

receipts were \$746,727, of which \$114,862 was contributed in pupils' fees. The total expenditure was \$720,583, of which \$526,274 was paid

teachers. At the entrance examinations for 1896, the candidates examined numbered 16,696, of whom 10,240 passed.

CORRESPONDENCE.

ON THE TEACHING OF MORALITY IN SCHOOLS.

To the Editor of The Journal of Education :

SIR,—As your correspondent "A Veteran Teacher" touches on that most important of all subjects, the teaching of morality in our upper or so-called public schools, may I ask for space to say a few words? These schools train our statesmen, law-givers, members of Parliament, civil servants, etc., and, in fact, all who make our country what she is. Why is it that every right-minded mother who sends her young boys to these schools does so in fear and trembling, well knowing that the chances are that they will come back less pure and innocent than when they left home? Surely it is a blot upon our boasted civilization that this should be the case, and I cannot help thinking that if parents were to ask the following questions before sending their children to school it might be different: How are the men chosen who are put in authority over the boys? Are they the men of the highest moral character and intellectual abilities, or are they chosen because they can run the fastest, play the best games, and pledge themselves to teach certain antiquated doctrines, whether they believe them or not? How is religion taught in these schools? Why, *real* religion is not taught at all! Long chapters out of the Old Testament have to be learnt by heart. Chapters out of the same book are read to them, in which certain sins are spoken of as the natural

conditions of life! What wonder, then, that there is need of a White Cross Society to help to cleanse our streets of a foul pollution? The public has kept silence too long, and ignored stern facts which stare them in the face. Surely, as evolution teaches that like produces like, it is all-important that the young should be trained in their moral as in their physical natures, that they may transmit high and noble feelings to their posterity. All social reforms work from the higher to the lower classes of society, so that the responsibility of the former is double. By all means let games and sports of all kinds be encouraged—they are a safeguard; but do not let the men of schools and colleges be brought up to think they are of supreme importance! There is a confusion in the minds of men as to the meaning of the words religion and morality. They see as in a glass dimly, and so long as denominationalism represents the former and the Old Testament the latter, in the teaching of the young, there is not likely to be more light.

I am, yours faithfully,
VERITAS.

HISTORY TEACHING.

To the Editor of THE CANADA EDUCATIONAL MONTHLY:

SIR,—I think the enclosed is excellent advice to the teacher of history, and will come to many of our teachers as a revelation. In our schools we force our pupils to memorize facts, but too often forget to draw the lesson