

meaning. Mr. H. G. Wells tells how Peter and Joan thought the school of the Venerable Bede was named from the ball or bead on the top of the flag pole, and you have perhaps heard of the version of Billy Sunday's favorite hymn, "I'm feasting on the manna, a bountiful supply"—sung by the small boy with deep feeling, "I'm feasting on *bananas*, a bountiful supply."

But one has not to look to the books and papers for such stories. They are all around us. The other night, at dinner, I asked some of the students for wrong ideas of their childhood. One girl said that the "Sweet bye-and-bye," meant to her a large boat, the sides of which were composed of bottles of sweets, such as are kept in the confectioner's store. In such a conveyance, she was to meet her friends "on the Beautiful Shore." The singing of "Bringing in the Sheaves" had been varied. One girl had sung it "*Ring*ing in the *Shes*," and pictured the teacher ringing a bell for the girls to come in at recess. Evidently she was not strong on the objective case of pronouns. Another had heard it, "Bringing in the *Shcep*." In "The Ninety and Nine," "Out on the Mountains wild—a *bear*" tells its own story, but not so clear is the meaning of Rock-a-bye-baby—"when the *bob* bends—the cradle will fall." The girl herself got no meaning out of it, she just sang it.

"The world is so full of a number of things" these days, that the teacher has only to choose her subject for discussion. It is sure to be interesting. I do not see how schools can be taught without a library containing such books as "How to Fly," "The Story of a Submarine," and books on inventions and electricity. These are the things that men and women are talking about and the things that boys and girls are hungry to know about. The wise teacher will give a series of questions and put the book in the hands of the pupil, letting him find out the answers for himself, thus giving him along with his composition a lesson in self-reliance which will make him a better citizen. Do not ask for long compositions, a few sentences, well written, are all that is necessary in an exercise of this kind.

The class in Current Events should not be left until the High School. At home, children are hearing conversations about strikes and other problems of the day, and in their own minds are forming conclusions, sometimes so wrong that it will take years of life to make them right. More than one small boy of ten is fostering the idea expressed to me by one of their number—a little lad in a ragged coat, "Boys whose fathers have money, are always wicked and never any good," and again, "It's wicked for a rich boy to crawl under the fence to see a circus, but it's all right for a poor boy."

If we teachers are to take our rightful places in the working out of the reconstruction problems of the world, the sooner we begin to impress on our pupils lessons of

sympathy and consideration in the work of their fellow men, the better. Each class of world workers has its own place. Each has its own mental cares, labors and responsibilities and the children must learn that the professional classes, and capitalists have problems of their own—a mental work, quite as fatiguing as are the physical labors of those who work with their hands. When the children have learned this, we shall have a group of men and women who will look fairly on all sides of a question. Mr. E. Everett Cortwright, Assistant Supt. of Schools, Bridgeport, Conn., has this to say of the educational situation of today: "It is not only harder to be a baby today than it ever was before, but it is far harder to be a grown-up—that is a successful grown-up—and by the same analogy it is still harder for one to teach another to be a successful grown-up, so that the teacher's problem is many fold harder today than it was a century ago." Many of the pupils of the public schools leave school at grades 7 or 8, to take their places among the world's workers. If at that age, they have not heard the world's labor problems discussed from other standpoints than their own, they go out to take their places with the uneducated, and the opportunity of the teacher is gone forever. The place for these lessons is in the language class, where the teacher, encourages the expression of their own ideas, and the asking of questions.

No pupil should leave grade 8 without a thorough knowledge of English Grammar. Some rules are naturally taught in the earlier grades, but Grade 8 puts the last stone on the foundation. The High School must start the structure. If a student slips through grade 8 with bad habits of speech still his, it bodes ill for his language of the future. I find that it takes a strong will in a girl of fifteen, to break herself of habits of speech contracted in her childhood, and I have lived long enough to be thankful to the teacher who kept me in school till dark to learn the rules of syntax. Here is a quotation from the chapter on Purity in Hitchcock's Rhetoric—a book every teacher in composition should own—"Everyone, then, should own a good dictionary, and every one, popular opinion to the contrary notwithstanding, should own a good text book in grammar, and master it from cover to cover. Fortunately everyone has access to good books, and in good books the purest English is found. If we would learn to read and write correctly, if we wish to weed from our speech that which is undesirable, we shall do well to read at least a few masterpieces over and over again. In this way we absorb, gradually and almost unconsciously not only the thought but the phrasing of thought, and learn to distinguish between English that is pure, and English that is corrupt. Unfortunately, the main trouble lies in the fact that to many, purity seems of little consequence.