

from the pupil who was trying with all his might to earn that recognition.

Here is a letter that a lad just twelve years of age had written in his exercise book. He was a Polish Jew and had been in Canada and at school less than ten weeks. I asked for a copy of the letter and it was produced in a plain vertical hand:

Strathcona School May 18th

Dear Mother.

I goan to school two montch I can spek little English. I can read a book and write. I come from Possia two montch an a haf. May teachern good learn me, dat tetchern is nice teachern. The teachern spek I learn quick English. I living an Winipeg. I like dat country very much. I writing leatr esterday an Possia. Your living son

Moses.

Every young reader of the REVIEW can make out the somewhat broken English of this letter. Is it not a pretty good attempt after two months of school? The factors at work in this class were,—each pupil was very much in earnest to get a working knowledge of English; each was interested, and each one regarded his teacher as a superior being. I asked the superintendent of schools on what principle the teachers were chosen for the children of the foreign classes. "Not from their experience as teachers," he said. "We rather prefer to have them without experience if they have the qualities that win the affection of their pupils." A very good principle in the choice of teachers everywhere.

"What I say is this—the democracy has to learn manners, and the school does not teach manners," is the opinion of a noted English educationist given, after a year's travel through the United States, to a representative of the *Montreal Witness*. It may be true of a great majority of schools in the United States. Unfortunately it may be true of many schools in Canada. But I have visited many schools recently in the Dominion and I was impressed with the good manners of the pupils. In nearly every instance the stranger, as is natural, was gazed at attentively on his entrance. But there was no rude staring him out of countenance, and the pupils soon became absorbed in their work if the teacher attended to it; and this is what a visitor wishes to see when he enters a schoolroom. Occasionally the pupils betrayed a look of too great consciousness, but this might have been a reflection of the teacher's mood. I should judge so, for this was what I saw in another school: In company with the superintendent I visited the principal's room of a large school in the leading city of the west. Forty pairs of eyes

of boys and girls glanced in our direction as we entered, but without the slightest consciousness, seemingly, of our presence, and were then bent on the teacher as he conducted the recitation. As we took our seats, two lads who had noiselessly glided to the platform relieved us of our hats and umbrellas and were back instantly in their seats, reciprocating with a smile our nod of recognition of the courtesy. There were many glances turned our way during the recitation, but the eyes showed, not consciousness of themselves or their visitors, but an earnest self-centering on their work. At recess the superintendent beckoned a girl to the front and engaged her in conversation. A boy quietly brought a chair for her. Teacher, visitors and scholars mingled together during the recess, as well bred people do in a drawing room; but when any advances were made the teacher or visitors initiated them. What an agreeable impression such a school makes, and how one wishes time were taken everywhere to get such results, even if we have to draft anew our courses of study.

Suggestions for Seat Work.

1. Pupils write lists of names of objects in the schoolroom beginning with a certain letter. Take, for example, the letter c. The list will be chair, curtain, chalk, ceiling, etc.
2. Write all words possible derived from the same root words, as: hope, hopeless, hopeful, hoped, hopefully, etc.
3. Write a list of geographical names each beginning with the last letter of the preceding word, as British Columbia, Alberta, Andover, Regina, etc.
4. Take a short word, as *reader*, and make as many words as possible from the letters in it as: ear, red, rear, dear, are, etc.
5. Let the small children mark familiar words in newspapers and magazines.
"Busy work" or "seat work" should have a purpose beyond merely keeping the child busy.—*Sel.*

Until a good library is attached as a matter of course to every one of our elementary schools, a great opportunity of refining the taste and enlarging the knowledge of the young will continue to be wasted, and the full usefulness of those institutions will remain unattained. After all, it is the main business of a primary school, a chief part of the business of every school, to awaken a love of reading, and to give children pleasant associations with thoughts of books.—*Sir Joshua Fitch.*