

"Attorney-General MACDONALD said he was glad this discussion had taken place. There seemed to be a desire on the part of some members in the House to have a fling at this establishment on every possible occasion; but if members saw the systematic—he might say scientific—manner in which the department was conducted, they would change their opinions. (Hear, hear). He had addressed a note to the Queen's Printer, asking him for information on the subject, and had received in reply a detailed statement, showing that the cost of the printing advertisements in public papers would exceed the cost of printing the *Journal* by \$983. If members of the House would visit the Educational Department and the Museum, they would change their course of action.

"Mr. FERRIER believed it would be a wrong sort of economy to abolish the *Journal of Education*.

"Mr. McCALL (Norfolk), said in his section of the country the *Journal* was seldom read.

"Attorney-General MACDONALD—Perhaps they are not a reading people in your section. (Laughter).

"Mr. McCALL said they were not only a reading people, but they were honest—honest in politics at any rate, what certain hon. members of this House couldn't say. (Laughter). He had taken the trouble to write to twelve postmasters about the *Journal*, and ten of them replied that it was seldom or never taken out of their offices.

"Mr. GALBRAITH—As far as his experience goes, the *Journal* was very extensively read in his part of the country, and another benefit was derived from the questions which were discussed and answered in its columns.

"Attorney-General MACDONALD—The law cases arising out of the working of the School Acts were reported in the *Journal*, and it was most important that they should be posted on them.

"Mr. TROW did not believe the *Journal* should be discontinued, but he must say it was not as interesting as it had been in former years.

"Mr. SINCLAIR agreed with the previous speaker. New life ought to be infused into the *Journal*. Under its present management it was a very uninteresting publication, but, if properly conducted, it could be made both interesting and useful.

The item was carried.

The next item—Grammar School Inspection, \$2,000—was carried without discussion.

The next two items—\$20,000 for County Common School Superintendents, and \$2,000 for Collegiate Institutes—were struck out of the Estimates, the School Bill of the Hon. Mr. Cameron having been dropped.

I. Education in Ontario.

HIGHER EDUCATION FOR LADIES.

From Professor Wilson's admirable lecture on this subject, we make the following extracts:—

At the very initiation of a movement for the higher education of women, and so for securing for her, similar advantages to those already enjoyed by young men at Universities, it is important to recognize very clearly all that is employed in the distinction between school and college. It is not the number of pupils that constitute the difference. The gathering together of scores, or hundreds of boys or girls into one great building, and giving it a high-sounding name—though sanctioned by decrees of Parliament, or by charter under the Royal sign-manual itself, will not in any degree help to solve the problem.

Under the aptest and most gifted instructor the studies of school girls or boys must be carried on in obedience to his will, and guided by his perception of a higher aim, rather than their own. The reasoning faculty, as applied at times by a precocious child to such rudimentary studies, retards instead of accelerating progress. It is altogether different with the college student. There that period is assumed to have been at length reached in which mere pupillage is at an end. The change of name from *pupil* to *student* is itself significant of this and much more. To every mind a time at length comes when it passes from the merely receptive to the perceptive stage; the aims and uses of study begin to be clearly recognized; the adaptation of preliminary acquirements as means to a higher end is seen; and a willing hand is reached forth to grasp the keys that are to unlock rich treasures of knowledge.

Then, the passing from school to college—from halls in which it has been compelled to receive, to those in which it is invited to acquire knowledge—constitutes, in the very change, an educational element the importance of which can scarcely be over-estimated.

It is in this respect, I believe, fully as much as in any other, that woman's mental culture is inadequately provided for. She is taught by all the conventional usages of society to regard education as a

thing incompatible with womanhood. She emerges from the chrysalis state of the school-girl, to "come out" into a world brilliant with flowers, and butterflies, and all the gay realities of a life which recognizes no place for intellectual culture. The young man, on the contrary, is taught to regard the change from school to college as his "coming out," and emerging into manhood; and he learns to recognize it in the very transference from the state of pupillage in which he was compelled to learn—and to learn whatever was prescribed for him—to that student-life in which he is assumed to covet learning for its own sake; is invited to accept the co-operation of tutors to aid him in its mastery; and, to an ever-increasing extent, is admitted to exercise an intelligent discrimination in the choice of his studies. The practical importance of this distinction cannot, I believe, be exaggerated.

I am accustomed yearly to watch with interest the commencement of this novel experiment on our University matriculants; and to observe the change when they fairly catch the idea that schoolboy life is at an end, and respond to the new incentives which appeal to them for intelligent co-operation in the work of mental culture. From this all-important influence our present system of female education entirely excludes women. Sooner or later every college student recognizes the change involved in this transitional stage between youth and manhood; learns to "put away childish things;" to become his own instructor, and to perceive that the ablest professor can do no more than supplement his own efforts; to co-operate with him in so far as he is himself willing arduously to climb the heights on which alone knowledge is to be won.

Nor is the influence on the teacher to be overlooked. The girl carries to the close under the care of those who must bend all their faculties to the communication of rudimentary knowledge to the passive, if not the reluctant mind; whereas the boy passes from such instructors to others,—not necessarily superior in gifts or acquirements to many who are laboring with devoted zeal in the preparatory stages of youthful culture—but who are elevated into a more genial, and, therefore, a more influential relationship, by learning to regard themselves as fellow-workers with the student; the pilots of a barque manned by willing hearts and hands, eager to urge it onward in a prosperous voyage.

The functions of school and college cannot be carried on in combination without grievous injury and impediment to true progress in the higher departments of study. Let us not be deceived by names. The institution may be a mere school, though numbering its pupils by hundreds, and giving them its valediction with honours borrowed from the academic usages of medieval Europe; it may be an excellent college, with no more than ten diligent students toiling willingly, with the aid of their tutors, and leaving at length—neither with diploma of *Spinsterhood in Arts*, nor any like foolish anachronism—but with the substantial scholarship; wanting which all University degrees are mere frauds and badges of shame.

Whilst, therefore, we may smile at the pleasant fancy of our Laureate:—

"Pretty were the sight,
If our old halls could change their sex, and flaunt
With prudes for proctors, dowagers for deans,
And sweet girl-graduates in their golden hair."

We discern, beneath the seeming jest, the real beauty of sweet girl-graduates, in whom all that most gracefully adapts itself to the retiring virtues and true modesty of womanhood shall prove perfectly compatible with the highest mental culture; and a scholarship such as was no less becoming to the gentle Lady Jane Grey, on whom was forced unwillingly the fatal crown, than to the masculine Elizabeth, whose brow it wreathed with a fitness which first taught England how regally woman can reign.

Do not be deceived, however, under the idea that a series of popular lectures is aimed at. These also have their legitimate uses and value, like fine music or beautiful statuary; and when, in addition to the refined gratification which they yield, we can reckon up a substantial return of some hundred dollars to one or other of our city charities, their practical value is beyond all dispute. But the present aim is not pleasure; neither is it pecuniary reward; but profit of a strictly educational kind. Apart from those branches of higher education which pertain to purely professional training, we see no reason why liberal provision should be made for stimulating our sons to the acquisition of ancient and modern languages, mathematics, the natural sciences, &c., while our daughters are assumed to have completed all needful culture in the rudimentary acquirements of the school-girl.

Among old questions which come up for fresh solution under altered circumstances, that one is being presented anew with peculiar force: What is civilization? If it consist in fine architecture, rich dresses, luxuriant viands, and all the material appliances which wealth can furnish, we have no lack of the evidence of a high civilization in our midst. But if mental, and not material resources are