

With regard to the fitness of the teaching profession to treat the subject adequately, I am very strongly of the opinion that provided a suitable personality is possessed and a broad and flexible aptitude for teaching, a very little special reading and coaching would supply all that is needed in addition. It is not a technical subject requiring special knowledge; it is a general subject requiring specially careful treatment.

SOME OBJECTIONS CONSIDERED.

Some objections will no doubt be raised to giving anything in the nature of sex-education to groups or classes of children, namely, that children are not all alike—that they develop at different rates, and their minds awakened at different ages. This difficulty, however, applies to class education in all subjects, and is not therefore held to be an insuperable objection to class-education in general. After very careful consideration, I do not think that this need be a special difficulty in regard to sex education any more than in any other subject. Some people hold up their hands in horror at the possibility, for instance, of an explanation of the origin of life being presented to a child whose natural curiosity has not already led to its asking questions concerning it. That such a morbid attitude exists is at least a demonstration of the great need for enlightenment. The facts relating to natural and wholesome sex life are not evil or shameful, and anyone who does not whole-heartedly and honestly feel this should have nothing to do with sex-education.

On the other hand, Bigelow has emphasised a special value in class education. He says that a child may gain from school instruction something of great social value, for we must remember that the problems of sex which most demand attention are not individual, but social, and that it is of great value for the child to learn that others outside the home look seriously upon knowledge concerning sexual processes, and that every individual life must be adjusted to other lives, that is, to society.

An objection has also been raised that there is a danger of "bursting into the youth's reserve of mind" and destroying natural modesty. But much of what is spoken of as reserve is rather a shame-faced consciousness of illicit knowledge already acquired.

What is needed is to inculcate true modesty by establishing a well-informed, dignified, and frank outlook.

PART TO BE PLAYED BY ALL TEACHERS.

Finally, I strongly urge that a survey of the subject of sex-education be included in the training college course for all teachers. Every teacher has unbounded opportunities for helping in this work at least by "setting a premium on self-control, courtesy, mutual respect, between the sexes, and general healthy-mindedness." It is not a very dignified device to shy off from the facts when they present themselves in the course of studies in history and the like. All teachers should be carefully prepared to meet and welcome these opportunities as they arise in school work. The sex-life and general education interact upon each other. As Professors Thompson and Geddes have said: "The type of physical and intellectual life and education normalise or denormalise the sex life, according as we manage it; and so conversely, the sex-life ennobles or deteriorates the whole general education in its turn."

SUMMARY OF SCHEME.

1. That it is essential to include in the Training College course for all teachers, a general survey of the whole subject, and a definite training in the early teaching.
2. That up to the age of 9 or 10 years the instruction is simple, natural, and largely impersonal, and can be undertaken by the regular teaching staff according to the outline sketched.
3. That during the period leading up to and following upon puberty the subject be undertaken by specially appointed teachers.
4. That a special staff of four men and four women teachers would probably meet the present needs.

It is perhaps advisable once more to emphasise the part to be played by the school teacher in this matter. Except in a very minor and secondary respect it is not a medical subject. We have here to do essentially with an educational problem of a moral and social nature, and in this field the teacher is the highest authority, and should remain such. Only the teacher has the necessary experience in dealing with children; only the teacher is in a position to find the necessary points of

contact through which to link the subject with the general education.

It is of course recognised that in such a matter as this progress must be made with very great caution. It is above all a matter which cannot be rushed. Probably many of the present generation of teachers are unfitted for it. Our hope lies in the younger teachers who are passing through the Training Colleges.

In conclusion, the duty of the school in relation to sex education is incontrovertible. Sex education lies upon our future path of progress. We cannot escape it; and the sooner we apply ourselves to it the better for the well-being of our community physically, morally, and socially.

FOR THE MAN OF GALILEE.

(By S. J. Duncan Clark.)

Shout aloud the stirring summons
O'er the land from sea to sea,
Men are wanted, men of courage,
For the Man of Galilee.
O, thou Man of Galilee!
Thou who died to set men free,
We will follow only Thee,
Blessed Man of Galilee.

Men are wanted, men of purpose,
Men of high or low degree,
Each to be a fellow-worker
With the Man of Galilee.
O, thou Man of Galilee!
In the fight to set men free,
We will follow only Thee,
Glorious Man of Galilee.

From the counting-house and college,
From the forge and factory,
Lo, there throngs a loyal legion
For the Man of Galilee.
O, thou Man of Galilee!
We will follow only Thee,
In the life of faith and service,
Blessed Man of Galilee.

Onward! are His marching orders,
He who leads to victory,
Onward! till the world is taken
For the Man of Galilee!
O, thou Man of Galilee!
We will follow only Thee,
O, Thou fearless, peerless Leader,
Glorious Man of Galilee.

Heroes are forged on anvils hot with
pain,
And splendid courage comes but with
the test:
Some natures ripen, and some natures
bloom
Only in blood-wet soil; some souls prove
great
Only in moments dark with death or
doom.