

"Eye to eye" suggests seeing through the pupil's eyes, seeing the things that interest him and fill his horizon, and from his angle, an angle determined by many things—home, work, etc. The angle makes a difference, and may account for the mental state that accepts or repels the teacher's message. Of Jesus it was said: "The common people heard him gladly." He saw through their eyes and spoke their language. They understood and were interested.

"Hand to hand"! The hand suggests work, and hand to hand, a common work or interest. Sympathy discovers these and leads to engage in them—be they pencil,

brush, bugs, hammer and nails or more intangible interests. Work for a common end makes for traffic between mind and mind, soul and soul.

From some source there comes a story of an iron bridge drawn over a chasm by a small thread. The small thread carried a larger one; the larger a still larger, then a cable and after it the bridge. So it is with sympathy. It gains access for ideas which may be but a silk thread, but others relate themselves to them, and ultimately the bridge is laid from soul to soul and the way is opened up for traffic in the eternal realities.

Montreal

## Securing Home Cooperation

By REV. C. F. McINTOSH, B.D.

"If the minister would urge upon the parents the absolute necessity of having the children prepare their lesson, —" Our Sunday School teachers were having a conference when this cry of desperation went up from one recently appointed, who had not yet given up the hope that his class of twelve-year-old boys might know something of the lesson, at the beginning of the class session.

The minister, listening to the plea, remembered that frequent appeals had met with little apparent success, and suggested that the parents' failure might be largely due to the absence of a School curriculum, upon which definite requests for home cooperation could be based. On consideration it became clear that the School must know what it wanted done by its different grades, and then make specific requests with that programme in mind.

An effort to give the decision practical effect was made a few months later, during the weeks of preparation for Rally Day. After the minister and superintendent had gone carefully through our S.S. & Y.P.S. Board's Outline Curriculum for Beginners, the teachers of that Department were called into consultation; and an evening was spent in considering and outlining the work for the coming School year.

The programme for Beginners included the Departmental Bible stories, to be retold by pupils in a week afternoon session quarterly, and the memory verses of the Beginners' lessons. It was decided to ask the parents to cooperate with the teachers in working out these two features.

Similar conferences were held with the teachers of the other Departments, tasks were set, and the home preparation to be expected was agreed upon. The definite requests to be made of the parents of the respective

grades were thus decided upon, and our plan was to appeal to these parents on successive Sunday mornings.

On the first of these Sundays, at the place in our public worship regularly given to the children, a story was told. Then, in a few words to the parents of the children of 4 and 5 years, it was stated that this story was contained in the Beginners Bible Stories distributed on the previous Sunday afternoon. The reason for the giving out of the lesson story after the teacher had told it was explained, and the parents were asked to use the leaflet in hearing the pupils retell the story. Further cooperation was sought in the teaching of the memory verse.

The use of this plan with suitable modifications for the other grades afforded an excellent opportunity to make definite requests for cooperation to the parents concerned; and the congregation generally, we believe, gained a new insight of the importance of our Sunday School work. We confidently look for good results.

Campbellford, Ont.

## Open Letters to a Sunday School Superintendent

LETTER No. I.

Dear Superintendent:—

It is with hesitation that I venture to discuss with you some problems of mutual interest. The fact of your being in the work makes me sure, however, that you are anxious to get the best results possible. So I am going to allow myself the privilege of opening my mind to you, partly to clear my own ideas, and partly to find out what you think of them.

I must declare, first of all, that the Sunday School work in which we are both engaged