

Although we have received a great number of letters, the invitation is still open. Teachers may send the *best* letters written in their schools, and we'll try to make a prompt reply. I say the "best" letters, as it would be impossible for us to answer all that we receive, unless this restriction is applied. Address Alexandra School, 160 Sanguinet Street, Montreal.

If teachers will send a batch of letters to almost any town in England, Australia, or New Zealand, they will likely receive answers; but, of course, much patience will be required in awaiting a response. In making a beginning, I believe that it is preferable to communicate with schools nearer home.

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### Suggestions for the Class-room

**Schools as Art Centres.**—The appreciation of art and the love of beauty, next to the love of God, are the greatest safeguards against things gross and low in human life, and hold out to well ordered beings legitimate and infinite sources of happiness. To see beauty and love it is to possess large securities for true living. The best educational thought of the times demands that proper training of the child must bring into healthful activity not only the body and intellect, but also the emotional and esthetic faculties. The training of the school must fit the individual for the enjoyment of life as well as its maintenance. In the long run that is the best, most practical education which prepares one for the fullest enjoyment of all that is beautiful and true in life. The schools are becoming more and more the social centres of the community life and this fact doubles the importance of the work of beautifying the schools and placing within them conditions which will exalt the esthetic and ethical life of the people. In hundreds of schools splendid work is being done in the way of school decoration, in courses in drawing, and in arts and crafts, as well as by the efforts of art associations in placing works of art in the schoolrooms.—Thomas A. Mott in *American Education*.

**Neatness.**—There is nothing more important in the school-room training than neatness. Its importance lies in the formation of correct habits. We cannot begin this work too early and there is no better place to carry it forward than the school. The relation between the home and the school is strengthened through efforts along this line. Neatness is the forearm of sanitation, hence demands attention.—*School Education*.