

a broad, wise, tolerant and many-sided ministry. As has been said, she should be

"all things, to all men, and by all means."
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Keeping in Touch With the Public School

By E. A. HARDY, D. PÆD.

Education is many sided and it would be difficult even to enumerate all the agencies at work upon our boys and girls, shaping their destinies. But on our North American continent two outstanding institutions go hand in hand, the public school and the Sunday School. The majority of the boys and girls of this continent are more or less under the influence of both these types of schools for at least several years, and it is simple justice to say that the high average level of intelligence and character of this continent is due in no small degree to their combined influence.

The Sunday School owes much to the public school and might easily owe more. There is possibly no other single institution which can be more helpful to the Sunday School than the day school, and pastor and superintendent would do well to think this matter through to see if they are getting the maximum assistance possible from this institution right at their hand. It is good business not only "to count your many blessings," but to check them over carefully to see if you are utilizing them to the full.

First and foremost of the possible links with the public school is the enrolment of public school teachers as teachers in your Sunday School. (By "public schools" we mean Public, High and Normal Schools.) Two Sunday Schools in Toronto come to mind, one a Presbyterian and the other a Baptist. In each of these Schools a very large percentage of the teachers and officers is drawn from professional teachers. In a Presbyterian School in Western Ontario, some years ago, practically the whole staff—pastor, superintendent and teachers—were either professional teachers or ex-teachers. These examples could be multiplied over the whole country.

Of course one hears the instant and somewhat heated protest: "But we can't get the public school teachers in our community; they say they are too busy and they have so much to do with teaching during the week they must get away from it on Sunday," and so on. The best answer to that protest is to study the schools which do get these teachers. Teachers are probably much the same everywhere and the methods that do the business in one School may fairly be assumed to be worth trying in your School.

Doubtless one of the causes that bring the public school teachers into this or that

Sunday School is the personal touch of the pastor and the superintendent. They are the key men to this as to practically every Sunday School problem. If the pastor and the superintendent make a real effort to secure the co operation of their members who are public school people, and show some real appreciation of their value, that will probably win most of them to the work. Another cause that brings and holds them to the Sunday School is to recognize the value of their suggestions and treat them as experts, not as amateurs. Experts in any walk in life may be a bit touchy at times, you know.

The second relationship to the public school is a close study of its life and methods and the adaptation to the Sunday School of whatever can be successfully used. For example, interference with a teacher during the lesson is very unusual in the public school, and must be justified as an emergency or a highly important measure. But how often the Sunday School teacher is interrupted during the lesson. It is an intolerable nuisance, and a body of teachers would be justified in going on strike if the evil of interruption were not remedied. Again, the keeping of accurate records is required by law in our public schools and surely we ought to keep good records in our Sunday Schools. The day school is constantly giving recognition for the work done, by promotion, certificates, prizes, diplomas, exhibitions, etc. Here again we may study and adapt, as many live Sunday Schools already have done.

Home work is a constant feature of the public school life. Sometimes great complaints are voiced by pupils and parents about over burdensome home work. But home work or supervised study in the school is recognized as absolutely essential for our public schools. How many Sunday Schools have established systematic home work? The ordinary answer that it can't be done is no answer at all. It can be done, and it is being done in many Sunday Schools. The real answer is that so many of our Sunday Schools have never really given this matter of home work serious thought. Just as soon as they do, they can solve the problem just as other Schools are doing.

Is discipline in the public school fundamentally different from discipline in the Sunday School? Sharp differences of opinion arise as soon as this question is pro-