

voice she asked the young lady to lay aside the book, and then she laid before us the fault of which we had been guilty in thus dishonouring the best thoughts of a noble writer. As her indignation waxed stronger, so did her voice, until it rang through the room and every word told. Though scarcely realizing then the

position she took, we did realize another important fact, namely, that she was very indignant, and nothing showed it so much as the changed voice. She had been vexed, exceedingly vexed, with us before, but never after this wise, and few of us, I think, have ever forgotten that lesson.—
Popular Educator.

CO-EDUCATION.

THE sentiment of the day demands the highest educational opportunities for women, and co-education is the only road that now leads to this goal. But that this road is one hedged in with difficulties, or that a pleasanter and a safer path might be opened to women, no observant man or woman can deny. The mistake made by the ardent advocates of co-education is in the stress they lay upon this very word. When the system was only a theory the word was used only in the sense of equal education, which the woman, who was barred out from the man's college, could not obtain. Co education was merely a means to an end, and that end was the higher education of women. To-day the word has taken on a sentimental meaning of its own, a suggestion of chivalric protection and recognition, a promise that the ladder of knowledge shall be climbed hand in hand.

Co-education is a noble theory, and in abstract practice has produced splendid results. But it has a very human side. Romance is inevitably bred wherever young men and women come into close association, and when the little winged god comes in the window study flies out. The co-educational system will exist so long as it is needed, and no longer. It has already accomplished its best and greatest work in elevating the stand-

ard of female education. The shallow training of the old-time boarding school and seminary is fast disappearing. Antiquated female colleges are expanding their scope; new ones are coming to the fore. There was a time when we had not education enough to go around. Now it is different. No better illustration of the present situation could be found than in California, where twenty years ago there were but a few academic schools for boys and a private school or two, only a little in advance of kindergartens, for girls. To-day there are two great universities. One of these is nominally in possession of a rich endowment, and with more brilliant prospects than the other. The older institution offsets the pecuniary advantages of its rival with a well-stored library and museum and a faculty which is an admirably organized body, with most efficient members, lacking only a head. Who can doubt that these two schools, so well equipped and liberally endowed, would do better work if under the roof of one were gathered all the male students, and the other opened its doors exclusively to women?

In Wellesley and Vassar, and even in some minor female colleges, women are taking splendid rank among the foremost intellects of the day, and it is safe to say that this standard is achieved with less heart burning and