

Weekly Chemawa American

VOL. VIII.

JANUARY 12, 1906

NO. 38

The Co-operation of Home and School

By Superintendent Thomas W. Potter.

[Extract of paper read before the teachers' institute at Twin Falls, Idaho.]

"It is not too much to say that, all other things being equal, that school succeeds best which is able to secure the interest, enlist the support and bring about the occasional, ay, frequent, presence of the parents in the class room and the class room work. There are many reasons why this is so and should be so. In the first place, the school stands in an intermediate relation between the home of the pupil and the place which that pupil is to occupy in the world. It is the home which has put the child in the school and it is the home and the school combined which is to put that child into its future place in the world. If the child's interests are to be considered—and if they are not to be considered we had better abolish both the school and the home at once, for we are now touching upon the chiefest functions of both—if the child's best interests are to be considered, then neither the school nor the home alone can place that child, after having prepared it, to best advantage in the world. The dwelling place of education is not within the

pages, between the covers of a book, nor is it encompassed within the four walls of a school room—not even altogether within the comprehension of the teacher. Education does not mean teaching, nor does teaching mean education, though it is a component part, and an important component part, of the latter.

"Example, sympathy, encouragement, enthusiasm, interest—these are bread and meat to the hungry soul, and when we have all these things from those who love us most, then all things become possible. We reach that happy condition referred to by Virgil, 'Possunt quia posse videntur'—'they can do because they seem to be able to do.'"

"Here is a task worthy of any faithful teacher, and one which I am sure we will all endeavor to perform. To accomplish the greatest amount of good we must gain the sympathy, confidence and respect of both parents as well as pupils. If parents will not visit the school, let the teacher visit the parents, form their acquaintance and gain their confidence. As before stated, it may be difficult for many of the teachers to find time to do this. Yet I am convinced it will be time well spent, and indeed