

HOME AND SCHOOL.

Some teachers may be interested to know how parents have been made to see more clearly their duty to the public school in District Number 3, of Elmira, N. Y.

To begin with I sent by the pupils the following circular invitation to every parent in the district, and to some others interested in the cause of education, including the superintendent and local commissioner :

GRAMMAR SCHOOL NO. 3, ELMIRA, N. Y. October 1898.

1. Do you know the teacher of your child?
 2. Do you know what the teachers are trying to do for your child?
 3. Do you wish to see where your child spends his school hours?
 4. Have you not many questions to ask those working for the education of your child?
 5. Have you any complaints against the school, the teachers, or the principal?
 6. Can you suggest new subjects, or lines of thought, which should be taught your child, if so what?
 7. In your judgment should some subject be omitted from the present course of study, if so, what and why?
 8. Do you believe in united effort?
 9. Do you know that the teachers need and desire more of your help, co-operation and cheer?
 10. Do not these questions appeal to you? If so you are earnestly INVITED TO ATTEND an informal meeting of all those parents, guardians, teachers and others interested in Number Three School of Elmira, to be held at the School Building, Saturday afternoon, October 15, at three o'clock.
- Yours in the interest of your child,
A. D. CALL, Principal.

Two days before the meeting I had an article printed in one of the local papers of which I give an extract :

What are you, parent of a growing boy, what are you doing that you yourself may grow? Are you in any way helping organizations for the uplifting of the race? In giving your physical self for your girl are you giving your intellectual and spiritual self as well? Do you keep constantly before you the importance of the never-failing study of your child's many-sided tendencies and disposition? Are you a church worker? Are you watching and directing with care the technical skill of your child? Do you keep in mind that the vital, intuitive, emotional impressions of your offspring are most governable while he is young and, more, that the time will soon come when he will have no such intuitional capacity if it is for long neglected? Are you reading ethical and inspirational literature, systematically and intelligently, that your child may do the same because of the contagion of your example? Are you satisfied with the spiritual and physical influence you are exerting over him who calls you father or mother? Are you frequently visiting your boy's teacher? Do you frequently go to the school there to compare notes, to give and receive new light?

In this day and generation we can ill afford to leave the "education" of our children entirely to the school.

There is a crying necessity for a greater sympathy between parent and teacher. This can only be aroused by a better mutual understanding, and this mutual understanding will follow, as the night the day, if each will take the initiative, lovingly forbear with one another, honestly confer together, and studiously work for the salvation of the young by intelligent steps and earnest co-operation.

How bring about this co-operation? The answer is plain. Come together. When? To-day, certainly not later than this week. Organize. Elect officers. Confer. Discuss. Mistakes will be made. Surmount them. There is contagion in numbers. Have committees. Plan the work for each meeting in advance. Above all go, and in a kindly spirit of mutual helpfulness.

What subjects should be discussed? Bless you, it's your boy and your girl. The question really is what subjects shall be left out. Home work, baths, contagious diseases, underclothing, play and playgrounds, eyes and ears, books, pictures, music, child study, hygiene, motives, temper, punishments, technical drill or manual training, kindergarten, newspapers, clubs, writing, drawing, ventilation, work, nervous diseases, and thousands of others. Why are we not trying to solve the questions? Why not go to-day to see the teacher, the principal, and talk it over? When it is our children, our very own who are interested, why are we not doing more to bring more closely together the home and the school?

A. D. C.

The day came, Saturday, October 15, cold, windy, and rainy; but sixty mothers appeared and two clergymen, including the venerable Thomas K. Beecher. The superintendent was there, and one member of the board of education. All of the teachers in the school were on hand and some of the practical results were: Those mothers who were present now know the teachers of their children and feel more sympathetically toward them and toward the school; the compulsory education law was outlined and applied to the system of excuses for tardiness and absence now in vogue in No. 3 school; the advantages to be derived from frequent consultation were emphasized; many suggestions were made concerning cleanliness in the school-room and of the pupils; the mothers see now that there is a real duty for them to perform if the school is to be a success; and all are enthusiastically in favor of continuing the meetings during the winter. They are to be continued.—*A. D. Call in N. Y. School Journal.*

An interesting attempt is to be made in England, during the coming winter, to unite more closely all who