tions for preparation for the useful career of teaching. You—teachers—can do more to improve your profession in this manner than any amount of advertising by normal schools or colleges can do.

First. Leadership for Tax-Supported Educational Institutions

Second. A Recognition of the Primacy of Character—

Upon these two things depends the future development of public education of the right sort in this country, according to Pres. M. L. Burton of the University of Michigan.

AN EDUCATIONAL FORMULA

“One part of Inspiration, two parts of Aspiration and Four Parts of Perspiration will produce the desired results.”

CHANGE IN N. E. A.

The Superintendents’ Association of the National Education Association decided at its Atlantic City meeting to restrict its membership to only those who are actively Superintendents in cities or counties. This will undoubtedly result in the formation of another conference of supervisory officials or will kill the most active body of our big National Association.

NEW TAX LEVIES

The month of April will demonstrate whether the schools are to reap the benefit of the Constitutional Amendment passed last November in regard to the limitation on local taxation. County Boards of Supervisors fix during this month the district levies for the support of schools. Unless some counties materially increase their local tax rate they can not have anything but poor, ineffective teaching and, what is more unfortunate, cannot know, in many instances, what real teaching of the right sort is worth.

S. P. D.

“Teachers, unless your work be done well, this republic can not last beyond the span of a generation.”—Theodore Roosevelt.
Under these six headings are found all the applications of business arithmetic that girls will use. For example Shelter includes Cost of Shelter, Taxes, Fire Insurance, Drawings for Repair Work, Repairs, Painting, Flooring and Papering.

As each section is a unit, the divisions may be taken up in any order, thus providing for correlation with other subjects in the curriculum, or for the special interests of the students.

The work of the woman in the home is dignified and she is led to see that she is adding to the family income as truly as her husband does, and that much depends upon the wise use of the family budget. "The work of the wife has a value which can be translated into terms of money. . . . Small economics in buying make money go farther."

Calories do not seem so strange; nor are they handled, in the seventy-four pages given to food, too technically to interest the student who is unacquainted with home economics.

Some idea of the practical nature of the problems may be gained from the following:

Discuss the advisibility of making bed linen at home. (This follows a comparative study of the ready-made product with the home product.)

Criticize a dietary that is given for a housekeeper.

A family has been paying $24 a month for rent. How expensive a house can they afford to purchase?

Estimate the cost of all the articles of clothing you would need for a year.

It is refreshing to find these statements in an arithmetic: "Play cannot be left out of any plan for right living" and "The family income is not adequate if there is not enough money to provide at least a small expenditure for pleasure."

The book has the appearance of interesting reading matter and among its attractive illustrations are the desk where the business of the household is transacted, a tempting serving of a dinner for a woman, a straight skirt, and a campfire grate.

Natalie Lancaster

BOOKS THAT SHOULD INTEREST TEACHERS


This book is a pioneer in the effort at applying in detail the methods of modern experimental psychology to the study of the problem of teaching of music, yet it bears none of the uncouthness or lack of finish of most first treatises. The author has spared no time and effort in developing and describing a body of scientific data at once important for the parent, the teacher of music, and the psychologist. The subject of musical training is largely left to a later volume which it is to be hoped may not long be delayed.

The purpose is definitely stated as follows: "to describe and explain the musical mind in such a way as to serve in the recognition, the analysis, the rating, and the guidance of musical talent." Some thirty tests with numerous phases and subdivisions are described in the body of the text, ranging all the way from sense of time and pitch, through sense of rhythm and consonance, to musical memory and imagination. Much of this work is too technical to be easily grasped by the general reader, but numerous practical points are interspersed all the way through the book. The first chapter gives an interesting view of the scope of necessary psychological investigation, while the last chapter is a very happy summary of practical maxims useful to the music teacher in locating and directing musical talent. In make-up the book needs no improvement except the addition of an index.

This work ought to stimulate further scientific research into the psychological aspects of music and other art training, and it ought also to encourage the music teacher to test the ability and probable success of children in music by means of the five tests now issued as phonographic records by the Columbia Graphophone Co.

The author contends that with these tests one can tell quickly what children in a group, that is in the majority of cases, will be likely to make a failure or a success of music instruction. He argues rightly that thereby much talent may be discovered and the talented given the desired opportunity and that much humanness may be shown to children lacking such talent but not lacking financial ability or parental hopes that John or Mary may have a musical education. Contrary to the general view, most of the fundamental traits of ability are not seriously affected by training or age, so that tests given in the fifth and repeated in the eighth grade will, according to Seashore, serve the purposes set forth above.