

NOTES ON EDUCATIONAL TOPICS

The numbers of the *Bystander* for November and December contain temperate but necessary protests against the Co-education movement. In the discussion of this question our contemporary is led on to the consideration of the doubtful benefit resulting from putting a high standard of education within the reach of all.

"The Co-education movement is connected not only with a general tendency to revolutionize the relations between the sexes, which touches the foundation of society, but with ideas about the necessity, or the unspeakable advantage in all cases, of education carried to a high pitch, into the correctness of which the world will have some day to look. Some persons are marked out for the life to which a learned and scientific training is essential, without being on that account a bit better or a bit happier than their neighbours; for it is an utterly groundless and perverse fancy which draws distinctions of higher and lower between honest callings, all equally necessary to the common work and the common weal of humanity."

We should generally agree with what the *Bystander* has to say upon such subjects, but we think it is a pity for people to close their eyes to obvious facts. To deny the distinction of higher and lower between honest callings, seems to us on a par with denying such distinctions in the case of the different animals, of the different races, and of the different functions. We must protest against this "attempt to efface the line which the hand of nature has traced," to use the *Bystander's* own expression (p. 591).

An article on The Teacher as a Moulder of Character in the November number of the *Canada Educational Monthly* brings up a subject, upon which we have by no means heard the last word. Herbert Spencer in his chapters on Education, the cheap edition of which is a welcome boon, divides his subject into Intellectual, Moral and Physical. Yet in treating of Moral Education, he seem to have only thought of such moral training as is imparted by parents. The subject has to be treated from the point of view of schools. This is a subject that the religious changes of the day render very urgent. Where, as in England, the Public Schools are mainly denominational, the difficulty of Moral Education is not so much felt. But in Canada, Religious training