

**Interesting Notes from the West.**

I have just said good-bye to the friends who have come to "congratulate" the young lady of the house on her birthday. This is one of the many pleasant social customs that have been continued by the Norwegians in their adopted home. It is twenty years since some of these people have left Norway, but there is as little change as possible in their home life. Papers and magazines in their native tongue, their literary society, and the pastors, all help keep up the use of their native language. A good many of the women speak very little English. And very few use anything but Norwegian in their own home. I have heard them remark that it seemed so odd to hear a little child talk English.

But the children pick it up very quickly when they come to school. I don't think it takes them much longer to learn to read than the average child. A difference comes in the second and third grade, where more language work is necessary. Later a dictionary is their good friend. I sometimes think that the extra mental effort demanded in using two languages has a decidedly good effect in brightening their faculties.

Inspector Boyce says that undoubtedly the Scandinavian schools are the best in his district. He thinks this is due to the great interest that is taken in the schools in these localities.

The education department is wise in encouraging the establishment of school libraries. A special grant, possibly amounting to thirty dollars a year, is given if the equipment comes up to a certain standard. One half of this *must* be spent in books from a given list.

Until lately the central government paid about ten per cent. of the cost of the schools; now this amount is somewhat less, but is partly in proportion to regularity (not number) in attendance.

The land reserved to be sold for the benefit of schools will make a very substantial fund. It consists of two sections in each township (36 square miles). There has already accumulated from sales about \$25,000; and now that homestead land near railways is almost gone, these lands are increasing rapidly in value.

Many of the country school buildings are very tasteful indeed. This of course is still more noticeable in the small towns. The school buildings, in Edmonton are really very fine, and in the newest style, with school hall, parlor, library and janitor's rooms.

Wetaskwin, a town on the railway, two-thirds

the way north from Calgary, is having a new brick building to cost \$24,000, and is planning for manual training. In both Winnipeg and Calgary the city will keep up the work begun by Sir William Macdonald.

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**Correcting Bad English.**

"There is," and "There are." I wonder if any of the readers of the REVIEW have experienced difficulty in getting their pupils to use these words correctly. I have found children even in grade VI writing "they are," for "there are," and in the lower grades this is a common occurrence. I frequently find them, too, using "there are" for "there is." I submit a plan which I have adopted and have found very helpful.

I write on the board a number of questions, the answers to which require the use of these words. For example: How many pupils are there in school today? How many boys? How many girls. How many in grade III? How many in grade IV? How many in the first row? and so on, always of course demanding the answer in a complete sentence, as, There are thirty pupils in school today. There is one boy in the first seat. The questions may vary from day to day. They may include questions about everything in the school room. I have found this very helpful in ungraded schools. Besides giving them practice in the use of these words, it is excellent "busy work" when the teacher is engaged with the higher grades. The little folk become quite interested in the work. It is a little change. They must look round and count the pupils, and they enjoy that.

I follow the same plan with other words, as seen, saw, did and done. I think the best way is to take a few at a time. Give them plenty of practice in the use of these words. I try to notice the most common errors and deal with these first. I think the only way to get rid of these mistakes is to so accustom pupils to the use of the proper form of the word, that they will not think of the wrong one.

Sydney Mines, C. B.

A. B. M.

My children had a hard time to remember that the blood flows away from the heart through the arteries and back through the veins, until I wrote the words "arteries" and "away" beside each other on the board and the children saw that both began with the same letter. Not one has mixed veins and arteries since. The initial letters of the Great Lakes may be arranged, H. O. M. E. S. One of my boys said, "We won't ever forget the Great Lakes because we like to think of our homes." Try to associate ideas whenever possible.—*Primary Education*.