

a people exceedingly short of the sense of humor could tolerate such endless iteration of the divine name in every war document.

The schools have had a large share in fostering this false idea of national superiority and of the inferiority of other peoples. In every controversy we are right and our opponents wrong; all the honesty and fair-mindedness are on our side, and all the meanness and treachery with our opponents. In every war all the heroism and splendor are attributed to our troops, and all the flight and defeat to the enemy. We are always outnumbered and win by incredible valor and prowess; the troops of the enemy are overwhelmed in spite of all their advantages. All this is so unutterably false and silly that one would never believe it could exist except that it does exist and is common to all peoples. It is the pernicious remnant in civilization of the grotesque war-dance of the barbarian, in which he brags and boasts of his achievements and derides his antagonists. One of the healthful signs today is the protest against the falsehoods and evasions of our own American school histories, and the demand that the plain truth be told as to our diplomacy and our wars, even when it is not entirely to our national credit. Let the good work go on: we shall know the

truth and the truth shall make us more and more free.

Just what changes must be made in our education to produce men and nations and a world which shall be at least reasonably conflagration-proof? The briefest answer is that we must foster a new sense of the unity of the world; we must take seriously that splendid resolution passed with enthusiasm by this convention proclaiming a great new aim—World-Citizenship!

After all, the error in our education has not been so much in what we have done in overfeeding our own national ego as in what we have omitted in teaching our children a decent respect and regard for our fellow-peoples.

We need not less, but more and wiser patriotism; but we need also more and wiser and broader humanity. In a word we need to establish between nations what is already practised between individuals and between the states of federated nations like our own.

The American school, whatever its weaknesses, is yet the leading example of a great democratic system of education, quite unequalled in its national unity and yet quick in its responsiveness to new truth. Thus may America and American education lead the way in the new world-order, but always in the spirit of humility and service.

WHY NOT TEACH PRONUNCIATION

By J. W. Abernethy, Burlington, Vt.

It is a singular freak of human nature that leads us to be extremely particular about the correctness of our written language and leaves us comparatively indifferent about the habitual incorrectness of our spoken language. Everyone who has a conscious regard for the fundamental proprieties of social intercourse scrupulously minds his P's and Q's in writing, though he may perpetually blunder in pronouncing common words of daily conversation. A man will be inexpressibly chagrined by discovering that he has misspelled a single word in a letter that

will be seen by only one person, yet with perfect equanimity he will mispronounce a score of words before a room-full of people whose good opinion he is solicitous to command. A business man will sharply rebuke his typist for omitting a letter or misplacing a comma, and maltreat half a dozen words in expressing his displeasure. Indeed this anomaly is one of the commonest facts of daily experience.

This meticulous painstaking with which we torment ourselves to secure perfection in the written form of words, accompanied with a comprehensive in-