

portant religious truths, and have these taught in the Public Schools, should be reminded that we live in a world of stern realities, and must not shut our eyes to the fact that it is notorious that people do differ about these truths; and even with regard to those religious truths about which there is most agreement, there is an inveterate tendency to fight over the points of difference to an astonishing extent.

While this remains the state of affairs, it is evident that such dividing topics should not form a compulsory or essential part of the exercises in national schools, which were intended to be a bond of union, not a bone of contention among citizens.

It must not be forgotten that the Public School is only one of the agencies employed in educating the child. The Public School was intended to co-operate with home and church influences, it was not meant to supersede them.

If some of the more zealous clergymen who spend much energy in an attempt to incorporate religious instruction in the Public School program would direct some of it to the revival of family worship, perhaps more results would be attained. The home is the central institution; Church, Sunday School and Public School are subordinated to it. At any rate the Public School teacher is not meant to supersede the parent, but to be his efficient and sympathetic assistant.

The foolish statement that the Public Schools are creating criminals scarcely needs refutation. It is as senseless as it would be to charge the medical men in the city of Toronto with the increasing death rate from trolley car and bicycle accidents. As the Public School is only one of the factors educating the child, we must examine the other influences to locate the cause of criminality.

The child is only a comparatively

short time under the teacher's supervision. Look at the influences that are frequently thrown around the child when he is not in the teacher's charge, and the impropriety of charging the criminality upon the teacher will be evident. In fact it is the recognition of how well the Public School performs its special work, that leads many parents to desire to relegate to it the work of home and Sunday School. We may look to the teachers who have done their part so successfully to make an effort to secure a greater co-ordination of the forces of home, Sunday School and Public School. The teachers should endeavor to reach the parents and arouse parental solicitude and co-operation.

The Sunday School could be greatly improved by the adoption in it of methods that have been so successful in the Public School. The kindergarten element in the Public School might be greatly extended, so that there should be no more neglected waifs running at large on the back streets. It should not be forgotten that one of the fundamental principles of the kindergarten is that the mothers should be taught to be the true kindergartners.

Lastly, let it be remembered that the majority of the unregenerated are not in that condition from want of knowledge of what is better and nobler, but from want of moral responsiveness to recognized right and duty. The teacher's work will not be in vain if he succeed in strengthening and developing the moral natures of his pupils, habituating them to loyal and willing response to the claims of right and righteousness, and in this most important work the teacher's own character and example is the mightiest factor.

Give us teachers, the nation should cry. Its usual call is for cheap teaching. But there is one educator who counteracts the blindness of trustees