

is taken entirely out of the hands of the Schoolmaster, and the chief moral training that boys receive at school comes to them from their companions and indirectly, as the effect of their work upon their character. Is this state of things to continue, and are children to receive no direct training in the principles of right and wrong, and in the rules of conduct that should direct their lives? In other words, is the gap left by the disappearance of religious training to be left permanently unfilled. As a temporary expedient the work is being done by the clergy of different denominations. Is this compromise likely to be lasting? And, if lasting, is it quite satisfactory?

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The *Canada School Journal* (December), speaks confidently upon the controversy about High School appointments, in relation to which we have heard so much in Montreal. The question, it is manifest by this time, is by no means as simple as it appears. Excellent as an English Public School and University curriculum is in many ways, it may be fairly said that it is onesided. With every security, that a young man who has received such a training is a very fair Latin and Greek scholar, it does not follow that he has had systematic training in English, Geography or even in History. So that looking to intellectual attainments, if we set aside the Classics, we think that a Canadian who has had the benefit of a wider, though less classical, training is better fitted for the post of an educator in Canada. As regards the question of Discipline, mastery in which is only attained by considerable experience of the nature of pupils, it is quite clear that our High Schools should not be made a training ground for beginners. It seems to us equally clear that *ceteris paribus*, those trained in our country are more likely to understand the moral natures of young Canadians, than those reared under different conditions. At the same time, it must also be remembered that with few exceptions promising young Canadian look to a more lucrative post than the stool of the pedagogue. The question, it will be seen, is one beset by difficulties, and we shall come to little good by closing our eyes to their existence. We feel confident that the Protestant School Commissioners of Montreal know this as well as ourselves. Meanwhile we may