

Relation of Home and School

The school and the home should go hand in hand in the great work of character building. The home is the primary school of character, but it is a sad fact that few parents realize this. How often the home influence is in direct opposition to that of the school. Too often the work which should have been done at home is left to the teacher.

It is not a difficult problem for a teacher on going into a new school to form an estimate of the homes of that community. As the home is, so is the child. The bright, happy, courteous and industrious boy tells of careful training, of a loving but firm mother, while the careless, sulky and indolent boy tells of home neglect. How easy were the teachers' tasks if homes were all ideal. If mothers only realized the importance of their great work how different would be the boys and girls of today. Someone has said:

"A partnership with God is motherhood. What strength, what purity, what self-control, What love, what wisdom should belong to her Who helps God fashion an immortal soul."

In her hands lies the power that makes for the good or bad of the child, for who has such an influence as the one who gave him birth, tenderly nursed and cared for thru those tender years before he reached the school age? The things taught a child at this age are the things he never forgets. This is the time when the truths of life should be taught by the mother in the most beautiful language possible. Mothers, create a confidence between yourself and the child, so that he brings you all his little cares and secrets, and in later years he will bring the larger ones. When the child asks questions, do not mislead him with silly stories which he will soon outgrow, but tell the truth. If you do not, someone else will, and in a way which will be anything but elevating. If mothers gave their growing girls more of their confidence how much more sympathetic they would be towards their mothers, and what a safeguard it would be to themselves?

The home should be in close touch and sympathy with the school. Parents, be interested in the one under whose care your children spend most of their waking hours. Let them know you are interested. Listen to the little incidents of the day. The old idea of "Tell no tales out of school" should vanish. Always discourage the unkind stories of fellow pupils. Listen only to the kindly things and they will soon think only kindly things.

Never criticize the teacher or allow the children to do so. Know your teacher, both in school and out of it. Do not be afraid to invite her to your home. She will appreciate it more than you think. Teaching is often very discouraging, and perhaps she just needs this little kindness from you to give her new interest and courage. There is nothing that counts like kindness. If you think Johnnie is getting on well, tell her so. She is doing her best, and a little word of encouragement works wonders.

By visiting the home the teacher becomes more intimately acquainted with the child, and has a chance to study his character. It creates a good feeling between teacher and child. This is very necessary. All development comes thru stimulation and response. Stimulus is most effective when in line with the pupils' heart-felt interest and needs. Response comes thru love and respect for the teacher. Children should have a chance to express themselves both at home and at school. This develops individuality. In many homes this trait in a child's character is crushed. They are ruled with an iron hand and their wishes and ideas never considered.

In the home each child should have a work to do. The essence of living is to do something. Everyone can be productive of something, if it be only happiness. Education should fit for service. A child does not go to school for the benefit that he alone will derive, but for the benefit that he may be to

society. He has been truly educated who is in sympathy with all the callings in life, and does not despise labor. Education should teach the child to know the truth, love the beautiful and do the right.

When parents come to give the child and the school the interest that belong to them, we will have a greatly improved society and nation. What the boy sows the man will reap, what the man sows the nation will reap.

PANSY.

HOMES ARE FOR CHILDREN

The recollections which centre around the word home are, to most people, sweet and hallowed. The term is synonymous with family life and the most intimate social intercourse, a place where loving kindness and sympathy banish care.

Supremely, however, home is the place and abode of the child. For the child's sake, and in preparation for him, the individual home is founded. A bachelor may have comfortable "quarters," a single woman may have "cosy" rooms. It is the married couple that "home make" in the true sense. People may and do marry without any thought of coming children, but it is primarily for the sake of these coming children that a separate establishment is considered necessary, because only by having a separate establishment can we have the family life of our ideals.

The children arrive, and they grow strong and straight, and very soon they are old enough to go to school. It is hardly possible for school and home life to be completely divorced. Bonds of sympathy are always established. But it is true that the greater the sympathy and interest between school and home the greater the benefit to the child, and it is generally true that in the enlightened home we find the most interest evinced.

School is the place where our children receive instruction in many different branches of learning. The men and women who teach are specialists, not necessarily in any one branch of instruction, as English or mathematics, but in the art of teaching or imparting knowledge in an interesting way.

The home has delegated to the school the work of instructing its children, but its responsibility does not cease. Where home influences are adverse, the school will modify but cannot entirely undermine. Where home influences are favorable, the school will be materially helped. A child physically fit and well conducted will find the path of mental attainment easy, when his poorly fed and loose principled classmate will find it a hard road.

Send a healthy, well-clad and reasonable child to school. Have a vital interest in all his doings there. Do your part in obtaining a beautiful school and school yard, and assure the teachers of your sympathetic interest.

In country districts where kindergarten schools are not available, it is well to give the child a little elementary training before sending him to school. Teach him, or her, to read a simple primer, to write simple words, to count a little, and to train the fingers by using any available material, such as scissors, needle and thread, and in easy household tasks. A child thus trained will find the first school days far less irksome.

It is a disputed question whether children should take home from school a more or less heavy task for the evening. It would seem that a greater benefit would be derived from reading, from music or bright, courteous conversation. But if home lessons are approved of, it will be found necessary to give help, and the help is often the reverse of beneficial to the child.

School years pass rapidly, and our own children are all too quickly done with the public school. Then come those quiet years of a woman's life. The boys and girls go away. Things are quiet and monotonous. It will help if at this time you revive your interest in your local school—amongst other things. Make it a neighborhood centre. See that it is a good place for other women's children.

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