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VOL 5.
LONDON, ONT., FRIDAY, AUG. 24, 1883.
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 schools. In the August number of the Cath
olic World there is an article deserv It is Worre than a mere passing notice
ing more the pen of the Rev. Walportant question of morality in the publis schools. The public school
syatem of the United States is so much part and parcel of the repub-
lican regime as accepted by the American people, that no man can
afford with impunity to assault it. once held is gradually giving way ception of its deficiencies in theory
and in practice. Still, so firm is th attachment of the average A merican
for the common school that he hears not without impatience or distrust
any criticism of these deficiencies.
Father Elliott therefore approaches his subject cautiously, by citing from
Protestant writers on the failure of the public schools to give moral cur
ture to children. After citing the jews of these writers Father Elliot is a confession of failure. It is he admitted that no system of instruc-
tion can be a success which ignores morality, and the schools, for th orican citizenship at as high a stand
ard as that at which they found it failod to make good eitizens, beeave he teaching of morality was left o claim the logical inference, if system of schooling, embracing a
moral training, had been adopted or
rather the older and more rational systems fostered and developed) the
men' and women of our generation would hare beon for it. The admission and tanta mount to a confession of the immor
ality of immorality." So eviden ality of "mmoralty of immorality"
has this "immoraity
become to all thinking Americans, that in certain states in to make a rain school children. Father Elliott has rightly apprehended the whole chas
of the difficulty when he lays the re sponsibility at the door of state
usurpatior. The truth is, indeed, tha
und tions of parental right and authority
which cannot be usurped withou endangering the very existence o
the social fabric. Never was des
potism more galling, nor more de eterious, than that practiced by the
state in robbing parents of the right of educating their children accord
ing to their conscientious convic
tions. The state, by interposing it seli between the parent and the child
robs the latter of that moral trainin
without which there cau be no tru
erane Some of the write education. Some of the writer
cited by Father Elliott call upon the
state to devise a code of morals for the use of schools, whereupon the
rev. gentloman remarks: "Of cours we are to take for granted the spirit,

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