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ETHICS IN THE PUBLIC SCHOOLS.

By W. E. RUSSELL, B.A.

The character of the legacy of one generation to its successor can be approximately foreknown by a study of the ethical instruction given to the members of that coming generation.

While the voice of the people is almost an unit in advocating education, it is a dire misfortune that common usage has limited the term to mean, mainly, intellectual development. Moral education, vastly more important, is deemed an adjunct worthy only of minor consideration. For the fruits of this sinful error, we need only to turn, for convicted examples, to our penitentiaries and jails; for a more harmless class, to the dishonest and conscienceless knaves, cloaked by respectability, who openly make war on human happiness with the weapon of quickened intellect; for results, to the almshouses, pauper hovels, and dens of misery.

On History's page we find the record of a corresponding increase of vice with intellectual development unless that development is tempered by moral education; we note, further, how far more insidious and dangerous are the glossed vices of intellect than the coarse sins of ignorance. The dramatist adds to the evidence of history by giving us a Mephistopheles and an Iago. The Blind Poet makes the climax to the sad picture of intellectual wickedness by the monster Beelzebub.

But surely such apathy to the importance of moral education does not characterise religionists! Nay, and yet the sad results