

book trusts to the prejudice of the schools, no more grafting with school-land leases or shielding of tax-dodgers to the prejudice of school funds, and no more arbitrary and irresponsible governing of schools along despotic lines. With a representative advisory council of teachers, the public-school system would cease to be a form of military organization, department store or factory, and become a democratic institution for the education of the citizens of a democratic republic.

An objection to this innovation is that it would turn the teaching body into a public-school boss. In response we quote the apt words of The Elementary School Teacher for January last, regarding a similar objection to a somewhat more elaborate plan along the same general lines proposed by Dr. Cornelia De Bey, who is a member of the Chicago school board, a trained and experienced teacher, and an eminent student of educational subjects. "The chief difficulty in the way of such a plan," said The Elementary School Teacher, "is that most people have no conception of public life except that under the administration of a boss. The press and public, generally, regard our common-school system as now administered in this country as being of necessity under the control of a boss, though whether this function resides in the superintendent or board of education is, in most places, still an unsettled question. The idea of the boss being uppermost, people jumped to the conclusion, therefore, that Dr. De Bey's plan means that the teachers shall be the boss, and that the collar now worn by themselves shall be placed upon the necks of the superintendent and board. It has not dawned upon the average mind that there yet may be a plan evolved which will eliminate the boss, and under which all will have the opportunity and the privilege of co-operating and contributing to the common good up to the limits of their power to help. That is the spirit of Dr. De Bey's plan, and that is all there is to it." It is also the spirit of the proposed advisory council of teachers, and all there is to that.

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In some such way, and only in some such way, can those despotic tendencies in education be checked, which now curse our public-school system and add to the corruption of our civic life. We are in the midst in our country of a conflict between the despotic and the democratic spirit in education, and of that general conflict the instances here described are phases.

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My papa owns a newspaper!
Dat's nuthin'; I buy and sell sixty of 'em every day.—New York Times.

EDITORIAL CORRESPONDENCE

NEW ZEALAND.

Auckland, N. Z., March 22.—At the coming session of Parliament it is probable that a bill largely reducing customs duties will be passed. This will doubtless interest you, especially when considered in connection with the action of the government regarding the land value tax. Land speculators are ferocious about it. The site valuation has been brought up to date, and the tax has risen accordingly. But worse than that for the land speculators, the boroughs that have adopted land value taxation for local purposes are required to levy their rates on the basis of the government's valuation. In some of the boroughs the rate is 3 3-4 pence in the pound of capital value; that is, a section valued at £100 (say \$500) pays £1 11s 3d (say \$7.50) per annum local taxes. But on land worth over £500 the general land tax of a penny in the pound is levied in addition to the local rate, thus making the total land value tax in such cases 4 3-4 pence in the pound. Adding special rates to this, generally a quarter of a penny in the pound, and we have a total of 5d in the pound. If, then, the full single tax were 4 per cent. per annum of the capital value of land irrespective of its improvements, we have got in some parts of New Zealand about half way to the single tax.

GEORGE STEVENSON.

NEWS NARRATIVE

To use the reference figures of this Department for obtaining continuous news narratives:

Observe the reference figures in any article; turn back to the page they indicate and find there the next preceding article on the same subject; observe the reference figures in that article, and turn back as before; continue until you come to the earliest article on the subject; then retrace your course through the indicated pages, reading each article in chronological order, and you will have a continuous news narrative of the subject from its historical beginnings to date.

Week ending Wednesday, May 2.

Labor Conflict in France.

The European "labor day," May 1st, was the occasion of serious military and police violence in Paris. There had been striking of an alleged violent character in the French mining regions during April; several trades were also on strike in Paris, but peaceably; and more extended striking for the eight-hour workday throughout France was set for the 1st. Meanwhile rumors became rife that the royalists were encouraging these labor demonstrations in the expectation of consequent disorders of sufficient magnitude to overthrow the republic and make a restoration of royalty possible. The fact that the parliamentary elections are to take place on the 6th, doubtless had much to do with fomenting the excitement. At any rate the government appears to have been sufficiently alarmed, apparently by fears of the royalists more than of the strikers per se, to cause it to forbid all labor demonstrations on May 1st, and troops were massed at important points. In addition to this,