

generation of men, that human ingenuity has never yet devised a panacea for human ills. Carlyle used to thunder against the delusion that such a panacea was to be found in the ballot-box. The more enthusiastic advocates of education for the poor expected too much and have been disappointed. It is quite natural that men who dwell long and earnestly upon one particular mischief should come to regard it as the source of all evil, and its removal as the one thing needful to regenerate the world. One man will argue that the prime evil is the use of intoxicants, and there seems to be no flaw in the reasoning by which he traces back all vice and misery to this gigantic source. Another will demonstrate, with equally unassailable logic, that the cause of intemperance and of all other evils is the social injustice which causes poverty and degradation; another points to ignorance; another to the decline of religious belief. They are all in a measure right. Drunkenness causes poverty and misery, and misery drives men to drink; a decline in religious belief saps the foundations of morality, and vicious practices injure the capacity for sound belief. It is possible to trace immorality and poverty back to ignorance. The fact is that these forces of evil act and react upon one other, each appearing now as cause, now as an effect; and the lesson which generation after generation has learned is that all cannot be subdued by striking at one. The question under discussion is further complicated by the variety of notions as to what education is or should be. One school of educationists maintain that the only thing to be aimed at is to enable the student to earn his living; and others plead for the culture and training of every faculty, physical, mental and spiritual. Every country where a system of public education prevails has had to settle in some way the question of secular as against religious education. The view that education should be religious in the broad sense—that it should make for courage, reverence, self-denial, duty—would probably find general acceptance. These things are more important than the much-vaunted three R's; but unfortunately the attempt to frame a scheme for that kind of teaching is rendered difficult by the jealousies and contentions of the advocates of various forms of doctrine.

Current Events.

Professor Cox, of McGill University, lectured lately before the Graduates' Society on the subject of University Extension. In referring to the prospect in Canada, he said: "With regard to applying this scheme to Canada, the chief difficulty arose from