

question better than the English law lords. The fact that the system of England is still largely one of Church schools would not be without its effect on English judges. It will be a mistake for them if the Roman Catholics of Canada combine to force the Ottawa Government into collision with the constitutional legislation of Manitoba. Though the appeal is

granted, it does not follow that the Government is bound to admit that a wrong has been inflicted on the Catholics, which Manitoba must remedy.—*The Christian Guardian*.

For the moral training of the young there is one qualification in the teacher which is absolutely indispensable—goodness.—*Quick*.

PATRIOTISM: ITS PLACE IN EDUCATION.

NOT long since we reproduced from the *Guardian* a startling paragraph in which it was stated that "in an orphanage at Cempuis, supported by the Paris Municipality, children were not only taught atheism of a most dogmatic and aggressive kind, but warned against the delusions of patriotism, and encouraged to desert if ever they should be called upon to fight." It was, indeed, added that the French Government had at last ordered an inquiry and removed the director of this orphanage. Thereupon we were told that the advanced journals had with one accord taken up arms in his behalf, and raised the usual cry of clericalism against the authorities. These statements were so grave that we felt it our duty to investigate them; and we regret to say that an English Chaplain, well informed on such subjects, has fully confirmed their truth. Our object, however, in now reverting to them is not to discuss this particular case, with which in our own country we have happily nothing to do, but because it strikingly illustrates the natural tendency of merely secular teaching to make both teachers and scholars indifferent to the claims of their own country upon their affection and support. We do not doubt for a moment that very many

of those who have passed through the French State Schools are just as true patriots as the majority of English men and women. On previous occasions we have drawn attention to the programme of moral and civic instruction prescribed for all primary State Schools, as well as for those of a higher grade. In it the duties of children towards their country and the obligations of citizens to obey the laws, serve in the army, pay taxes, and vote conscientiously are very plainly laid down. In a manual provided for the teachers of the Elementary Schools of the Nord, the "*Patrie*" is explained to mean not merely the land itself, but the association of men, the nation, which occupies the land. Much stress is, at the same time, laid upon the union of wills as essential to true national life, and it is then asserted, "We are Frenchmen less because we were born in France than because we wish to be French." It is not very clear what this somewhat vague sentiment practically amounts to. However this may be, we are quite prepared to allow that patriotism is theoretically taught in many French Schools, and is a virtue by no means confined to this side of the Channel. It is undoubtedly an instinct of our common