

The children breathe a new and wholesome atmosphere and thrive without any knowledge of it. They see others coming clean and tidy and they do the same. Pupils who are not taught to be polite at home hear others thanking me for any little favors and they imitate them; nor do I have to teach them these things. The programmes have a good influence in this direction.

The same change is also coming over the neighborhood. The secretary told me that there was never such a feeling among the people before. I do not pretend to say who or what is the cause of this, but I can say that as for myself, I have lived faithfully and given the Spirit of God an opportunity to do His work.

G. A.

DEALING WITH LATE PUPILS.

By J. H. ARNETT, MINNEDOSA.

When I took charge of the Minnedosa school last August I found that one of the problems to be solved was "How to get the children to come to school regularly and punctually." I felt that the effectiveness of the school influence in developing the children depended on the solution of this problem.

The subject came up for discussion at one of our teachers' meetings and the feeling of those most closely in touch with the work was that the lack of interest on the part of the parents was largely responsible for the irregularity and tardiness of the children. While recognizing the necessity of direct influence on the children we resolved to bring the matter before the parents as prominently as possible.

We recognized that the most effective way of doing this was to visit the homes and discuss the subject with the parents. But this was not immediately practicable as there were so many homes represented in the school. So we decided to require all children late or absent to bring a written excuse from their parents.

The notes soon bore fruit. To parents whose children were in the habit of coming to school irregularly or late, the constant writing of notes was an intolerable nuisance, and they complained about it. This gave us an opportunity of paying them a visit and talking the situation over with them. In this way we were able to give our time to those who most needed it, and thus remedy the evil; at the same time getting into touch with the parents and giving them an idea of our aims and methods in the school.

These little visits I have found most suggestive. It is very interesting, after being in school all day with two or three hundred children, to go to the home of one of them and study the child from the standpoint of the parent: to get from the lips of the fond mother little incidents in the life which enable the teacher, who must also be a student of human nature, to better understand the peculiar temperament. After such a personal home study how different is the child when again you meet it as one of the many. It is now a real child in whom you have somehow become interested; and what a marked difference there is in the attitude of the child toward you.

It is about one of these little visits that I wish to tell.

One Monday morning a lady brought her two little girls to school, and I assigned them to their rooms, one in grade two, the other in grade three. On making