

Oh, sailors, if you find them,  
 Pray send them back to me,  
 For them the wind goes sighing  
 Through every maple tree,  
 For those three wandering laddies,  
 The laughter-loving laddies,  
 Whom they no longer see.

There are three men who love me,  
 Three men with bearded lips ;  
 But, oh, ye gallant sailors,  
 Who sail the sea in ships,  
 In elfland, or in cloudland,  
 Or on the dreamland shore,  
 Can you find the little laddies,  
 Whom I can find no more ?  
 Three merry, winsome laddies,  
 Three rollicking, frolicking laddies,  
 On any far-off shore ?

### Co-operation

*By Rae Furlands*

In a list of questions sent out to a large number of Primary teachers was this: "What do you find to be your greatest difficulty in connection with Primary Sabbath School work?" In nearly every case the answer, though worded in various ways, was: "My greatest difficulty is in securing the co-operation of the parents."

If the parents did not desire to do all in their power to help their children to become true followers of Jesus Christ, why did they send them to Sabbath School?

If the teacher was not working for the express purpose of helping the children in the same way, why was she in charge of a class at all?

Then, if these two great powers in the child's life have the same aim, wherefore the lack of co-operation?

Two more queries: Do parents always send their children to school for the good they may get, or do they sometimes send them to shift responsibility off themselves, or to get them out of the way for an hour, or because it is the fashion to do so?

And, are teachers always teachers because their love for the Master must express itself in bringing others to Him; or are they

sometimes found before a class because they think it their duty, and would not feel just comfortable if they were not?

Though these are two very important questions, we shall not discuss them here, but endeavor to ascertain why there is not more unity between parents and teachers, and see if a way can be found whereby the difficulty may be overcome.

The cause may be on the part of the parents, or of the teacher, or of both.

Perhaps the parents are never invited to visit the class, because the teacher thinks she cannot speak to the little ones with other listeners present, forgetting that there is always one Hearer of such import that others sink into oblivion in comparison.

If the lesson and other matter has been prepared to the very best of one's ability, with the thought of the need of each little child in mind, the teacher will soon become accustomed to forgetting herself, for it is the continual remembrance of self which makes it so hard to speak before other hearers.

It is good to have special days on which parents may feel free to come to Sabbath School with their children, but better to have them know that they are welcomed every Sabbath. Nothing will bring about co-operation more quickly than to let parents see for themselves the interest the teacher has in their particular child. Then when the parents are invited, they should endeavor to attend, or the teacher will become discouraged.

Another good way is for the teacher to remember the birthday of each child by a letter or a post card. This will be doubly helpful if the parents encourage the children to answer the letters or cards.

Of course calling at the home in times of sickness and occasionally throughout the year, will never be forgotten by an earnest teacher.

A week-day gathering once in a while is good, if of a simple kind. An elaborate affair is neither helpful, nor educating to the scholars or parents. They just learn to expect a great deal for nothing. Besides, not many teachers are able to afford to entertain