

work, would react beneficially on the interests of the male students, in improving their class-rooms on the one hand, and in giving assistance to the professors on the other.

PERSONAL OPINION OF THE WRITER ON THE
GENERAL SUBJECT.

In conclusion I desire to express, as a matter of personal opinion, my entire sympathy with my friend Dr. Wilson, of Toronto, in the able and eloquent appeal on behalf of the higher education of women which was quoted in the GAZETTE some time ago. We should aim at a culture for woman higher, more refining and better suited for her nature than that which we provide for men; and I feel convinced that even when the course of study is the same with that for men, this result is to some extent secured if the classes are separate. What I have seen abroad, what I have witnessed in our classes here, and my own experience in lecturing to classes of ladies, convince me that this is the case. I feel certain that every true teacher will sympathize with me in saying that his lectures assume a different and higher tone when delivered to a class of women or to a class in which women are the

great majority, as compared with a class of men, or one in which the male element predominates. It is in this way, and not in a mere co-education mixture, that the refining influence of woman is to be felt in education. If the cost of separate classes were vastly greater than it is, it would, in my judgment, on this ground alone, be well repaid. Every one who has had experience in the matter must also admit that a few women in a large class of men cannot enjoy the same advantages as in a class of their own sex, unless they are prepared to assert themselves in an unwomanly manner, and it is not just or expedient that any such disability should be inflicted on them.

It is further to be observed that in so far as any justification can be given of the gibes of the thoughtless against the higher education of women, as producing an offensive "strong-mindedness," this is to be sought only in the masculine and aggressive spirit cultivated by co-education, especially in large junior classes. In women, as in men, true education, under proper methods, will produce, not pedantry and self-assertion, but humility, breadth of view, and capacity for varied usefulness.

Note.—I have not entered, except incidentally, into the question of the relative success of methods of mixed and separate education of the sexes in collegiate studies. The following statistics from the Report of the U. S. Bureau of Education for 1882 may be interesting. It is stated that the number of women in mixed and separate Colleges stood thus:

Mixed.....	3,305
Separate.....	14,088

But as the compiler of the table has placed in the first list several institutions which are really separate, as Vassar College, for example, merely because they send up students for examination to the University of New York, the actual proportion is:—

Mixed.....	2,493
Separate.....	14,900

or nearly in the proportion of one to seven. It is further stated in the Report that the number in mixed classes in the Eastern and Southern States is very small, co-education being principally in the Western States; and further that it is not gaining ground in the East and South. These facts, with the small number of students attending those Canadian Colleges which have opened their classes to women along with men, would seem to indicate that this method may be expected to provide for about one seventh of those desirous of higher education, leaving the rest without any educational advantages, and this evil can be remedied here, as in the United States, only by the endowment of well-appointed colleges for women in opposition to those practising co-education.