

ideas in the children's minds when they enter the school. Each child was separately examined, and there were some astounding revelations. One child thought a cow was no larger than a mouse. We may forgive that in the parent; but what shall we say of the parents who allowed children to believe that stockings grow on trees, that butter comes from buttercups, that bees cause beans and buds, that kittens grow on pussy willows, that poplin dresses grow on poplar trees, that when a cow lows it somehow blows its own horn, and so forth. (Laughter.) Another study in which I have been very much interested is that of children's rights as seen by themselves. This test was made by the Leland-Stamford University in California, by means of a story. The following story was sent out to all the teachers of California: Jennie was given a box of new paints. She wanted to help her mamma, and so when her mamma was out one afternoon Jennie went to the parlor and painted all the chairs; and when her mamma came home, she said, "Oh, mamma, come into the parlor and see how pretty I have made it look?" but her mamma took the box of paints away and sent Jenny to bed. If you had been her mother, what would you have said or done to Jenny? Well, there were thousands of answers, which the professors divided into three classes. Angry children in almost every case would have whipped Jenny, or sent her to bed, and a boy of nine declared he would have half-killed her. (Laughter.) Children of the next grade would have punished Jenny, so that she might not do it again. Those of the third grade, if they had punished Jenny at all, would have punished her to reform her character. With the older children the importance of the act was lost sight of, and Jenny's character was supreme. Now, the teacher who made this investigation found in it a parallelism from child development to race development. I confess, in my study of these papers I found only a very startling illustration of the power of the imitative faculty in little children. Those angry children would have dealt with Jenny exactly as they would have been dealt with under similar circumstances. The Department of Public Instruction at Albany has sent out to all the teachers of New York State a plan for studying children's hopes—to find the outlook of the child upon life at different ages. These are the questions sent out: "What do you want to do next year, and why?" "What do you want to do when you are a man or woman, and why?" It is very interesting to watch the development of reason and the awakening of independent thought, and I have made many tests myself upon this subject, and I very often stop children on the street, and ask such questions as "Mary, what do you mean to be when you are a woman?" "A cook," "Why. Do you know some cook whom you think a great deal of?" "Oh, yes, my grandma." "Well, John, what are you going to be?" "A conductor." "Why?" "Because my cousin is a conductor, and I like to ride." Alas, for the power of this imitative faculty in a