

between doing this and finding themselves with few candidates for admission to their halls and classes. It is absurd to suppose that High School pupils—other things being equal—will not incline to go to that college which is willing to give them credit for passing through an ordeal not much, if any, less difficult than the one it prescribes, in preference to other colleges that systematically ignore a test at once so difficult and so definite in its results as the Intermediate Examination. The Law Society and the Medical Council ought also to accept the Intermediate as a substitute for their own matriculation examinations. What these learned bodies require of matriculants is a certain amount of general culture with a special knowledge of English, and it would be difficult to devise an examination better adapted for their purpose than the one in question.

The Education Department should, as the School Act contemplates, bring its influence to bear with a view to extending the sphere and increasing the value of the Intermediate. By negotiating with learned societies and corporations something, we feel persuaded, might be done in this direction. Within the immediate province of the Government itself an opportunity has recently arisen of adding a new value to the Intermediate certificate. The Civil Service measure which has just been passed by the Ontario Legislature provides for the preliminary examination of candidates for positions on the Departmental staff. The regulations and programme of subjects thus rendered necessary have yet to be arranged by the Lieutenant-Governor-in-Council. Why not dispense altogether with new machinery, and say at once that the vacant positions will be reserved for those who have passed the Intermediate or some other examination, which the Government may safely accept as its equivalent? The number of new appointments each year in the Civil Service may not be large, but the *prestige* thus given to the examination would be of immense benefit to the schools. The Dominion Government may not see its way clear to accepting the Intermediate as a substitute for the entrance examination of the military college or for any preliminary examination in connection with its own Civil Service, but it might be well for the Minister of Education to see what negotiation could effect in this direction also. Those who compare the prescribed programmes will see at once that the college would lose nothing by accepting the Intermediate at once, with the addition of an examination in purely technical subjects like drawing.

MORAL EDUCATION IN PUBLIC SCHOOLS.

A short time since in the Ontario Legislature some of the members took the ground that, because "the proportion of criminals in the Central Prison who were able to read and write was greater than of those who were illiterate, therefore education did not teach men to be moral." Their reasoning is so unsound that it would be unnecessary to reply to it, but for the fact that the same strain has been taken up by some of the denominational, and a few of the secular papers. Certain religious denominations have indeed been moving in the matter for some time. It is therefore time that the question was thoughtfully and carefully considered.

Education does not completely eradicate the natural tendency in men to do wrong. It is not its function to do so, and no educator claims that it can do so. Schools do act as a preventive to crime, however, even when set lessons in morality are not given. The fact that the majority of the criminals in the Central Prison are able to read and write proves nothing to the contrary. If exactly one half the population of our country were educated, and the other illiterate, the fact that more than half the criminals could read and write would mean something. Such is not the case, however.

The only way to arrive at a just comparison in the case is by comparing not only the number of criminals who can, or can not read and write, but also the number of the whole community who are educated or uneducated. In New York, for instance, the seven per cent. of the population who can not read or write commit thirty-seven per cent. of the crimes, leaving the remaining ninety-three per cent. of the population to commit sixty-three per cent. of the crimes. The educated are more than thirteen times as many as the uneducated, yet they commit less than twice as many crimes. In other words, among the illiterate one person in three commits crime, while among those who can *barely read and write*, there is only one crime to twenty-seven persons. The chances are therefore nine to one in favor of the schools, even when the low standard of reading and writing is taken as the test of education or illiteracy.

An official report presented by the Committee on Education in New York in 1873 showed—"1. That in France, from 1867 to 1869, one half of the inhabitants could neither read nor write, and this half furnished ninety-five per cent. of the persons arrested for crime and eighty-seven per cent. of those convicted. In other words, an ignorant person on the average committed seven times the amount of crime that one not ignorant did. 2. In the New England States only seven per cent. of the inhabitants can neither read nor write, yet eighty per cent. of the crime in those States is committed by this small minority; in other words, a person there without education commits fifty-three times as many crimes as one with education. 3. In the whole United States an illiterate person commits ten times as many crimes on the average, as one does who can read and write."

However, while these statistics show that there is a direct connection between education and the reduction of the amount of crime committed, the best friends of education acknowledge that more might be accomplished in public schools of all classes to elevate the tone of public morality. The only question at issue is, whether morality can be inculcated by precept and example without direct religious teaching? The policy of the Education Department of Ontario has been to keep the secular schools for secular instruction. It is to be regretted that many teachers have forgotten that a series of lessons on Christian Morals has been prescribed for use in the schools, and teachers urged to embrace every opportunity to train the *character* as well as develop the intellect of the child. How they can best accomplish this is one of the great educational questions of the day. This topic is one of those to be discussed at the next meeting of the