

IN THE SCHOOL ROOM.

[BY MARTHA PIERCE.]

Those who find time and opportunity to observe children will tell you there is to be found in their quaint conceits, curious logic and funny phrasings, a never failing source of amusement and often a wisdom that astonishes. They have indeed wandered far who fail to appreciate and find refreshment in these glimpses into that enchanted land, whose gates have swung shut behind them and to which they have lost the open sesame.

A school teacher of sympathy and investigating tendencies comes as near, perhaps, to the universal child heart as any of the fortunate, and many are the tales such could unfold, when reminiscent. Recently these have been vouched for by various members of the teaching fraternity. Most of us are sufficiently retentive of one childish characteristic to like them better because they are "true stories." The inevitable blunders of the growing mind as it gropes its way toward truth, frequently create opportunity for the exercise of self control on the part of the teacher.

A small boy painfully struggling with a "copy" written on the blackboard by the teacher, asked suddenly, "Miss A. is that mark after 'horse' a comic or a period?"

Here is a paper which resulted from a recent test in an important branch of learning:

"Mastication is framework and skeleton.

"The five organs of digestion are the mouth, nose, ears, arms and legs.

"The thoracic duct is a little bone that grows in yourthroat."

The teacher was delighted to discover that these astonishing facts had escaped the rest of the class.

One day a girl, who, it must be admitted, is not physically beautiful, complained tearfully that a girl had called names. "She is a big girl, she said, "and I guess she's a nice girl, but she calls me grandmother every time she sees me."

Our small philosopher, aged eight, looked at the tearful maid and the sympathetic teacher.

"If we had all been made to look alike," he remarked, "they couldn't call anybody names, could they?"

It was in a primary school. They were having a lesson on ivory. The children had delighted themselves naming almost every conceivable thing ever made of ivory. "I can think of one thing more," said the teacher reflectively. A frantic hand waved wildly in the air.

"Well Bertie," she said pleasantly, "have you thought of another thing too?"

"Ivory soap," announced Bertie, beaming with satisfaction.

A fourth grade girl lost her report

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card. She came to the presiding genius with a woeful face. "I've lost my deportment," she said:

Prior to Thanksgiving day, in a certain school, they discussed the turkey among other interesting things. "Our old gobbler just hates me," said a seven-year-old, gleefully, "'cause I keep mockin' his words all the time."

Albert was trying to draw a box. He struggled manfully, but it continued a very crooked box. The teacher looked at it critically. "I know I can't draw," he burst out. "Seems like I just can't. I aint built on the drawing plan. I'm built on the reading plan and the farming plan."

A teacher was accustomed to examine the thermometer at stated times and register the temperature. A small boy saw her so often glance at the clock and then consult the thermometer that an idea grew upon him. One day he said suddenly and without conviction. "I think I could tell time by that monitor."

A teacher who made use of a periodical called "The Popular Educator" once sent a child to another room to ask for it.

"My teacher wants the poplar agitator," announced the small maid.

The geography lesson was in full swing one afternoon when an ugly, shaggy little yellow dog trotted into the room.

A boy caught him and carried him out and the lesson proceeded.

In less than five minutes the dog made his appearance again and the children smiled. Another boy sprang to the rescue and carried him out.

The teacher reflected that as soon as the recitation was finished she would close the doors, when the dog appeared the third time and was again ejected. A small, freckle faced boy, occupying a front seat, had watched the proceeding with great interest.

He rose and coming close up to the teacher looked entreatingly into her face and asked:

"Please may I carry the dog out the rest of the afternoon?"

And if these do not too severely tax the credulity of the public, perhaps we shall some day hear some more.

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