

the education of women. In Canada itself, Toronto, and even Quebec and Kingston, have preceded us, though I think in the magnitude of our success we may hope to excel them all. In the mother country, the Edinburgh Association has afforded us the model for our own; and the North of England Educational-Council, the Bedford College in London, the Hitchin College, the Cambridge Lectures for Ladies, the Alexandra College in Dublin, the admission of ladies to the middle-class examinations of the universities, are all indications of the intensity and direction of the current. On the continent of Europe, Sweden has a state college for women. The Victoria Lyceum at Berlin has the patronage of the Princess Royal; the University of Paris has established classes for ladies, and St. Petersburg has its university for women. All these movements have originated not only in our own time but within a few years, and they are evidently the dawn of a new educational era, which, in my judgment, will see as great an advance in the education of our race as that which was inaugurated by the revival of learning and the establishment of universities for men in a previous age. It implies not only the higher education of women, but the elevation, extension and refinement of the higher education of men. Colleges for women will, as new institutions, be free from many evil traditions which cling about the old seats of learning. They will start with all the advantages of our modern civilization. They will be animated by the greater refinement and tact and taste of woman. They will impress many of these features upon our older colleges, with which, I have no doubt, they will become connected under the same university organizations. They will also greatly increase the demand for a higher education among young men. An Edinburgh professor is reported to have said to some students who asked ignorant questions—"Ask your sisters at home; they can tell you"—a retort which, I imagine, few young men would lightly endure; and so soon as young men find they must attain to higher culture before they can cut a respectable figure in the society of ladies, we shall find them respecting science and literature almost as much as money, and attaching to the services of the college professor as much importance as to those of their hair-dresser or tailor.

In order, however, to secure these results, I cannot too strongly urge upon the young ladies who may attend these lectures, that they must be actual students, applying their minds vigorously to the work of the classroom, performing such exercises as may be prescribed, and preparing themselves by continuous and hard study for the examinations. I would also urge that perseverance is essential to success, and that not only should the students be prepared to follow out the lectures to their close, but those who have aided in the effort thus far should be prepared for the necessity of equal efforts to sustain it in succeeding sessions.

And now, ladies, if I have dwelt on grave themes, it is because I have felt that I am in the presence of those who have a serious work in hand,