

insignificance. The culture which broadens our vision of humanity and enables us to discern the merits of others, and gives us a living sympathy with our fellows in whatever station—of whatever race or faith.

I cannot venture to detain you by saying much about a somewhat novel, although not unprecedented, feature in scholastic pursuits. I refer to the higher education of women, and the experiment which has been made in this institution, I am glad to say, with a measure of success.

The objects of institutions like this being twofold—general and technical—the one to cultivate and enrich the intellect, the other to qualify for professional life—they should be considered separately. The training of women for professions is debatable ground into which I shall not now enter, although, for my part, I have no hesitation in confessing my inability to perceive that even the mysteries of medicine should be concealed from them. Be that as it may, who, possessed with common justice, would urge that if the object of study be to inspire the mind with love of wisdom, of beauty, of goodness and truth, the inspiration should be withheld from women? If the object of education be culture, it may be a courteous compliment to the graceful sex to say that they need it not; it certainly cannot be urged that a monopoly of it should

be retained by men. If our sisters or daughters desire intellectual discipline—if they seek to enrich their minds from the treasure-house of learning, surely they should have open to them equal opportunities and advantages to those which our brothers and sons enjoy. I know of no reason why the women of Canada should not aim as high and have equal privilege accorded them as in other countries. Not long since I read the announcement that a woman had won for herself an academic degree at University College, London. Many learned women have acquired distinction as teachers in the University of Bologna, and some of them have occupied the Chair of Anatomy. In Germany learned women have shared the honours of the doctorate in philosophy and medicine. It would be exceedingly appropriate if this institution, bearing the title of our Sovereign, noble in her womanhood, should take a leading part in the higher education of the sex of which Her Majesty is so illustrious an example. It will be an event pleasing to us all if this University be the first in Canada to enrol the gentle sex among its graduates. It certainly will be a proud day for the Chancellor when he is privileged to encircle the head of some fair student with the laureate wreath as the emblem and reward of her academic success.

THE good teacher will have, in the first place, a good conscience. His counsellors should be few, but those of the best kind, if they can be got at. He should read the best books; for they can always be had. He is a hard working man, and has no time to waste with the foolish theories and quack nostrams which everybody in these days stands ready to peddle out. He should, in the brief hours he can spare from technical preparation, keep himself well acquainted with the living thought and the drift of the action of his time.—*The Critic*.

IT is well to know oats from wheat, an oak from an elm, and an elm from a beech, or an ash, or a maple; to recognize a walnut in the hull from chestnuts in the burr; to avoid confusing elder-berries with those which grow upon a poke-stock; to distinguish the merry, rollicking song of the robin from the whistle of the red-bird; to watch with eager eye

"The bluebird shifting her light load of song,
From post to post along the cheerless fence,"

and

"The thin-winged swallow floating in the air."