eight are usually coincident with the four years spent in one of the high schools and the four years spent at the University of Cincinnati. Advanced study may lead to the degree of Doctor of Divinity.

The Administration Building contains twelve classrooms, president's office, faculty room, a board room seating twenty-five, students' assembly room, and an auditorium with a seating capacity of 355. The library accommodates 50,000 volumes.

The purpose of the school is to provide Jewish congregations of America with American-born and American-bred rabbis.

The College of Music

From the College of Music of Cincinnati, founded October 14, 1878, emanate influences which, for the last thirty-six years, have helped to form and sustain the musical organizations and the musical art of Cincinnati. The college is an eleemosynary institution, handsomely endowed by Mr. Reuben R. Springer and a number of benevolent citizens of Cincinnati.

From its very inception it has been the object of the College of Music to educate the student upon a well-regulated and scientific plan of instruction. In addition to various courses of musical instruction the college now undertakes the training of supervisors of public school music, the practical training of piano teachers, and operatic repertoire.

The first musical director of the College of Music was the late Theodore Thomas, who was also for many years director of the famous Cincinnati May Music Festivals. In proffering Mr. Thomas the position, the founders of the institution stated its purposes as follows:

"It is proposed to establish an institution of musical education upon the scale of the most important of those of a similar character in Europe; to employ the highest class of professors, to organize a full orchestra with a school for orchestra and chorus, and to give concerts."

In accepting the position, Mr. Thomas replied:

"This project is a step in the right direction and Cincinnati is the place to begin. . . . . The formation of a college such as you propose realizes one of my most cherished hopes and I shall work hard to make it superior in all branches of musical education."

That these noble aims have been fulfilled to an eminent degree is manifested in the crescendo of artistic success which the institution continues to enjoy.

The Conservatory of Music

The Conservatory of Music has for many years been in close co-operation with the public schools of the city by granting requests for musical programmes for special occasions in kindergartens, day and night schools, vacation schools, Mothers' meetings and social centers. The Conservatory always gives of its very best, believing that music should be an integral part in every student's education and that there should be abundant opportunity for hearing the best and greatest musical works.

The Conservatory, now in its forty-eighth year, has been carrying on its work steadily and persistently, confidently looking forward to the time when the language of the great Symphonists will be as intelligible to the general public as is that of the great dramatists. Its doors have always been thrown open to the public whether the event be a concert by one of the famous virtuosi of the faculty, by the Conservatory orchestra, or by talented students of the institution. That there is an intense desire for good music by the general public is proved by the large audiences attending these concerts.

In the summer of 1914 five new scholarships were established at the Conservatory for local high school talent. Four of the scholarships were awarded upon the recommendation of the Supervisor of Music in the Public Schools. The interest and progress of the students thus honored were highly satisfactory.

The new departure of giving the Conservatory Orchestra Concerts under direction of Signor Pier Adolfo Tirindelli in Hughes High School Auditorium is significant as the public may thus have the privilege of hearing, free of charge, a large orchestra in a symphonic programme, the audiences being limited only by the capacity of the hall.

The Cincinnati Music Festivals

Grove's Dictionary of Music and Musicians, the standard English and American authority, says, referring to these Festivals: "The most notable of the regular recurring musical meetings in the United States are those held biennially in Cincinnati, Ohio. * * * * They have, beyond question, exerted a more powerful influence for musical culture than any institution of their kind."

The declared purpose of the Cincinnati Musical Festival Association is the production of the great choral masterpieces of the world's music under the most favorable auspices, with accessories suitable to their dignity and importance. With this high standard in view, the Association has constantly sought to improve the quality of the chorus, which is the basis of the Festivals, and has uniformly employed the best orchestra and soloists obtainable. The Theodore Thomas (Chicago Symphony) Orchestra has been used in all Festivals excepting in 1906 and 1914, when the Cincinnati Symphony Orchestra replaced it. The soloists enlisted have been the most eminent singers of two continents; on many occasions notable European artists have been first introduced to American audiences at the Cincinnati Festivals.

The first Festival was held in 1873; its success suggested a second in 1875, and since that time they have recurred biennially, the Festival of 1914 being the twenty-first of the series.

The basis of the organization, as already stated, is the chorus, which now numbers 350 singers. Any persons possessing good and musically true voices, and with some facility in reading music, are eligible; but all applicants are examined by the chorus master. As a result of this policy, and of the patriotic interest in the organization by citizens generally, the quality and consequent effectiveness of the chorus have constantly improved. An examination of the rolls of the chorus will discover hundreds of names of the most prominent and distinguished men and women of the city, all of whom feel a personal pride in the part they have taken in these great concerts.

During recent years, a body of children from the public schools — from 300 to 1,000 singers — have taken part in the Festivals with distinct credit to themselves and to their instructors. The Superintendent of Schools has especially recognized the high value to the children of the training involved in their participation in the Festival work, and has commended their performance in his official annual reports.

The Festival Association is a corporation "not for profit" under the Ohio law. Its By-Laws provide for one hundred "stockholders," each holding one share of stock. Stockholders have the privilege of paying ten dollars each annually toward the expense of maintaining the

chorus, and of voting for election, from their number, of nine Trustees or Directors, who conduct the business of the Association. The list of stockholders is a Roll of Honor; few resignations from it have ever been received. Vacancies caused by death are filled by election by the Directors.

The Festivals cost in the neighborhood of $45,000 to $50,000 each. They have always been self-supporting and have even permitted the accumulation of a modest reserve fund which has been increased by several endowments from generous friends. The patronage and support of citizens of Cincinnati and of thousands of music lovers elsewhere, and the treatment of the Festivals by the newspaper press, have been liberal, enthusiastic, and continuous. Without the generous, patriotic spirit thus manifested, it would be impossible to maintain them.

The Cincinnati Symphony Orchestra

In 1872 a few public-spirited music-loving women conceived the idea of establishing in Cincinnati a symphony orchestra on a permanent basis through public subscription. Cincinnati had long enjoyed a reputation as a musical city and had attracted from the old world some fine musicians. From their ranks a Philharmonic Orchestra was formed in 1872, which was the pioneer symphony orchestra of the West. Concerts were given by this and other musical organizations, which stimulated a desire for a permanent Cincinnati orchestra.

Finally a plan, originating in the Ladies' Musical Club, was definitely outlined; and, as a result of the enthusiasm and enterprise of this club, the Cincinnati Orchestra Association Company was formed in the spring of 1894, with a Board of fifteen women in control and Mrs. William H. Taft as President. An appeal was sent out to "all patriotic citizens" asking for financial assistance for the enterprise; and in a few weeks a sufficient sum was raised or guaranteed to make it possible to begin in a modest but adequate way. It was distinctly a woman's movement.

The first season of the Cincinnati Orchestra was opened in 1894 in Pike's Opera House with an orchestra of something over fifty men. Nine concerts were given in three series of three concerts each with three different con-

ductors, Anton Seidl, Frank Van der Stucken, and Henry Schradieck. This venture was so well received that the following season Mr. Van der Stucken was engaged as sole conductor and ten pairs of concerts on Friday afternoons and Saturday evenings were given.

In 1896 the orchestra was increased to seventy men. Pike's Opera House being no longer available, the concerts were transferred to Music Hall, where they were given until the winter of 1911. About this time Mrs. Thomas J. Emery had constructed a building for the Ohio Mechanics Institute, and the auditorium was so designed as to make it adaptable to the purposes of the Orchestra; and, in this beautiful auditorium the concerts have since been given.

Mr. Van der Stucken retired in 1908 and was succeeded by Mr. Leopold Stokowski. In 1912, Dr. Ernst Kunwald, Associate Director of the Berlin Philharmonic Orchestra, was secured. With an enlarged orchestra he is perfecting a great institution for the interpretation of the highest forms of music.

It is an unfortunate phase of Anglo-American culture that music and the drama are classified by the majority of the public under the heading of amusements. High schools and universities are well stocked with libraries; museums, with paintings and sculptures. As museums of art afford opportunities of studying and enjoying the great sculptures and paintings, so do our orchestras make clear to us the best there is in music. Any one with this idea in mind will see their importance and will do whatever lies in his power to further their advancement. In Cincinnati there has been developed an orchestra that ranks among the first in the country, with a leader of great interpretative power.

When Theodore Thomas was invited in 1878 to Cincinnati to take charge of the College of Music, and indeed of musical matters in the city generally, he dwelt upon the necessity of establishing a permanent symphony orchestra. He believed that to be necessary to the musical education of the city; but this feature required large financial support, which at that time was not forth coming. It was left for the women of the city to accomplish sixteen years later, what the men in 1878 failed to do for Mr. Thomas.

The Schmidlapp Bureau

The Schmidlapp Bureau for Women and Girls was founded in 1908, by Mr. Jacob G. Schmidlapp, as a memorial to his daughter, Charlotte R. Schmidlapp. In his original statement to the committee in charge of the distribution of the income, Mr. Schmidlapp wrote:

> It is to be used in attempts to ennoble, to uplift, and to strengthen the lives of young women who are compelled to be self-supporting. No more serious problem confronts us than that of the young woman who must be a wage-earner for a period of years, and who then, we hope, will become a home-maker. The monotonous methods of industrial work as now conducted seem to militate against the efficiency of the woman in her domestic relations; and under the pressure of competition, the employer of today generally overlooks the fact that the girls in his employ are to be the mothers of the future citizens of this country.

To carry out the beneficent intentions of the founder, the education, placement, and vocational guidance of girls constitute the three-fold purpose of the Schmidlapp Bureau. An educational fund for girls, between the ages of 14 and 25 years, who are residents of Hamilton County, is offered as a loan without interest; and thus far one hundred and thirty girls have been assisted. In the selection of every beneficiary, health, high ambition, earnestness of purpose, talent or at least adaptability for the work desired, are essential qualifications.

The second line of service is the placement department for women not qualified for definite financial assistance. The scope of the work here undertaken has been restricted to the industrial field, in which the aim is to fit the right girl into the right place, rather than to make many placements irrespective of individual traits and special conditions. To carry out such a policy, however, a great deal of individual attention and follow-up investigation is necessary.

The third social contribution of the Schmidlapp Fund is the partial support given to the Bureau of Vocational Service that has been established in the public school system. (See section on The Vocation Bureau.)

The face value of the securities of the Charlotte R. Schmidlapp Fund at the date they were turned over to the trustee was $250,000; but since then Mr. Schmidlapp has made additions to the Trust. Each beneficiary signs a pledge reading:

> As soon after completing my studies as I can do so without depriving myself or those dependent upon me of the reasonable

comforts of life, I promise to pay the amount advanced to me to assist me in my education, assuming, however, no legal obligation hereunder, but desiring, if I am able, to assist in giving to others the same benefits that I have myself enjoyed.

The Public Library

The Public Library of Cincinnati serves not only the city but all of Hamilton County through its main library and its system of branches, deposit stations, school, traveling, home, and playground libraries. The main library is located so close to the heart of the city that it is used by many busy people, as the crowded noon hour shows.

Nine branch libraries are housed in separate library buildings, large enough to include auditoriums equipped for stereopticon use and smaller club rooms. Thirteen smaller branches are located in rented store rooms, in school houses, town halls, or club buildings. They all have permanent book collections, supplemented by delivery service from the main library and a system of loans which keeps the smaller branches up-to-date and masses books on one subject where they are most needed. Twenty-two deposit stations, collections of several hundred volumes, are placed in drug stores, village post offices, or general stores. Readers draw directly from the deposit collection or order special books from the main library. Traveling libraries, smaller collections without delivery service, are used for inaccessible spots in the county and for settlements, factories, telephone exchanges, and other institutions in the city.

Work with children and with the schools forms a special department of the library and is carried on, in the main library and large branches, in separate children's rooms. The books in these rooms are carefully selected and librarians trained for special work with children are placed in charge. In the smaller branches one corner of the library room is set apart for the children, and, where there is only one librarian in charge, the children's work forms a part of her duty. Good books are brought to the attention of children by means of exhibits, pictures, bulletins, bookmarks, reading lists, and through the Story Hour, the children's clubs, and the illustrated talks. Instruction in the use of the library is offered to all schools, the teachers bringing their classes to the library that actual practice may follow the talks. Other agencies for children's work are the Home Libraries, conducted by volun-

teers under library supervision, the Playground Libraries, during the summer months, and the School-Deposit or Class-Room Libraries. The latter are given any teacher at a distance from a library building for circulation among the pupils. They do not contain supplementary text-books but are intended to supply the "culture reading" of the child.

The teachers' room at the main library contains books on pedagogy, sample readers and text-books, courses of study from other cities, a model set of children's books arranged by grades, and bibliographies of children's literature. Teachers are given, in addition to the regular reader's card, a special teachers' card, permitting them to take out six books for serious study. A course of lectures on the library and children's literature is planned especially for teachers; those attending regularly and completing the required work receive credit from the Superintendent of Schools. The closest relationship exists between the library and the schools.

The Young Men's Mercantile Library

This library is located in the Mercantile Library Building. It was instituted April 18, 1814.

Under the will of Timothy C. Day, his bequest of $20,000 to the library is to be invested and the proceeds thereof to be used in purchasing annual membership tickets to be awarded to those pupils of the upper grades of the elementary and high schools, who lead the classes in scholarship for the year. More than seventy-five pupils were awarded such tickets during the past year.

The library has 80,000 books on its shelves, and carries files of current periodicals and newspapers.

The Lloyd Library and Museum

The Lloyd Library on Court and Plum Streets is devoted almost exclusively to Botany, Materia Medica, and Pharmacy, with a section on Eclectic Medicine. In recent years the owners have purchased a few books on Entomology and General Natural History with the intention of gradually building up the library along these lines as well. It contains at present 41,688 volumes.

The Mycological Museum or (fungi) Library is located in a separate building and contains more classified fungi

specimens than all of the other museums of the world combined. The herbarium contains some forty thousand specimens of flowering plants. The entire collections of plants of the Natural History Society have recently been placed in the Lloyd Museum for use and safe-keeping. Specimens are being added to this collection from time to time. This herbarium is the one that is consulted by teachers and others when the careful determination of a plant is desired.

The Cincinnati Museum

The Cincinnati Museum Association was organized in 1880 for general museum purposes and for educational work. Because of its important collections of paintings and sculpture and because its other collections are chosen for their aesthetic qualities rather than their scientific or historical interest, the museum is popularly known as the Art Museum.

The museum building was erected in 1886, an important wing, the Emma Louise Schmidlapp Building, being added in 1907 to house the Greek sculpture and the library.

On the lower floor the ethnological collection includes tumes, armor, the Doane collection of musical instruments, metal work including the Conner collection of silver and the Bookwalter collection containing valuable Oriental objects.

On the lower floor the ethnological collection includes American archaeology, and weavings and carvings from the Congo. These are extremely rare and instructive. There is also a small but interesting Egyptian collection.

On the upper floor are picture galleries, glassware, and ceramics, including the large historical collection of Rookwood since its foundation in 1880 with the preliminary work of the women on whose experiments the pottery was founded.

Special rooms are devoted to the works of the distinguished painters Frank Duveneck and Robert Blum, both natives here. The John J. Emery collection comprises paintings by European masters and there are further examples, among them works by Courbet, Cottet, Aman Jeau, Bouguereau, Munkacsy, Brozik, Zugel, Lenbach, Lessing, Achenbach, Sorollo, and many others.

The group of modern American paintings, however, remains the most significant, the policy of the museum for more than twenty years past having been to collect fine examples through systematic purchase. Some of the artists represented are Alexander, Chase, Tarbell, Benson, Currier, Winslow Homer, Hassam, Schofield, Shislaw, Redfield, and Weir; besides Duveneck, Blum, Twachtman, Meakin, Hopkins, Garber, Mosler, Potthast, Farny, Sharp, Hurley, Schevill, De Canap, and Kenyon Cox, all natives here or formed in the Cincinnati Art Academy.

The modern American sculpture is also very strong, the museum owning many original models. Among the sculptors represented are T. C. French, E. C. Potter, Herbert Adams, Herman MacNeil, Karl Bitter, and A. A. Weinman; besides Frank Duveneck, C. J. Barnhorn, Hiram Powers and Sir Moses Ezekiel native here.

The Art Academy, now in its forty-seventh year, is under the same management as the museum and is housed in an adjoining building which was erected in 1887. Drawing, painting, modeling, illustration, design, wood-carving, metal and leather work, and china painting are taught, and the classes provide for the development of students from the most elementary to the most advanced work. Owing to rich endowment, the tuition is very low, although the faculty includes such well-known artists as Frank Duveneck, L. H. Meakin, C. J. Barnhorn, James R. Hopkins, and others.

The Museum and Art Academy are situated in Eden Park and can be reached by the Zoo-Eden Park car line in twelve minutes from Fountain Square.

The Cincinnati Society of Natural History

The Cincinnati Society of Natural History was founded in 1870. At the time of the founding there was a general and wide-spread interest in Natural History, and the membership of the society grew very rapidly. During the summer of 1870 quarters were rented in the College Building on Walnut Street above Fourth. These were occupied by the society until the purchase, in 1877, of the building at the southeast corner of Broadway and Arch street, its present home.

Meetings were held regularly once a month for many years, at which papers on various subjects relating to

Natural History were read by members of the society. These meetings were open to the public without charge. In later years these meetings have been discontinued, and lecture courses open to the public have been substituted therefor. These lectures, while dealing with scientific subjects, are not technical but popular in character.

The society maintains a museum of Natural History, which is open to the public free of charge, and also a reference library of about 8,000 volumes on scientific subjects. It has also a number of sets of school cabinets containing specimens of birds, insects, and minerals, which it distributes to the public schools of Cincinnati each year.

The Ohio Audubon Society

Organized at Cincinnati in 1898, the Ohio Audubon Society has ever endeavored to promote a substantial interest in the protection of wild birds by disseminating a knowledge of them and their economic value. The society discourages all reckless and wanton destruction of bird life and endeavors to cultivate a sensibility to their beauty; in short, its endeavors have been wholly educational.

In co-operation with the National Audubon Society, the Ohio Society, three years ago, began an aggressive educational campaign. This feature of the work took the form of organizing Junior Audubon Classes among the school children under the direction of the teachers. The children are instructed in the color, markings, and size of certain birds, in the methods of attracting them, and in the reason why they should be protected. Last school year classes were formed in every county of the State. This year the number of classes is rapidly increasing and bird study is fast assuming an important place in nature-study work.

The Zoological Garden

The Cincinnati Zoological Garden was opened September 18, 1875. It comprises sixty acres of hill and dale, three miles north of the center of the city. The natural features, attractive in themselves, have been improved by landscape gardening and artistic placing of buildings,

so that as a park the Zoo would rank high. It is open every day in the year.

The control of the Zoo is vested in a Board of Directors, public-spirited men, who serve without compensation. From the beginning profit has been ignored. As their advertisement puts it: "The Zoo belongs to you. Your admission is your donation."

For twenty years the Zoo has co-operated actively with the public schools. Every inducement is offered to teachers who care to take classes to the garden for detailed study of animals and trees. The trees, as well as the cages, have labels bearing the appropriate scientific and popular names. In the late spring schools come *en masse* at greatly reduced rates, the pupils sometimes numbering two or three thousand. Before this time the manager visits the schools and gives illustrated lectures on the animals, their habits and peculiarities; the children, accordingly, know what they may expect to find and where to find it.

When new animals come the children are given opportunity to name them through prize contests. The baby hippopotamus, Zeekoe, received his name in this way. Various books have been published for the children, the latest being "Zigzags at the Zoo." Puzzling questions are propounded in the street-car advertisements, while the answers are to be found in "Zigzags," or, still better, in the Zoo itself.

The Cincinnati Woman's Club

At the close of two years of active work connected with the Woman's Columbian Exposition Association of Cincinnati and Suburbs, which brought together women of wide and varied interests, the time seemed favorable for the formation of an organized body of women to be as widely and generally representative of the city as possible, to serve as a protection to the best interests of women, to promote a study of existing conditions in the community with a view to ultimate improvement, to create and foster the spirit of co-operation, and to lead eventually to a more active participation of women in matters relating to public interests.

With these ideals in view, the Cincinnati Woman's Club came into existence in the spring of 1894, to "create an organized center of thought and action among women

for the promotion of social, educational, literary, and artistic growth and of whatever relates to the best interests of the city."

The business affairs were placed in the hands of a Board of Directors, and the activities were centered in departments. These departments are now designated: Departments of Art, Music, Literature, Home Economics, Civics, and Education; each having its own officers and times of meeting.

A Lecture and Entertainment Committee arranges for club teas and provides lectures and entertainments. A Legislative Committee investigates questions pertaining to legislation and reports upon them before the club takes action. A Library Committee has charge of the library and of the collection and circulation of books and magazines; and an effort is being made to collect books written by Cincinnati or Ohio women. A Tea Room Committee supervises the Tea Room service, in which luncheons and teas are served.

Study circles for intensive study along special lines are organized by groups, each having its own leader and place on the monthly calendar. At present the circles consist of the following: Art, Music, Current Events, Home Economics Extension, Bible, Drama, Study of Modern Novel, Browning, French, Greek, Egyptian, Government and Parliamentary Law.

The Cincinnati Woman's Club has followed the line of evolution characteristic of the club movement in general. First came self-culture, the broadening of the individual woman, emphasizing the fundamental principle that culture in the community must come from the cultured individual. Then there followed that larger shaping of public opinion and trying out municipal experiments. In every case the history is the same: Imagination touched by ideals, initiation, experimentation, success in one direction, finding a better way in another, and then the relinquishment by the club of its project to the city, so that the proved plan may be made useful to the whole community. Thus the club has through the activity of the Department of Household Economics presented lectures and demonstrations on all branches of domestic science, home ideals, household and personal hygiene, domestic art and science in the public schools, topics helpful to

mothers' clubs, housing problems, domestic architecture, and continuation and salesmanship schools.

The Civic Department counts among its activities the establishment of playgrounds, the installation of a matron in the County Jail, and assistance in the inauguration of: Consumers' League, smoke abatement, public baths, matrons in House of Detention, clean-up campaign, public comfort stations, sanitary drinking cups, the placing of waste receptacles in public places, reclamation of vacant lots, protection of bird and plant life, elimination of bill-boards, better housing conditions, better markets, mothers' pension laws, summer care of babies, warfare on flies, enforcement of laws against spitting in public places, welfare of the blind, safe and sane Fourth, separate playgrounds for girls and boys, penny luncheons in the public schools, school and home gardens, purity of the press. The Delaware Home for Girls, the building of a reformatory for women, the abandonment of the canal, the contemplated Union Depot and Terminal, the new Court House, the Municipal Budget Exhibit, all received the attention of the club through this department, which aims to keep in close touch with every project for civic betterment and to present the same to the club.

The Department of Education endeavors by investigation and presentation of educational matters to enable the women of the club to gain an enlightened viewpoint and thus assist in creating public sentiment for progressive measures. The Vacation Schools were inaugurated by this department through a combined effort in which the Club Committee, with a high-school teacher as Chairman, received contributions from private schools, mothers' clubs, and business firms, in addition to club members, for the support of the first Vacation School, which was opened in a building loaned for the summer by the Cincinnati Kindergarten Association. In the Vacation School, which grew rapidly, many progressive steps were tried and afterwards introduced into the regular course of the public school. Domestic science, introduced into the Vacation School in the summer of 1905, was added to the intermediate schools in the fall of 1905 and assisted by contributions from the club.

Among other activities of the Department of Education were: Support of a bill creating Juvenile Courts in Ohio, co-operation in the investigation of what other cities are

Jackson School Penny Lunch

doing for defective children, contributions to the Mountain Settlement work of Kentucky, work for State normal schools, petition to Board of Educatoin for introduction of kindergartens, formation of an active branch of the Needlework Guild, Christmas celebration to purchase books for mothers' clubs' libraries, petition for small School Board elected at large, courses of lectures in social hygiene presented to the mothers' clubs, entertainment of Association of Collegiate Alumnae and other educational bodies, and one entire season was devoted to the study of Cincinnati's complete system of municipal education, beginning with the kindergarten and going through the University.

During the month of March the club will celebrate its twenty-first birthday, and those who glance backward over its records will note that there is no department of general interest or movement of any importance in the city but has felt the beneficent influence of the Woman's Club. Last year a municipal Christmas tree on Government Square was inaugurated by the club. This year public trees appeared in many different sections; and Christmas lights have shown from every quarter of the city, bearing messages of peace and good will, emphasizing the value of a community spirit which makes each part of the many-sided life of the city take its place as part of the greater whole in which the watchword is Co-operation.

The American National Red Cross — Cincinnati Chapter

The original purpose for the organization of Red Cross Societies was to supplement the medical service of armies in time of war.

The great need of a thoroughly trained and efficient organization, national in scope and permanent in character, to render assistance after great disasters became so well established that the United States Congress in January, 1905, incorporated The National Red Cross, placed it under government supervision, and declared its purposes (in addition to its duties in time of war) to be:

"To continue and carry on a system of national and international relief in time of peace and apply same to mitigating suffering caused by pestilence, famine, fire, floods, and other great national calamities and to devise and carry on measures for preventing the same."

In order to bring a knowledge of Accident Prevention and First Aid within the reach of industrial workers and other classes of people throughout the country, the First Aid Department was established and placed under the direction of an officer of the Medical Corps of the United States Army. This department has a staff of physicians available for detail as instructors in mines, lumber camps, railways, telephone and electric concerns and other large industrial corporations; also for police and fire departments of cities, the Y. M. C. A., the Y. W. C. A., etc., and has recently broadened its scope to include "Water First Aid" by the organization of the American Red Cross Life Saving Corps.

The Red Cross Nursing Service Department was brought about by the affiliation of the American Nurses' Association with the American Red Cross, and a National Committee on Nursing Service was appointed by the War Relief Board in December, 1909.

The Red Cross has undertaken to carry into the homes of the people a better knowledge of the underlying principles of health, the prevention and care of illness, through the establishment of a Town and Country Nursing Service, and through the organization of classes of instruction for women in Elementary Hygiene and Home Care of the Sick.

The Cincinnati Chapter of the American Red Cross has its headquarters, consisting of office and classrooms, at No. 220 West Seventh Street and is open daily from 9 a. m. to 5 p. m. Visitors are cordially welcomed.

The Chamber of Commerce and the Schools

Excepting those in domestic service, 93 per cent of the people employed in Cincinnati secure their livelihood from commerce and industry. This means that nearly all of the youth now being trained in the schools will sooner or later become identified with business. It is most fitting, therefore, that schools should be interested in the needs of commerce and industry and that commerce and industry should be interested in what the schools are doing.

The future success of business enterprise will depend upon the youth now attending public schools, for the personal equation, above all else, is of importance in business to-day.

These observations explain some of the reasons why the Cincinnati Chamber of Commerce is so vitally interested in the public schools of this city.

This organization, the oldest of its kind in the United States, has over two thousand members and almost one hundred employees. The names of manufacturers, merchants, and professional men are all found upon its roster. There are thirteen departments under the direction of salaried managers devoting their entire time to this work. The Chamber of Commerce is housed on the second and third floors of the lofty Union Central Building, at Fourth and Vine Streets. One of its interesting features is the exchange floor, where several hundred men meet daily to transact business in grain and hay.

The department with which the schools come into contact is the Civic and Industrial Department, which was organized the first of the year 1914.

This department recognizes the fact that the schools form the only organized point of contact with the future employers and employees of the city; that if the business men of Cincinnati wish to see their successors most efficient, wish to secure the highest grade of employees, wish to see their city become a better place in which to live and do business, then they can do nothing better to promote these things than to render to the public schools every assistance in making the school work better adapted to the needs of the city and its people.

It is for these reasons that the Cincinnati Chamber of Commerce, through the Civic and Industrial Department, has evidenced particular interest in the organization of a vocational service bureau, in the formation of a federation of schoolboys' clubs, in vocational surveys of the printing and sewing trades, in conducting a clean-up campaign participated in by forty thousand children, in the instruction in civics in the schools, and in other subjects of like character.

The Business Men's Club

The Business Men's Club, with a membership of 1,800 of the most prominent and active business men of Cincinnati, is located in what is said to be one of the finest club buildings in the country at the southeast corner of Race and Ninth Streets. This organization, with its large and ever increasing influential membership, is becoming more

and more a leader of municipal thought and progress; for there is no better forum in which may be exchanged the progressive ideas of the times along lines of civic improvement than within the precincts of the Business Men's Club.

The Club, through its Civic Committees, is lending its earnest efforts to secure for the city better street car service, better interurban railroad facilities, better streets, parks, sewer service, adequate railway terminals, a large convention and exhibition hall, high-pressure water-service, and many other things which will add to the commercial standing and importance of the city.

It has been a prime mover in all actions for beneficial legislation for the upbuilding of the public schools and the educational system in general in Cincinnati. Three of the most active committees of the Club are the Public Schools Committee, the University Committee, and the Industrial Education Committee. At the suggestion of the Public Schools Committee, the Club called a meeting of representatives of civic organizations for the purpose of forming a Council of Public Education. The Chairman of the Public Schools Committee is the President of the Council of Public Education. The Council, with the help of the Club, was instrumental in securing the election of candidates nominated by it for the Board of Education.

The Federated Improvement Association

The Federated Improvement Association occupies a unique position. This association is composed of three elected delegates from each of the fifty-six local improvement associations scattered throughout the city. These local improvement associations are composed of liberal-minded neighbors who unite in their efforts to better conditions in their respective localities. These associations vary in membership from a score to a thousand enrolled members. They exert a profound influence upon the life of their own communities and through the central body, the Federated Association, exert a stimulating influence upon the general life and welfare of the city.

Composed as these associations are of a large number of men living in the same locality, they include in their membership representatives of all classes and trades and professions. The most learned judges of our courts meet in friendly co-operation with the laboring men. Profes-

sional men of all lines are found in the ranks. The work of the associations and of the Federation is strictly non-partisan. Thus emphasis is always given to the establishment and the carrying through of progressive measures.

One of the most important interests of the Federation and of the local associations is the welfare of the schools. During the history of the Federation the welfare of the schools has been more frequently a matter of discussion than any other subject. Our school officials have always sought the interest of the Federation, and they have been given many proofs of its loyal support.

The ideal of the Federation in the matter of public education may be said to be that our schools shall never be jeopardized by any outside consideration. The Federation is vitally interested in the development of the efficiency of the school system. It believes that all the children of the city shall have absolute equality of opportunity; that the schools shall train for the highest standards of life; that they shall bring true culture within reach of every child; that the teachers shall be prepared by training and by personality to inspire the child to aspire to be something of worth to his city and to himself; that there shall be opportunity for him to learn not only the facts of science and the wealth of literature, but that he be trained to do something really worth while in the world and that he realize something of the meaning and value of life. The child who is intrusted to the schools must not only be trained in earning power, but in moral power.

IX
ORGANIZATIONS OF TEACHERS

IX

ORGANIZATIONS OF TEACHERS

The work that is being done in the various organizations of teachers shows the deep interest that the teachers feel in all that pertains to the advancement of the ideas and the ideals for which they stand.

The Schoolmasters' Club

Membership in the Schoolmasters' Club is open to all men interested in education. The meetings, which occur on the second Saturday of each month, take the form of a dinner, after which the discussions and the program follow. This year the dinners are being held in the new lunchroom at the University. The program for 1914-15 is as follows: Get-Together Luncheon at the Zoo; The Organization of Education in Munich; Suggestions from a Survey of the Surveys; A Legislative Program in Behalf of the City Schools of Ohio; The Social Center Problem; The Responsibility of the Schools in the Promotion of Peace; What Next? A Forecast by the Superintendent of the Cincinnati Schools; The Educational Possibilities of Home Projects; The Place and Method of Instruction in Personal Hygiene.

The Cincinnati Women Teachers' Association

The Cincinnati Women Teachers' Association is a member of the National and also of the State Federation of Women's Clubs. The meetings occur on the second Saturday of each month, half the meetings being in the afternoon and the other half in the evening. This year the subject under discussion is "School Festivals," in their relation to the kindergarten, the elementary grades, intermediate grades, and the high schools. At the last meeting of the year the subjects are to be "Women's Salaries" and "Textbooks."

The Association of Cincinnati High School Teachers

All Cincinnati high school teachers who pay the annual dues of fifty cents are members of this organization. The association as a whole has four regular meetings during the year and special meetings at the call of the President. For working purposes it is divided into various sections, such as the English Section, the History Section, the Mathematical Section, which meet each month and discuss matters of moment to their own departments.

The Cincinnati Council of Teachers of English

This body was organized at the suggestion of the Superintendent for the purpose of unifying the work in English throughout the public schools of the city. The organization includes within its membership the teachers of English in the elementary schools, in the high schools, and in the University. Four important problems connected with the teaching of English are now under consideration by the council.

The Cincinnati Council of Teachers of Latin

The membership of this organization includes the teachers of Latin in the University and in the high schools of Cincinnati. The purpose of the organization is the discussion of points of interest concerning Latin, with a view to the correlation of the work in the high schools and the University. This year the work is the discussion of the high school course in Latin and the problems that always confront teachers of Latin.

The Cincinnati Council of Teachers of German

This council, like the two other councils, was suggested by the Superintendent. Its object is the unifying of the work in German throughout the schools of the city. Its membership includes the teachers of German in the elementary schools, the high schools, and the University.

Deutscher Oberlehrer Verein

This organization has as members the men who are or who have been German supervising assistants. The

meetings are held monthly, and at each meeting a paper is read by one of the members, after which a discussion follows.

Deutscher Lehrer Verein

This organization of the teachers of German includes both men and women. The meetings are held every two months, and matters of general interest are discussed.

The German Teachers' Relief Association of Cincinnati

This organization provides a sick relief fund and a death benefit fund. The sick benefit is allowed for absence on account of sickness for at least five successive school days. The annual dues are one-half of one per cent of the annual salary. If the annual salary of a member is one thousand dollars or more, his annual dues are five dollars.

Harmonie

Harmonie is an organization of the women who teach German. Its purpose is purely social—to unite its members in closer relationship.

The Teachers' Aid and Annuity Association

This year, 1915, marks the twenty-fifth anniversary of this organization. The permanent fund of the association is now $78,300. Recently a number of gifts of twenty-five dollars each have been given as silver anniversary gifts. The association has paid out as aid and death benefits and as annuities $102,918.96. The initiation fee is five dollars, and the dues are ten dollars a year.

School Teachers' Pension Fund

Into this fund each teacher in the schools of Cincinnati pays twenty dollars a year. During 1913-14 the permanent fund of the organization was increased in this way $24,584. The fund was also increased by $5,413.95, the amount deducted from teachers' salaries on account of absence. From the local taxes there came $18,225.30. The School Board is permitted by law to pay as much as two per cent of its annual income into the pension fund. Teachers are entitled to a pension after thirty years of service, but they

may be retired because of disability and put on the pension roll after twenty years of service. Pensions are paid at the rate of twelve and one-half dollars for each year of service up to thirty-six years, at which time the teacher is entitled to a $450 pension per annum, which is the maximum amount paid.

X

ADMINISTRATION, EXECUTIVES, AND DIRECTORY

X

ADMINISTRATION, EXECUTIVES, AND DIRECTORY

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JOHN W. HALL, *Professor of Elementary Education.*
HENRY S. WEST, *Professor of Secondary Education.*

DIRECTORY OF SCHOOLS

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

In the following list, Domestic Science equipment is indicated by D. S.; Manual Training centers by M. T.; Kindergartens by K.; Auditorium by Aud.; Gymnasium by Gym.

University

UNIVERSITY OF CINCINNATI — Charles W. Dabney, *President*
Clifton Ave., Burnet Woods; Clifton-Elm or Clifton-Ludlow car; 20 minutes.

COLLEGE FOR TEACHERS — W. P. Burris, *Dean*
Same as above.

High Schools

HARTWELL HIGH SCHOOL — Arthur Powell, *Principal*
Academic Course only, D. S., M. T. Hartwell and Woodbine Aves.; Lockland car; 50 minutes.

HUGHES HIGH SCHOOL — E. D. Lyon, *Principal*
Cosmopolitan, nine courses. Aud., Library, D. S., M. T., Art, Laboratories, Lunch Room, Gym., Plunges, Locker Rooms. Clifton Ave. and McMillan St.; Clifton-Elm or Clifton-Ludlow car; 20 minutes.

MADISONVILLE HIGH SCHOOL — Charles M. Merry, *Principal*
Academic Courses only. Six-and-Six plan, General Science, D. S., M. T., Gym. Prentice and Ward Sts.; Madisonville car; 50 minutes.

PLEASANT RIDGE HIGH SCHOOL, Thomas L. Simmermon, *Prin.*
Academic Courses only, D. S., M. T. Montgomery Road; Interurban Railway, Rapid Division; 45 minutes.

WALNUT HILLS HIGH SCHOOL — Atley S. Henshaw, *Principal*
Academic Courses only. Ashland and Burdette Aves.; Gilbert Avenue or Norwood car; 20 minutes.

WOODWARD HIGH SCHOOL — Pliny A. Johnston, *Principal*
Cosmopolitan, ten courses, Aud., Library, D. S., M. T., Art, Laboratories, Lunch Room, Gym., Plunges, Locker Rooms. Sycamore and Thirteenth Sts.; Auburn Ave. or Highland Ave. car; 10 minutes.

Elementary Schools

ANDERSON FERRY COLONY — J. W. Bursk, *Principal*
Grades 1, 2, and 3. Lower River Road and Liston Ave.; Sedamsville car; 40 minutes.

AVONDALE SCHOOL — C. J. Brooks, *Principal*
All grades, D. S., M. T., K., Gym., Showers. Reading Road and Rockdale Ave.; Avondale, Winton Place, Vine-Burnet, or Highland Avenue car; 25 minutes.

BLOOM SCHOOL — Henry J. Disque, *Principal*
1st to 6th grades, D. S., M. T., K. Winchell Ave.; John St., Sixth St., Westwood, or Fairmount cars; 25 minutes.

BOND HILL SCHOOL — F. E. Reszke, *Principal*
All grades. California and Matlack Aves.; Avondale or Winton Place cars, and auto-bus; 60 minutes.

CALIFORNIA COLONY — G. C. Emig, *Principal*
Grades 1 to 6. New Richmond Pike; Interurban Railway, Suburban Division; 50 minutes.

CARTHAGE SCHOOL — C. A. Wilson, *Principal*
All grades, D. S., M. T., K. Seventy-fourth St., west of Fair Park Ave.; Lockland or Glendale car; 40 minutes.

CENTRAL FAIRMOUNT SCHOOL — Jesse K. Dunn, *Principal*
All grades, D. S., M. T., K. Fairmount Ave. and White St.; Westwood car; 30 minutes.

CHASE SCHOOL — Fred M. Youmans, *Principal*
1st to 7th grades, K., Class for Mental Defectives, Instruction in Gardening, Chase, Apple, and Turrill Sts.; Colerain, College Hill, or Clifton-Ludlow cars; 40 minutes.

CHEVIOT COLONY — J. O. Beck, *Principal*
Grades 1 to 4. Gamble and Davis Aves.; Westwood car; 50 minutes.

CLIFTON SCHOOL — F. E. Swing, *Principal*
All grades, K., Gym. Clifton and McAlpin Aves.; Vine-Clifton car; 30 minutes.

COLLEGE HILL SCHOOL — W. H. Altamer, *Principal*
All grades, Departmental Plan, Grades 6, 7, 8, M. T., K. Maple Ave.; College Hill car; 50 minutes.

COLUMBIAN SCHOOL — F. E. Crane, *Principal*
All grades, K., Class for Mental Defectives. Harvey Ave. and Union St.; Avondale, Zoo-Eden, Highland Ave., or Vine-Burnet car; 25 minutes.

CUMMINS SCHOOL — Albert Schwartz, *Principal*
All grades, D. S., M. T., K., Lunch Room, Gym., Showers, Departmental Plans in Grades 6, 7, 8. Locust St. and Melrose Ave.; Gilbert Ave. or Norwood car; 20 minutes.

DELTA AVENUE COLONY — G. H. Denham, *Principal*
1st and 2nd grades. Delta Ave., near Redbank; Delta Ave. car; 40 minutes.

DOUGLASS SCHOOL (Colored Pupils) F. M. Russell, *Principal*
All grades, D. S., M. T., K., Lunch Room, Library (Branch of Public Library), Gym., Showers, Pre-vocational Work. Alms Place and Chapel St.; Chapel St. car; 20 minutes.

DRAKE AVENUE COLONY — G. H. Denham, *Principal*
1st to 4th grades. Drake Ave., near Main Ave.; Oakley car; 40 minutes.

DYER SCHOOL — E. W. Wilkinson, *Principal*
6th, 7th, and 8th grades, D. S., M. T., K. Gym., Showers, Savings Bank, Opportunity School (for retarded pupils), Open Air School on roof. Baymiller St., opposite Gest; Sixth St., Westwood, Clark St., or College Hill car; 15 minutes.

EVANSTON SCHOOL — U. D. Clephane, *Principal*
All grades, D. S., M. T., K., Gym., Departmental Plan in Grades 7 and 8. Dana and Trimble Aves.; Evanston, Norwood, Vine-Norwood, or North Norwood car; 30 minutes.

FERNBANK COLONY — S. M. Bauer, *Principal*
1st to 5th Grades. Chestnut and Fernbank Aves.; C., L. & A. (interurban) car; 60 minutes.

FULTON SCHOOL — C. F. Hanselman, *Principal*
1st to 7th grades, D. S., M. T., K., Savings Bank. Eastern Ave., between Kemper Lane and Weeks St.; East End or Delta Ave. car; 20 minutes.

GARFIELD SCHOOL — J. H. Locke, *Principal*
All grades, K. Edgewood Ave. and Elmore St.; Colerain, Clark St., or College Hill car; 35 minutes.

GUILFORD SCHOOL (New) — S. G. Bauer, *Principal*
All grades, D. S., M. T., K., Gym., Showers, Plunge, Orchestra, Dental Clinic, Open-Air Room, Roof Playground, Pre-vocational School, Departmental Plan in Grades 7 and 8. Fourth, Iola, and Arch Sts.; within walking distance.

GUILFORD SCHOOL (Old)
Special School No. 3, Vocational Bureau, Work Certificate Office, Placement Office, Psychological Laboratory, Compulsory Continuation Classes. Sycamore St., between Fourth and Fifth; within walking distance.

HARRISON SCHOOL — Anson McKinney, *Principal*
All grades, D. S, M. T., K., Gym., Departmental Plan in Grades 7 and 8. Orchard St. and Delhi Pike; Sedamsville car; 25 minutes.

HARTWELL SCHOOL — Arthur Powell, *Principal*
All grades, D. S., M. T. Hartwell and Woodbine Aves.; Lockland car; 50 minutes.

HIGHLANDS SCHOOL — J. M. Davis, *Principal*
All grades, D. S., M. T., K., Gym., Showers, Departmental Plan in Grades 7 and 8. Eastern Ave., near Lewis St.; East End or Delta Ave. car; 25 minutes.

HOFFMAN SCHOOL — D. L. Runyan, *Principal*
All grades, K., Departmental Plan in Grade 8. Woodburn and Dexter Aves.; Gilbert Ave., Evanston, or South Norwood car; 25 minutes.

HYDE PARK SCHOOL — G. H. DENHAM, *Principal*
All grades, D. S., M. T., K. Observatory Ave. and Edwards Road; Madison Rd. or Madisonville car; 35 minutes.

JACKSON SCHOOL — F. J. HAUER, *Principal*
1st to 5th grades, D. S., M. T., K., Lunch Room, Class for Foreigners. Fifth St., west of Mound St.; Third and Fifth St. car; 10 minutes.

KENNEDY SCHOOL — F. E. ELLIOTT, *Principal*
All grades, D. S., M. T., Gym. Montgomery Road and Kennedy Ave.; Interurban Railway, Rapid Division; 55 minutes.

KIRBY ROAD SCHOOL — E. S. PEASLEE, *Principal*
All grades, D. S., M. T., K., Gym., Showers. Bruce Ave. and Kirby Road. College Hill or Clifton-Ludlow car; 40 minutes.

LINCOLN SCHOOL — J. F. ARUNDEL, *Principal*
All grades, D. S., M. T., K., Lunch Room, Pre-vocational School. Delta and Golden Aves.; East End or Delta Ave. car; 30 minutes.

LINWOOD SCHOOL — U. L. MONCE, *Principal*
All grades, D. S., M. T., K., Lunch Room. Russell and Eastern Aves.; East End car; 45 minutes.

McKINLEY SCHOOL — G. C. EMIG, *Principal*
All grades, K. Eastern Ave. and Tennyson St.; East End car; 35 minutes.

MADISONVILLE SCHOOL — CHARLES M. MERRY, *Principal*
All grades, D. S., M. T., K., Gym., Showers, Departmental Plan in Grades 6, 7, and 8, Six-and-Six plan, General Science. Prentice and Ward Sts.; Madisonville car; 50 minutes.

MANN SCHOOL — JOHN CRONIN, *Principal*
All grades, D. S., M. T., K., Gym. Cinnamon St. and Fairfax Ave.; Madison Rd., Madisonville, or Oakley car; 30 minutes.

MORGAN SCHOOL — J. B. JOHNSTON, *Principal*
All grades, D. S., M. T., K., Gym., Showers, Lunch Room, Pre-vocational School. Kilgour, Finn, and Ellen Sts.; Zoo-Eden car; 10 minutes.

MT. ADAMS COLONY — J. B. JOHNSTON, *Principal*
All grades. Monastery and St. Gregory Sts.; Zoo-Eden car; 20 minutes.

MT. AIRY COLONY — W. H. ALTAMER, *Principal*
Grades 1 to 7. Colerain Ave. and Mt. Airy Road; College Hill car; 50 minutes.

MT. AUBURN SCHOOL — JOHN C. HEYWOOD, *Principal*
All grades, D. S., M. T., K., Gym., Lunch Room. Southern Ave.; Auburn Ave. car; 20 minutes.

MT. WASHINGTON COLONY — JOHN CRONIN, *Principal*
All grades. Beechmont Ave. and Campus Lane; Interurban Railway (Suburban Division), or C., G. & P. (interurban); 60 minutes.

NORTH FAIRMOUNT SCHOOL — JOHN AKELS, *Principal*
All grades, K. Baltimore Ave., near Seegar; North Fairmount car; 30 minutes.

OAKLEY SCHOOL — H. L. CRANE, *Principal*
All grades, D. S., M. T., K., Gym., Showers. Madison Rd., opposite Gilmore Ave.; Oakley car; 45 minutes.

OAKLEY COLONY — H. L. CRANE, *Principal*
Grades 1 to 4. Madison Road, opposite Locust St.; Oakley car; 50 minutes.

OYLER SCHOOL — O. P. VOORHES, *Principal*
All grades, D. S., M. T., K., Gym., Pre-vocational School. Burns and Stabler Sts.; Elberon, Sedamsville, or Warsaw Ave. car; 20 minutes.

PEASLEE SCHOOL — E. C. TRISLER, *Principal*
All grades, D. S., M. T., K., Gym., Departmental Plan in Grades 7 and 8, Oral School in same building. Woodward St., near Main; Auburn Ave., Clifton-Ludlow, or McMicken-Main car; 10 minutes.

PLEASANT RIDGE SCHOOL — THOMAS L. SIMMERMON, *Principal*
All grades, D. S., M. T., K. Montgomery Road; Interurban Railway, Rapid Division; 45 minutes.

RASCHIG SCHOOL — WILLIAM KAEFER, *Principal*
All grades, K., Departmental Plan in Grades 5, 6, 7. Elm and Canal Sts. Clifton-Elm, Colerain, or McMicken-Elm car; 10 minutes.

RIVERSIDE SCHOOL — J. W. BURSK, *Principal*
All grades, D. S., M. T., K., Orchestra, Pre-vocational School. Riverside and Leland Ave.; Sedamsville car; 35 minutes.

ROTHENBERG SCHOOL — O. M. PATTON, *Principal*
All grades, D. S., M. T., K., Gym., Showers, Plunge, Roof Playground, Pre-vocational Work, Departmental Plan in Grades 7 and 8. Main St. and Clifton Ave.; Clifton-Ludlow, McMicken-Main, or Third and Fifth St. car; 15 minutes.

SANDS SCHOOL — E. M. SAWYER, *Principal*
All grades, D. S., M. T., K., Gym., Showers, Pluges, School for Blind in same building. Freeman Ave. and Poplar St.; Colerain Ave. or Clark Ct. car; 20 minutes.

SAYLER PARK SCHOOL — S. M. BAUER, *Principal*
All grades, D. S., M. T., K., Library (Branch of Public Library). Ivanhoe and Twain Ave.; C., L. & A. (interurban) car; 55 minutes.

SHERMAN SCHOOL — W. S. Strickland, *Principal*
1st to 5th grades, K., Lunch Room, Special display of mineral and seed collections. Eighth St., west of John; Elberon Ave., Sedamsville, or Warsaw Ave. car; 10 minutes.

ST. JOE COLONY — S. M. Bauer, *Principal*
Grades 1 to 5. Lower River Road; C., L. & A. (interurban) car; 50 minutes.

STOWE SCHOOL (Colored Pupils) — Jennie D. Porter, *Principal*
All grades, K., Gym. Old Hughes Building, Fifth and Mound Sts.; Third and Fifth St. car; 10 minutes.

VINE STREET SCHOOL — E. E. Ellis, *Principal*
1st to 7th grades, K. Vine and St. Joe Sts.; Vine-Clifton or Vine-Norwood car; 15 minutes.

WARSAW SCHOOL — John H. Carson, *Principal*
All grades. Glenway and Sunset Aves.; Warsaw car; 35 minutes.

WASHBURN SCHOOL — S. T. Logan, *Principal*
All grades, D. S., M. T., K., Gym., Showers, Savings Bank, Departmental Plan in Grade 8. Armory Ave. and Linn St.; Westwood or Sixth St. car; 15 minutes.

WASHINGTON SCHOOL — C. H. Porter, *Principal*
All grades, D. S., M. T., K., Gym., Showers, Dental Clinic, Moving Picture Apparatus, Industrial Classes, Departmental Plan in Grades 5, 6, 7, 8. Hopple St., near Colerain Ave.; Colerain Ave. or Clark St. car; 25 minutes.

WEBSTER SCHOOL — Geo. F. Braun, *Principal*
1st to 7th grades, K., Gym. Findlay and Bremen Sts.; Vine-Clifton or Vine-Norwood car; 10 minutes.

WEST FORK COLONY — F. M. Youmans, *Principal*
All grades. West Fork Road; Colerain Ave. car; 55 minutes.

WESTWOOD SCHOOL — J. O. Beck, *Principal*
All grades, D. S., M. T., K., Gym., Showers, Library (Branch of Public Library), Harrison and Montana Aves.; Westwood car; 45 minutes.

WHITTIER SCHOOL — C. F. Rapp, *Principal*
All grades, D. S., M. T., K., Departmental Plan in Grade 8. Osage and Woodland Aves.; Warsaw car; 25 minutes.

WINDSOR SCHOOL — Ada M. Wheeler, *Principal*
All grades, K., Lunch Room. Windsor and St. James Ave.; Gilbert Ave., Madison Rd., or Zoo-Eden car; 15 minutes.

WINTON PLACE SCHOOL — W. H. Maddux, *Principal*
All grades, D. S., M. T., K., Gym., Showers, Library (Branch of Public Library). Winton Road and Hand Ave.; Winton Place car; 45 minutes.

SIXTH DISTRICT SCHOOL J. S. HAUER, *Principal*
1st to 7th grades, K., Gym., Showers, Dental Clinic, Special Class for Foreigners, Medical Clinic, Lunch Room. Elm and Odeon Sts.; Clifton-Elm, Colerain Ave., or McMicken-Elm car; 10 minutes.

TWELFTH DISTRICT SCHOOL F. W. DEARNESS, *Principal*
1st to 6th grades, K., Lunch Room. Eighth and Donnersberger Sts.; Elberon Ave., Sedamsville, or Warsaw Ave. car; 15 minutes.

TWENTIETH DISTRICT SCHOOL T. B. PFLUEGER, *Principal*
1st to 7th grades, K., Lunch Room. Findlay St., near John; John St. car; 20 minutes.

TWENTY-THIRD DISTRICT SCHOOL L. M. SCHIEL, *Principal*
All grades, D. S., M. T., K., Gym., Showers. Vine St. and University Ave.; Vine-Clifton car; 20 minutes.

TWENTY-FIFTH DISTRICT SCHOOL A. J. MCGREW, *Principal*
All grades, D. S., M. T., K. Waverly Ave. and Pinetree St.; North Fairmount or Westwood car; 25 minutes.

TWENTY-EIGHTH DISTRICT SCHOOL, W. H. REMLEY, *Principal*
1st to 7th grades, K. McMicken Ave.; McMicken-Elm or McMicken-Main car; 20 minutes.

THIRTIETH DISTRICT SCHOOL G. B. BOLENBAUGH, *Principal*
All grades, K., Departmental Plan in Grade 8. Warner St. and Stratford Ave.; Clifton-Elm or Clifton-Ludlow car; 20 minutes.

SPECIAL SCHOOLS

APPRENTICE CONTINUATION SCHOOL
GEO. E. WOOLLEY, *Principal*
123 East Ninth St.; within walking distance.

BOYS' SPECIAL SCHOOL ANDREW J. WILLEY, *Principal*
Academic and M. T., Gym., Showers. 123 East Ninth St.; within walking distance.

COMPULSORY CONTINUATION SCHOOL
MARY M. CONWAY, *Supervisor*
Old Guilford Building, Sycamore St., between Fourth and Fifth; within walking distance.

ORAL SCHOOL FOR THE DEAF VIRGINIA A. OSBORN, *Principal*
In the Peaslee Building, Woodward St., near Main; Auburn Ave.. Clifton-Ludlow, or McMicken-Main car.

SCHOOL FOR MENTAL DEFECTIVES EMMA KOHNKY, *Principal*
Old Guilford Building, Sycamore St., between Fourth and Fifth; within walking distance.

SCHOOL FOR THE BLIND FRANCES M. KLEIN
In the Sands Building, Freeman Ave. and Poplar St.; Colerain Ave., Clark St. car; 20 minutes.

WORK CERTIFICATE OFFICE HELEN T. WOOLLEY, *Director*
Old Guilford Building, Sycamore St., between Fourth and Fifth; within walking distance.

Evening High Schools

EAST NIGHT HIGH — ALBERT SCHWARTZ, *Principal*
In the Woodward High School Building. Academic, Commercial, Gym., Industrial work for men and women.

WEST NIGHT HIGH — E. W. WILKINSON, *Principal*
In Hughes High School Building. Academic, Commercial, Gym., Industrial work for men and women.

Evening Elementary Schools

DOUGLASS SCHOOL (Colored Pupils) — F. M. RUSSELL, *Principal*
In the Douglass School Building. Academic, Commercial, Gym., Industrial work for men and women.

DYER SCHOOL — F. J. HAUER, *Principal*
In the Dyer School Building. Academic, Gym., Industrial work for men and women.

PEASLEE SCHOOL — E. C. TRISLER, *Principal*
In the Peaslee School Building. Academic, English for Foreigners.

SHERMAN SCHOOL — A. L. EYLER, *Principal*
In the Sherman School Building. English for Foreigners.

STOWE SCHOOL (Colored Pupils) — JENNIE D. PORTER, *Principal*
In the Stowe School Building. Academic, Industrial work for men and women.

WASHINGTON SCHOOL — C. H. PORTER, *Principal*
In the Washington School Building. Academic, Gym., Industrial work for men and women.

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