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NATIONAL EDUCATION IN ITS RELATION TO RELIGION
AND MORALITY.*

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ONE of the most hopeful signs of continued prosperity in educational matters is the constant discussion to which the various features of our school system are subjected. The objects we seek are not so far apart as our methods of securing them. We look at matters from different stand-points; but the results for which we strive are the same. We all acknowledge the advantages of education, and regard the moral tone of prime importance. The vast majority contend that morality should be based on religious principles; but our different views on the matter of religion have given rise to a variety of schemes for combining the training of the moral nature with the cultivation of the intellect.

If I understand aright the fundamental principles upon which our educational structure is based, little ground is left for uncertainty regarding

the relations of the Government, and those of the church, to our school system. Each thoughtful citizen, as he reviews the history of the successive changes that have resulted in giving us a system excelled perhaps in no other land, will be persuaded to examine carefully the powers and responsibility assigned to the parent, the clergyman, and the statesman.

The nation should take account of its stock at different times, just as the merchant who is judicious completes his inventory. Thus it may be known where departure from former practices may have been beneficial, and where baleful; where the expansion of original formulas has been prudent, and where indiscreet; where there has been, and still may be, improvement, and where modifications have not brought advantage. In the case of education, we may, by this means, fix the limitations, and appreciate the scope, of different authorities, whether emanating from national or

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