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ETHICS IN SCHOOLS.

TEACHING OF GRADUATED SYSTEM.

The subject of ethics is of peculiar importance to the public at the present juncture, and a special interest will, therefore, attach to the report and syllabus published below. This carefully considered report has been prepared for the British Science Guild by a subcommittee, consisting of Professor Mitchell, Professor Jethro Brown, and Dr. Schulz (the Principal of the University Training College), all of whom are leading authorities on educational matters. Among other valuable suggestions the report recommends the issue by the Education Department of a syllabus similar to that printed to-day. The syllabus is recommended as being of a singularly practical far-reaching and helpful nature. At a meeting of the executive committee of the guild held on Thursday last the report and recommendation were strongly endorsed, and the matter will be brought before a general meeting of the guild, to be held early in September.

REPORT ON MORAL EDUCATION.

The subcommittee has been asked to consider the question of "the teaching of graduated ethics in schools." We have taken this to mean, more particularly,—should the curriculum of the ordinary secular primary or preparatory school include a special course dealing directly and systematically with ethical principles? and, if so, what should be the nature of such a course? The subcommittee has discussed not only the more general psychological and educational principles, but also syllabuses and methods with respect to moral training adopted in other countries. The following report was drafted by Dr. Schulz and has the concurrence of the other two members of the subcommittee:—

1. Return of school education in conduct is less a matter of drawing up syllabuses of topics than of improving methods of treatment, and less a matter of prescribing special lessons than of ensuring the effective use of the whole life and work of the school.

2. To determine and systematize the topics, however necessary as a preliminary measure, is of subordinate importance. Moreover, the virtues and duties to be discussed are fundamentally the same for young and old.

3. A much more difficult, and also a much more important problem is that of method—how to approach the subject, how to avoid intellectualism as well as mere sentimentality, how to connect with the pupil's own personal experience, and above all, how to appeal to those natural interests and motives (varying at different stages of development) through which the right conduct will most effectively be revealed to the child as worthy of his highest endeavour. A detailed discussion of this question would involve the consideration of fundamental psychological and educational principles, and is obviously beyond the scope of this report.

4. While the influence of special moral lessons well given is in itself considerable, yet it is subordinate in comparison with the powerful influence of the life and work of the school as a whole. For where the curriculum is such that sufficient emphasis is laid on subjects which deal directly with action and character (viz., literature and history), and on subjects which give knowledge of indirect value for the regulation of conduct, (e.g., hygiene and civics), and where, in addition, the organization of school discipline, school sports, school societies, &c., gives adequate practice, innumerable opportunities will present themselves for the development of the pupils' moral insight and for the training of their moral will. And the influence will be the stronger because of its constancy, and because of the directness with which it permits resolutions to find expression in actual conduct.

5. It follows that the remedy for ineffective moral education must be sought not so much in measures of a more external kind, such as the regulation of time tables and syllabuses, as in measures which will give the teachers a breadth of view, earnestness and strength of moral personality, and enthusiasm for the work of moral education. Where this spirit is present, even a meagre curriculum may become a powerful influence for good and strenuous conduct; where it is absent even minutely prescribed exercises in moral instruction will give little but idle knowledge. However, a syllabus like that of the English Moral Education League may be of considerable service indirectly in emphasizing the importance of the subject and showing in a general way what may be expected.

We therefore recommend that the Education Department be asked to issue a syllabus similar to that published by the English Moral Education League; such syllabus, however, not to be regarded as an addition to the curriculum, but essentially as a guide and a standard, both to teachers and inspectors, of what the department expects at the various stages of school life; the actual measures to be left entirely to the teachers. Such measures as are taken in other parts of the world might be made known to teachers by means of travelling and lectures; and of course at their training college the whole question of moral education should be made a matter of the first importance.

JETHRO BROWN, MITCHELL, A. J. SCHULZ.

THE SYLLABUS.

—Infants (Under Seven Years).—

- 1. Cleanliness.—(a) Clean hands, faces, and clothes; (b) Clean habits—e.g., the proper use of the lavatory.
2. Tidiness.—(a) In the home, school, and street; (b) personal tidiness; (c) care of furniture, books, toys, and other property.
3. Manners.—(a) Greetings at home and at school; (b) behaviour at meals; (c) punctuality and promptness.
4. Kindness.—(a) Love to parents; (b) kindness to each other in the home, school, and street; (c) kindness to animals—e.g., dogs and cats.
5. Fairness.—(a) Mine and thine; (b) fairness towards others.
6. Truthfulness.—(a) Telling the truth; (b) confidence in parents and teachers to be encouraged.
7. Courage.—(a) When alone; (b) darkness, shadows, strange noises.

—Standard I. (Seven-Eight Years).—

- 1. Cleanliness.—(a) Use and care of parts of the body—e.g., hair, eyes, ears, nose, lips, teeth, hands, and feet; (b) care of clothing.
2. Manners.—(a) In eating and drinking—moderation; (b) in question and answer—politeness; (c) in bearing—quietness, unobtrusiveness, patience in waiting; (d) punctuality in the home and the school.
3. Kindness.—(a) To companions at play; (b) to pet animals—e.g., rabbits; (c) to worms and other harmless creatures; (d) to birds—their nests.
4. Gratitude.—To parents and teachers.
5. Fairness.—Ungrudging disposition, especially when favours are distributed, or when the success of others is under notice.
6. Truthfulness.—(a) In speech—the importance of exactness, the avoidance of exaggeration; (b) in manner—the importance of simplicity, the avoidance of affectation.
7. Courage.—(a) Cheerful endurance of little pains and discomforts—manliness and womanliness; (b) talebearing—when justifiable, e.g., to protect the weak or innocent; (c) in relation to creatures inspiring instinctive fear in children—e.g., mice, frogs, spiders, and beetles.

—Standard II. (Eight-Nine Years).—

- 1. Cleanliness.—(a) In the home; (b) in the school, playground, and street—e.g., to desist from scattering paper and orange peel; (c) neatness in person and in work.
2. Manners.—(a) In speech—courtesy and clearness; (b) in bearing—obedience in the street; (c) how to perform a simple service—e.g., how to carry a message.
3. Honesty.—(a) Respect for the property of others; (b) restoration of lost property; (c) preserving and protecting property at home, at school, in parks, and other public places; (d) in work.
4. Justice.—(a) To companions, in the school, playground, and home; (b) to the less fortunate—e.g., the weak, imbeciles, stammerers, deformed.
5. Truthfulness.—Promises and confidences.
6. Courage.—(a) To follow good example and to resist bad example; (b) to confess faults or accidents; (c) under difficulties—self-reliance; (d) in bad weather—e.g., not to fear thunder and lightning.
7. Self-control.—(a) In food—preference for plain and wholesome fare; (b) in bearing—the avoidance of wilfulness, peevishness, obstinacy, sulkiness, violent temper, and quarrelling; (c) in speech—the avoidance of rudeness and hastiness; (d) in thought—checking of evil thoughts.
8. Work.—(a) Helping in the home; (b) the value of industry in the school.

—Standard III. (Nine-Ten Years).—

- 1. Manners.—(a) Refinement of language; (b) behaviour in public places, decency; (c) unselfishness; (d) respectfulness toward the aged.
2. Humanity.—(a) Personal help to those in need; (b) making other people happy; (c) kindness to animals.
3. Obedience.—(a) Immediate and hearty obedience to parents and teacher; (b) respect for rules and regulations.
4. Justice.—(a) In thought, word, and act; (b) forbearance; (c) forgiveness, remembering our own faults.
5. Truthfulness.—(a) All the truth and nothing but the truth; (b) avoidance of prevarication and withholding part of the truth; (c) avoidance of deception through manner or gesture; (d) the importance of frankness.
6. Order.—(a) The value of system—e.g., a place for everything and everything in its place; (b) the value of punctuality; (c) the value of promptness.
7. Perseverance.—(a) In work, hard or distasteful tasks; (b) in play, fighting out a lost game; (c) in self-improvement.

—Standard IV. (10-11 Years).—

- 1. Manners.—(a) Cheerfulness—evil of grumbling and fault-finding; (b) self-consciousness—evil of conceit and shyness; (c) modesty; (d) self-respect.
2. Humanity.—As shown by public institutions—e.g., the fire brigade, lifeboat, lighthouses, hospitals, asylums, Red Cross Society.
3. Honour.—(a) In the eyes of others—trustworthiness; (b) in the eyes of self—self-respect; (c) avoidance of false pride.

4. Justice.—(a) To others—e.g., not to spread infection; (b) avoidance of cruelty to animals, pursuit of fashion, amusement, cruel sports—e.g., egret's feathers, the bearing rein, pigeon shooting, the docking of horses' tails; (c) the justification for restraint and punishment in the home and the school.

5. Truthfulness.—(a) In reporting—correctness, avoidance of slander and gossip; (b) in action—courage, not to act a lie; (c) in thinking—earnestness for truth; (d) not to shirk a difficulty by pretence of understanding.

6. Prudence.—(a) Need of forethought and care in speech and action; (b) temperance in eating and drinking, in work, and in pleasure.

7. Courage.—(a) The importance of courage, avoidance of bravado; (b) presence of mind, avoidance of panic.

8. Work.—(a) Pride in thorough work; (b) use of leisure time, value of hobbies.

—Standard V. (11-12 Years).—

1. Habits.—(a) How acquired; (b) how cultivated and avoided; (c) harmfulness of juvenile smoking.

2. Manners.—(a) Courtesy and respect towards all; (b) self-restraint.

3. Patriotism.—(a) Pride in one's school, loyalty to it; (b) duty to local patriotism—how to serve one's town or village; (c) the value of local institutions.

4. Justice.—(a) To all human beings, irrespective of sex, age, creed, social position, nationality or race, and to animals, tame and wild; (b) chastity in thought; (c) the value of courts of justice.

5. Truthfulness.—(a) Respect for differences of opinion; (b) living for truth—readiness to receive new truths; (c) what men have sacrificed for truth.

6. Zeal.—(a) The value of zeal and energy, overcoming difficulties; (b) the dangers of directed zeal—e.g., bigotry, fanaticism.

7. Work.—(a) The necessity for and dignity of labour; (b) the earning of a living—different suits, their responsibilities and social value.

8. Thrift.—(a) Money—its uses and abuses; (b) economy in little things; (c) wise spending, avoidance of extravagance and wastefulness.

—Standard VI. (12-13 Years).—

1. Manners.—(a) As shown by dress; (b) choice of friends, literature, and amusements; (c) kindness to younger children; (d) in boy by special courtesy to all women and girls.

2. Courage.—(a) Heroic deeds done in the service of man—self-sacrifice; (b) everyday heroisms; (c) chivalry—devotion of the strong to the weak; (d) moral courage.

3. Patriotism.—(a) Love of country—national emblems; (b) what our forefathers have earned for us—e.g., liberty, social and political institutions; (c) how each may serve his country as posterity; (d) the Sovereign—his power, influence and responsibilities.

4. Peace and War.—(a) The value of peace in her victories; (b) the duty of citizens in time of war; (c) the evils of war.

5. Justice.—(a) Love of justice; (b) just and unjust relations between employers and employed; (c) the rights of animals.

6. Ownership.—Talents and opportunities—responsibility for their use.

7. Thrift.—(a) How and why to save—Saving Banks; (b) the cost of drink to the nation.

8. Truthfulness.—(a) Conquest of science over ignorance and prejudice; (b) progress of truth; (c) love of truth.

9. Conscience.—(a) The claims of conscience, individual and social; (b) the enlightenment of conscience; (c) the development of conscience.

—Standard VII. (13-14 years).—

1. Patriotism.—(a) The vote—its nature and responsibilities; (b) local government; (c) the nation and its government; (d) society as an organism—its development through the family, tribe and nation; (e) universal brotherhood.

2. Peace and War.—(a) International relations—how nations can help each other; (b) value of arbitration.

3. Justice.—(a) The development of the idea of justice from the earliest times; (b) the development of the humane spirit in laws; (c) the development of the idea of equality.

4. Ownership.—(a) Individual and collective ownership; (b) responsibilities of ownership; (c) care of borrowed books, tools, &c.

5. Thrift.—(a) Simplicity or living; (b) the evil of debt; (c) the evils of betting and gambling, meanness of the desire to get without rendering service.

6. Co-operation.—(a) Between citizens; (b) between nations—in commerce, art, and thought.

7. The Will.—(a) The training of the will; (b) the right to be done intelligently, unhesitatingly, thoroughly, cheerfully, and zealously; (c) duty of mental and moral cloth.

8. Self-respect.—Self-respect and self-restraint in thought, word, and act.

9. Ideals.—The value and beauty of an ideal life.