

The dressing room of the butterfly's ball,
The locust's and katydid's concert hall.
The school boy's ladder in pleasant June,
The school girl's tent in the July noon.
And my leaves shall whisper them merrily
A tale of the children who planted me."

—*Youth's Companion*.

16. VOTE.—"On the Most Popular Tree and Flower...
By all present.
17. COLLATION SERVED.
18. The school will march to the grounds, and planting
will begin, under the direction of the board and
teacher. Let trees and flowers be named after
noted persons. Let each class volunteer to be
responsible for the care of one or more trees.
19. CLOSING ADDRESS.—Subject: "Oh, the good we
all might do while the days are passing by."
By the Teacher.
20. CLOSING PRAYER.—Asking God's blessing on the
Work.
21. DOXOLOGY.....By the School.

Welcome Mothers as School Visitors.

No one who has ever lived in the country can forget Friday afternoon in the district school. It was visitors' day, and everything in the little old school-house, from the "warping floor, the battered seats," to "the charcoal frescoes on the wall," wore an air of importance. The visitors came—fond mothers who gazed with pride at their darlings while the banner classes performed wonderful feats of learning and the star pupils "spoke pieces." It was a proud day for pupils and a proud day for parents. There may be scoffers so irreverent as to smile over the primitive custom, and some may criticise these methods. But smile and criticise as they may, there is one feature of that old-time Friday in the district school that might well be perpetuated: It is the active interest of mothers in the education of their children.

Whether from a lack of time or interest, or a feeling of timidity and fear of being unwelcome, the mothers of to-day practically ignore the public schools.

It is one of the strange anomalies of motherhood that a baby who is scarcely trusted out of his mother's arms until he is six years old, suddenly at that advanced age is pushed from the accustomed nest and taught to fly alone. He graduates from his mother's care and is utterly and confidently turned over to a teacher who never saw him before and has forty such little charges.

With all due respect to the teacher, it is rather too much to ask of her that she should at sight love and understand the little human phenomenon as well as his mother does. When before in all his guarded babyhood had he so great need of love and understanding as when the tendrils of his little mind are beginning to reach out and grasp at the outer world? His whole life hangs in the balance. Yet the ruthless mother abdicates her throne to a stranger, too often with a sigh of relief. Just here the roads of mother and child part never to approach so near again. It is the mother's fault, and gradual alienation of her child is her natural punishment.

It is not for an instant to be supposed that every mother should constitute herself a superintendent of public instruction. Neither should she be an officious wiseacre, meddling with what is out of her province and prescribing her pet remedies for every ill that may appear. Her duty in relation to the public schools is not to educate the teacher or even the wayward school board. Her principal duty is to educate herself. She should study the school that she may be in harmony with the purposes and methods of that institution, and that she may be in sympathy with her child and his work. Ideas on education have undergone a complete transformation in the last twenty years, and the woman who knows only so much about educational methods as she learned in her own school days might better know nothing at all. The class-room of to-day is the best possible training school for mothers. When a mother once understands what a teacher is trying to do and how she proposes to do it, she is a willing and valuable ally. But ignorant mothers are one of the greatest obstacles teachers have to contend with. They unwittingly frustrate the teacher's plans and retard the child's development. They work at cross purposes with the teacher, and the child suffers from it. The education of the school-room is at the best partial. The discipline and culture and development begun there should be carried on in the home, and the mother must be thoroughly acquainted with the workings of the school-room to be competent to take up the sceptre the teacher lays down. * * *

No woman who undertakes an investigation of the schools with the honest purpose of guarding the interests of her child, need fear that she will be unwelcome. The teachers are glad to have the mothers for allies. If the latter realized how much suffering they might save themselves and their children with a little oversight of their school lives, they would not begrudge the time and energy demanded by a conscientious attention to the subject.—[Exchange.]