

### School Correspondence.

Some time ago reference was made in the REVIEW to a letter that had been received by a girl in a Halifax school from one in a western state and the interesting correspondence that grew out of it, in which many had taken part. A few days ago a letter was received in St. John addressed as follows:

*The Elder Girls,*  
c o. *The Head Teacher,*  
(Public) *Girls' School,*  
*St. John, New Brunswick,*  
*Canada.*

The letter was sent to the Girls' High School, when it was found to contain the following interesting contents:

SOMPTING SCHOOL, NEAR WORTHING, SUSSEX, }  
February 15th, 1900. }

*Dear Colonial Friend,—*

I expect you will be wondering who has written this letter from England. Well, I am a Fifth Standard girl. I live in a very quiet little village called Sompting. If you look at the map of England in the county of Sussex, you will find marked two towns, Brighton and Worthing. We live two and a half miles from Worthing and ten from Brighton. From our school playground we can see the South Downs. They are the nearest mountains to us but I suppose you would call them "molehills." I expect they are nothing to your "Rockies." We graze sheep on the Downs. We have read about you in lessons and story books, and lately we have heard how splendid loyal you Canadians have been to our Queen in sending troops and money to South Africa.

Bravo Canada!

Now we want to ask you heaps of questions and we hope you will be very kind and answer them, and we will try to answer any that you ask us. That improves both parties. How far do you have to go to school? Do you wear snowshoes? Do you ever meet any nice "tame" wolves? or red Indians, or hunters and trappers? What do you learn at school? What time do you go to school and come home? Are your trees as tall that it takes two men and a boy to look to the top of one?

Do you ever go in canoes on the rapids? Do you learn drill at school or cookery?

I am eleven years old and I am very much interested in the geography of your country. Now my dear friend, I hope your mistress will allow you to write a very long letter to us, for we shall be watching for the postman every day and shall be so disappointed if no letter comes.

I am your English friend,

A—— G——.

"How large a factor interest is in the success of a teacher is evident from the fact that nearly all the troubles of a novice in teaching are due to his inability to keep his class interested. Where interest abounds, no force or authority is needed to keep order, no urging is required to make the children study."—*Dr. Taylor.*

### Facts About Flags.

1. To "strike the flag" is to lower the national colors in token of submission.

2. Flags are used as the symbol of rank or command, the officers using them being called flag officers. Such flags are square to distinguish them from other banners.

3. A "flag of truce" is a white flag, displayed to an enemy to indicate a desire for parley or consultation.

4. The white flag is a sign of peace. After a battle, parties from both sides often go out to the field to rescue the wounded or bury the dead under the protection of the white flag.

5. The red flag is the sign of defiance or danger, and is often used by revolutionists.

6. The black flag is a sign of piracy.

7. The yellow flag shows a vessel to be in quarantine, or is a sign of a contagious disease.

8. A flag at half mast means mourning.

9. Dipping the flag is lowering it slightly and then hoisting it again to salute a vessel or fort.

### How a Library Was Started.

I entered a school as a new teacher. Thirty to thirty-five pupils were enrolled. The first week I made inquiry as to what books they had read; two or three of the older ones had read some few. I told enough of "His One Fault" (by Trowbridge) that the pupils became so much interested in it that they asked, "Where can we get that book; we want to read it?" I had a copy, which I donated as the first book for their library. It was read. The pupils expressed a wish to contribute towards a library fund. I appointed a treasurer to receive the money and a committee of pupils to solicit of their friends for the increase of their library. Many of the patrons gave money and others gave books. The first Friday of each month a collection was made by the pupils, giving whatever they wished, from a penny to a dime. As the term advanced a Christmas entertainment brought more money into the treasury. Fifteen dollars had been taken into the fund since I gave the first book. I then selected fifty books, which were purchased during that term, and every book had gone the rounds among the pupils and their friends at home. In the list ranged books for all the grades, from the primary grade to the highest. The pupils love to read from these books, and they also love to contribute to increase their library from year to year. The thirst for good literature in our school is certainly a feast worthy of every teacher's attention.—L. A. Boyakin in *American Journal of Education.*