

criminals are to be preferred to ignorant ones. We doubt whether there is any solid connection between 3R education and crime; as we have just said, if the compulsory law is put in force, in a few years all criminals will have a 3R education. If the law commands all men to wear cut-away coats, then all criminals will wear cutaways.

That the public schools should be active in preventing our youth from becoming criminals is a proposition all will admit; that they are not doing what might be done, all will admit likewise. The consideration of this subject might well employ the National Association this year for its entire session in all its departments. Attention has been called to the absence of the ethical in the aim of the public school. The Catholics, especially, point this out; they have prophesied the present results. It would be interesting and valuable to have statistics concerning the schools criminals of all kinds have attended; whether public, parochial, or private, and the amount of education. We lack, too, a history of criminals. The state ought to get a minute account from every criminal (not to be published with name and incidents, of course), as to ascertain with some precision the cause of crime, at the outset.

The great defect in our American educational process is the trusting to good fortune for the development of the ethical; the teacher does not hold himself responsible for the training of his pupils to do right. This is not stated too broadly. The effect is to have good order, of course; but if the reason is asked why good order is sought, it will be replied that progress in studies cannot otherwise be made. What is the supreme object of the school? We must admit it is of an ethical nature. But if the superintendents of New York, Brooklyn,

and Chicago, and even Boston, be asked if, in their examination of the schools, they make this supreme, they will certainly say no; they make useful knowledge, mental discipline, supreme. They want the pupils to do right, of course; they demand that the teachers set a good example; but both superintendents and teachers aim at the 3R's and leave the ethical to the parents, to the Sunday-school, the church, and good fortune in general.

With the statistics given in a preceding paragraph before us it is well worth inquiring whether American educators are ready this year to take up the consideration of this pressing important matter; a matter of more over-shadowing interest than any other. It is probable that Supts. Jasper, Brooks, Lane, if asked as to the possibility of making the ethical the first aim in the schools in their cities, they would say that it was impossible to have religion taught. But does this meet the case? We think not.

In American schools the means relied on are wholly the personal influence of the teacher, together with his example. And, yet, vast numbers every year are licensed to teach, and no examination is made to see whether they have employed personal influence to start their pupils on ethical tracks.

But there is another great failing. We have said the American teacher relies on personal influence and example to attain ethical results, and this has been true until within the past few years. It has finally been perceived, by a study of pedagogy, that the instruction given in the schools is a powerful means of producing ethical results. So long as it was bare 3R instruction there was no tendency given to the mind; it did not act at all as a stimulus in any direction whatever. It has been perceived that