

**AN INTRODUCTION  
TO ETHICS, FOR  
TRAINING COLLEGES**

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An introduction to ethics, for training colleges by G. A. Johnston

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AN INTRODUCTION TO ETHICS



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# AN INTRODUCTION TO ETHICS

FOR TRAINING COLLEGES

BY

G. A. JOHNSTON, M.A.

LECTURER IN MORAL PHILOSOPHY IN THE UNIVERSITY OF GLASGOW  
LECTURES IN ETHICS IN THE GLASGOW TRAINING COLLEGE

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## PREFACE

THIS little book is designed primarily for students in Training Colleges. In many of these Colleges Ethics is a "professional subject," and the students naturally expect that it will be treated in such a way as to reveal its bearing on the work which they will have to do in the education of the young. In this book it has been my aim to drive a few main lines through ethical theory, and to indicate the application of moral principles to the actual life of the school.

On three points a word of explanation may perhaps be necessary. In the attempt to secure simplicity and brevity, I have avoided, as far as possible, all controversial details, and have endeavoured to state principles positively and clearly. In doing this I have sometimes been forced to try to write more definitively than I should have ventured to do had I been addressing another audience. In a brief and elementary course of Ethics, hesitating qualification and negative criticism are apt to produce confusion in the mind of the student; and at the risk of seeming unduly dogmatic I have tried to reach positive and definite conclusions.

I have chosen to approach the problems of Ethics by way of Psychology; and that for two reasons. In the first place, Training College students have

usually had some instruction in Psychology before taking a course in Ethics, and they enter on the latter study more naturally and easily if the psychological prolegomena are emphasised. Further, it is almost impossible to show the relation between Ethics and Moral Education, unless the psychological aspects of Ethics are constantly brought into prominence. On the other hand, the metaphysical foundation of Ethics has been kept strictly in the background. A metaphysical theory does underlie the general argument of these pages, but I have never obtruded it, because a Metaphysic that could be stated in a book such as this would clarify nothing, and might confuse much.

In dealing with the application of moral principles to the work of education, I have been content to indicate broad effects and general lines of influence. Nothing more than this could well be done in an introductory text-book of Ethics. But I have in preparation a small book on Moral Education, which will attempt to treat, in detail, of ways and means of moral instruction and moral training in schools.

It is a pleasure to acknowledge the debt which the book owes to Mr. J. C. Smith, H.M. Chief Inspector of Training Colleges, and to my colleagues, Mr. J. W. Scott and Mr. A. K. White, all of whom read the greater part of the manuscript and made many valuable suggestions.

G. A. JOHNSTON.

THE UNIVERSITY,  
GLASGOW, *July* 1915.

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