

Parents' Day at School.

It is now very generally believed that there must be constant endeavor on the part of teachers to bring the school and the community closer together. The regulation school entertainments of song and recitation serve their purpose in bringing the desired co-operation and sympathy between teachers and parents, but do not give the parents knowledge of the actual work of the schoolroom. In one primary school it was decided that these entertainments be given up and "Parents' Day" instituted instead. An afternoon was assigned for the parents to visit the children at their work. The session was divided into short periods so that all the subjects in the day's programme could be touched upon. In every other respect the regular plan was carried out, care being taken that each child had some part in the recitation as well as in the occupation work. At the close of the session the principal gave a few words of greeting and explanation of the object of "Parents' Day." Then the children presented their occupation work to their parents.

The afternoon, though voted a success from one point of view, was an ordeal to the nervous pupils and was not favored by the teachers as the presence of so many visitors was a distracting influence, making it difficult to carry on the recitations with the usual spirit and interest.

This led to another plan, which was to have an exhibition and reception after school hours. The following invitations were sent out:

The friends of the
RIDGE STREET SCHOOL
are invited to a
RECEPTION AND EXHIBITION
FRIDAY, JUNE SIXTH
Four to five.

A large number of parents responded to these invitations.

The language work in this school follows the cycle of the year covering the main topics;—preparation of the plant and animal world for winter, nature's season of rest, protection from cold, and nature's awakening. The various forms of expression are used for occupation work. Every day the child has the opportunity to express himself through the media of clay, brush, crayon, scissors and pencil.

Specimens of this work are preserved throughout the year.

For "Parents' Day" each child's work for the month was bound together forming a booklet. In this way each parent was given the work of her own child as a souvenir of the day.

Selected work in water color, ink and crayon was mounted on the blackboards and walls. This work must be carefully mounted to show well and is more

effective if arranged according to subjects. For example: One blackboard had a border at the top of tulips and daffodils cut from white paper. Under this were water color and crayon pictures of the same, with a few written papers.

Again, there was a cotton plantation represented on the sand table while near by were the children's drawings of the cotton boll, the bale, and samples of cotton fabrics done with water color and crayon. This subject was taken under the talks on preparation for summer, the sand table representation of the cotton plantation being a valuable aid in both oral and written language.

Nearly every child in the class can be represented in this special work for, while one may excel in brush work, another may excel in penmanship or in composition. This exhibition gave the parents an opportunity to compare the daily work of their own child with that of others.

To make more of a social function of the exhibition, light refreshments were served.—*School Journal.*

The other day while riding on a railway train a traveller was complaining of the cold. It was plain that he was not familiar with farm life or the value of frost or his complainings would never have begun. It is true frost may be too severe at times, but at this season nature does her best plowing with severe frost. With a fairly long period of cold weather the farmer will find his land in such fine condition on the opening of spring as no amount of cultivation would produce. In wet seasons very much of the land becomes sodden and sour, and nothing is so welcome to the well informed farmer as the frost plow to mellow the clods and pulverize the chunks left by rain and sun and assisted by careless ranging of stock in muddy fields. Therefore while the cold weather causes stock to use up the hay and grain surprisingly, there is satisfaction in knowing that nature is doing her share in preparing for another bountiful harvest.—*Adapted from the Farmer's Advocate.*

In making the levy for teachers' wages, the voters at annual meetings should take into consideration these facts: That it costs teachers much money to fit themselves for the work; that they are expected to keep in touch with the march of improvement, hence must attend institutes and association meetings, and buy books; that their work in school is not limited to the six hours required by law, for they usually are at their desks one hour before school begins and one hour during the noon intermission. Moreover, good teachers (and no other kind is contemplated in these remarks) give much time after school hours in preparation for classes, and in helping backward pupils.—*N. E. Journal of Education.*

The other day I met with the sentence: "His whole life was one of thrill and adventure." The writer evidently meant by *thrill* excitement. Why did he not say so?