

It may be the very opposite if there is ill-will, deceit, injustice or cruelty, even though there be much pretension and even insistent calling upon the name of God. But in a school where the teacher believes in God, and lives in Him, the mention of His name and the teaching concerning Him will have the highest value.

A schoolmaster in England advertising for pupils gave as his rates sixpence

a week, with twopence extra for manners. In the same way some people would tag on moral instruction to the general scheme of culture. We must give us this idea. The whole work, play and study in school must be saturated with morality. This is the solution of the problem insofar as the school is concerned, and it is just as true of the high school and the university as it is of the school of the little children.

### THE NON-ENGLISH

The Western School Journal:

After reading Mr. Maly's article in the October issue, I was prompted to give my views regarding the teaching of non-English pupils. The arguments are based on experience in teaching in a foreign district where Swedish is the vernacular.

Certain sounds are quite difficult for Swedish children. They are inclined to use "v" for "w"; for instance, "wine" and "vine" are pronounced "vine." "y" is used in place of "j"; "John" is pronounced "Yon." Simply the "t" sound is used instead of "th"; "think" is pronounced "tink." Some children substitute "sh" for "ch" and say "share" for "chair." In place of giving the suffix "ed" the "t" or the "d" sound, as the case may be, they want to make "ed" a syllable; "calld" is pronounced "call-ed"; "flapt" is pronounced "flap-ped"—(this is also an argument for more sensible spelling). Scandinavian children want to give every letter a sound and to spell according to sound; the Swedish language has very few words with silent letters and the silent letters are rapidly disappearing from the language. They are also inclined to place the accent on the last syllable. That each of the vowels has so many sounds seems to confuse them. These difficulties show that phonics and simple word study are necessary.

They frequently make mistakes in use of the preposition. Invariably they say "afraid for" instead of "afraid of"; "on" is used in place of "in"; for ex-

ample, "He is on the post office" for "He is in the post office."

Swedish children are plodding and persevering; they are slow of speech but steady in work. Teachers who speak rapidly will not be understood and, if they expect a quick answer, they may be disappointed. The more the teacher knows about the language, habits, customs, industries, history and native land of the Scandinavians the better he will understand the nature of the Scandinavian children. The teacher who has a writing and speaking knowledge of Scandinavian is better fitted to teach English to Scandinavian children than the teacher who has no knowledge of their language. But, above all, he must be able to speak English fluently and without the foreign accent; he must know the aims and ideals of the English-speaking people; not only know but also feel and act like one of them; he must be able to appreciate the thought of English literature and not be antagonistic to the political ideals of the British Empire.

In teaching English to these foreign children in the first five grades the conversational method should be used, clear and distinct enunciation and pronunciation should be insisted on, dramatization may be employed, and pupils should reproduce simple stories found in the readers, or supplementary readers, of first and second grade. Teach them common, everyday English.

Perhaps the ideal teacher for Scan-