

than our own, and its because they mix with one another, and when one does not know the other tells him, and there are many nationalities, so its very easy to teach them English because when it is not sure of anything it asks the other. Pupils on the farm are much behind, and in the first (at least) five grades

should be taught by their own teacher. There are many instances where our teacher had to leave on account of no progress at school.

These are my views regarding non-English pupils.

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### WHAT SHOULD THE COMMON SCHOOL TEACH?

Much is being said about our common schools. Criticisms are hurled from all sides. The champion of "culture" complains that the schools are utilitarian, bread-and-buttery. The much-deferred-to business man berates them because the boys and girls in his employ can not surpass the adding machine in speed and accuracy. The stand-patter demands that the schools of to-day teach the same things that his grandparents learned in the "little red school house." The modernist advocates the complete abandonment of the old, and the substitution of the new.

The difficulty is that all express their opinions and wishes without settling on underlying fundamentals. The problem to be kept in mind is: What is the function of the common school? What is it supposed to do with the boy or girl? Should it give him "culture," teach him a trade, or what? If we could but find a satisfactory answer to these questions, the rest would be comparatively simple.

To begin with, the very term used suggests a possible solution. According to the dictionary, the word "common" may be applied to anything that "pertains to or is participated in by all or the whole." It may be assumed therefore that a common school education should function in the lives of all, and consist only of such elements as are of vital significance in the life activities of all sorts and conditions of men, whether bankers or bricklayers, doctors or ditch diggers, teachers or truck drivers, lawyers or longshoremen.

The common school that furnishes

one kind of training to the future merchant and another to the future mechanic, is not only untrue to its mission, but is also un-American. It lays the foundation for social strata, so abhorrent to democracy; it is intolerable in our republic.

The place for specialized training is beyond the elementary school, perhaps even beyond the high school. The college to some extent, the professional school and the occupation itself may be rightly charged with that task. If it be asserted that as a result of non-specialized common school training, hordes of helpless boys and girls are thrown into blind-alley occupations, the obvious reply is: The social and economic conditions that make such a situation possible are utterly and fundamentally wrong, and should be so changed as to enable all to receive vocational training after completing the common school course.

If we accept the foregoing principles, it is not difficult to formulate a satisfactory curriculum for an American elementary school. It becomes necessary merely to enumerate the factors that enter into the individual and social life of all, and then furnish such training as will most fully provide for them.

Obviously bodily health is the prime essential. None of us can be completely efficient in any walk of life, unless in good physical condition. Hence children should be trained in proper hygienic habits, and be made acquainted with the laws of health and the elements of sanitation. Is it necessary to add that the names of bones and