

a large Primary class in an expensive way, though this is quite secondary compared with the educational value to the child. But because they think they cannot afford it, many teachers refrain from it entirely. On one occasion seventy-eight children spent between two and three hours at the home of their teacher, at a cost of less than fifty cents and two hours' work previous to their arrival. This did not include the buying of a picture for each child. But these were what they would have received on the Christmas Sunday, only that they were saved for this occasion two weeks after Christmas with the children's ready consent.

One mother sent a request that her child should not be allowed to eat any very rich food, as she was not well, and was surprised when told that they were going to have nothing at all to eat, but would be home by the tea hour. She afterwards told the teacher that her child had enjoyed it more than any party she had attended that season.

A very few of the mothers considered it a mean entertainment, and soon made their children think with them, though, at the time, the latter were perfectly satisfied. These mothers were not co-operating with the teacher, but rather were making her work harder. They did not think what was the underlying purpose of such a gathering, and, of course, when compared with an ordinary party, whose only aim is the meeting together of a number of children for a rollicking time and a feast of good things to eat, it would not meet expectations.

The teacher wanted to see her children and have them see her in an aspect other than that in which they usually met. She wanted them to know that she was interested in them in more ways than one, and to have them feel that she was a friend to whom they might fully speak.

There are parents and teachers who do not know each other, nor seem to care to do so; but the large majority are not of this kind. They really desire to work for the little ones in the best way; but some, perhaps, do not recognize the value of co-operation. Should they give a little thought

to the matter, they would quickly change their opinion. If for nothing else, there is the fact of united prayer, the effect of which cannot be measured. Then the parents can nurture the seed thoughts which the teacher has tried to plant, can help the children carry out the practical suggestions which she has given.

The teacher, by knowing the home life of the child, can show, through her lessons and hymns, how special difficulties may be overcome. The mother will in all probability have done this at home, but when the child sees that teacher wants it too, and that it will be pleasing to God, it will make more impression than once telling could do. He will see that what might at first have seemed a little thing is really important.

These words, spoken at a Mothers' League, are well worth pondering:

"Perhaps, in a selfish sense, you have no nearer neighbor outside your door than the teacher who is over your children. You want to know her as much for your own sake as for hers. You are working on the same piece of God's work; you are together guiding the development of a human life. You ought, indeed, to understand each other, to work together to fulfil the Divine purpose. There is nothing more desirable, more efficient than this perfect understanding, this cordial co-operation of parents and teachers. Home and school life should be one in spirit.

"Yes, become well acquainted with this teacher. Know her personally, as well as professionally; study her methods, both for your own sake and for the sake of keeping in touch with the thought and effort of your child. Be sure you are doing all you can, and the best you can, to help the teacher do what she should strive to do; be sure that you are sending your child to her in a receptive, responsive mood; that his attitude is what it should be."

Many of "the little ones" are old enough to learn the 100 verses for the General Assembly's Certificate for Primary Scholars. See advertisement, page 32,