

pupil; and when decision is arrived at, helps the diffident boy or girl to signify the desire to make a public profession of faith.

Portage la Prairie, Man.

A Threefold Cord

By Rev. J. B. Fraser, M.D.

"A threefold cord is not quickly broken." If, for example, the parent, the Sabbath School teacher and the pastor shall all three work to each other's hand, how much more their work will count for.

The problem all three have in common is to save the children—to instruct them in the way of life, and lead them to decision for Christ. How may this best be accomplished? Broadly, the answer is by co-operation. The means used must be largely personal influence and persuasion.

The Sabbath School teacher who is content with mere instruction, falls far short of the true conception of his duty and privilege. He must make a special study of each of his class. He must enlist individual interest and confidence. He must observe closely and note the effect of the truth. Especially, must he be sympathetic in spirit, and cultivate the personal acquaintance of the scholars. It is individual work that costs most, and is worth most.

But to know his class, he must know them in their home; and to this end, he must have the hearty co-operation of the parents. Indeed, the parent should take the initiative, and plan for promoting the mutual acquaintance of the teacher and child. All references to the teacher in the home should be such as to impress the young people with respect, and, if possible, affection for the teacher. And when the teacher is a welcome guest in the home, he has opportunities for more intimate acquaintance and for acquiring a very much stronger influence.

Much, however, as parents and teachers can accomplish by such cordial co-operation, not even they can do the best that can be done for the child, without the help of the minister, whom they will almost invariably find more than willing to co-operate. The faculty of getting into touch with the

young is so essential to the highest ministerial success that it should be sedulously cultivated; and parents who do not do all they can to commend the minister to their young people are making the mistake of their lives.

Confidential, cordial, loyal co-operation of parent, teacher and minister, is the missing link in modern methods of leading the young to early and intelligent decision for Christ. Thus is the threefold cord, immensely stronger than the strength of all the strands separately.

Annan, Ont.

The Primary Class and the Home

IN TWELVE ARTICLES

By Esther Miller

XI. THE MOTHERS' DAY AT SUNDAY SCHOOL

If the Primary class has a room large enough to accommodate visitors, there will be much pleasure and profit for all concerned in having a day set apart for mothers to visit that part of the Sunday School.

Such a day will be helpful to the mothers, in arousing their interest and in showing them how another person does the kind of work they are trying to do at home. It will be stimulating to the teacher, by bringing her into touch with her helpers, and it will be of great value to the children themselves, by showing them that mother is very much interested in what goes on in their Sunday School.

Provided such a day can be arranged, the teacher should first see that she adheres strictly to her usual afternoon's programme. Very often, a day on which the parents visit the Sunday School is made an opportunity for class show. The pupils rise up, and give perfect answers to set questions prepared beforehand, repeat recitations, and sing solos, all for the benefit of proud and admiring mothers.

But this sort of exercise, while doing no good, is likely to do harm. It will not give the mothers a true idea of how the Sunday School is conducted, and, besides, will have anything but a good effect upon the little performers themselves. Any kind of public performance by a child is likely to be in-