

suspicion, which every young Canadian experiences toward the Briton, and which is sure to crop out at some inopportune moment. And there is the diversity of disposition and habit which prevents the old countryman from understanding, even in the slightest degree, the character of the youth of this country. It takes years of uphill, possibly unhappy and embittered struggling, before the English teacher or professor can establish himself in the estimation of his pupils. And the latter must suffer from this, and the institution, the scene of the struggle, must suffer too. On this account we regard the stranger's advent with dread. If he be a man of open and genial disposition, things will probably run smoothly enough; but if, on the contrary, he be cold and self-contained, or in the slightest degree supercilious, the pride and prejudice of the students will rise in arms at once, and a feeling of defiance will be awakened which will not wear away for a long time, possibly not for many years.

BEFORE beginning a short notice of Sir William Dawson's report on the Higher Education of Women, presented to the Corporation of the University and printed by their order, we desire in behalf of our College paper to extend our heartiest welcome to the ladies who have taken the initiative in applying for admission to our College halls. We are glad, ladies, to see you in our midst, and assure you that we shall watch your success, not with jealous and spiteful eyes, but with appreciative and delighted attention.

The report starts out by recalling the history of what has been done in relation to the higher education of women in connection with the University. In this history the two outstanding features are the McGill Normal School and the Ladies' Educational Association, institutions that have done an immense amount of good. Mention is also made of the time when classes of ladies from the school of the late Miss Lynam regularly attended the Principal's lectures in the old rooms at Burnside Hall; and this is followed by an enumeration of the different gifts for the education of women, such as the Hannah Willard Lynam Memorial Fund, the endowment of the Trafalgar Institute by the late Donald Ross, and the bequest of the late Miss Scott.

As to the education of women in Britain, the report is exceedingly clear. Abundant details are always collected, and from them are wrought out and laid down the leading ideas and principles which seem to govern all English universities with reference to the relation of the sexes. Generally, there is

very little departure from the curriculum of the colleges for men, the ladies, for the most part, insisting on having the same subjects to study and the same examinations to pass as the men. The reports of Girton and Newnham colleges, Cambridge, show that the women distribute themselves over the honour subjects in much the same way as men, the older mathematical and classical studies being well patronized.

With respect to the question of mixed education of the sexes there is still much discussion, some colleges adopting the system of mixed, others of separate classes; while a third plan is a compromise between the other two, a number of the classes being common to the two sexes. From the facts stated in the report it would seem that co-education is not gaining ground, the number of women availing themselves of it being rather on the decline than on the increase, and in one case the plan being altogether abandoned. To us, however, this state of things appears strange. We are allowed, and the plan works all right, to attend church with the ladies; and it is difficult to understand why we cannot with equal pleasure sit together and listen to the lectures of a professor, especially in the department of Arts. Speaking of Cheltenham, where separate classes are in vogue, the report says, "The whole establishment is pervaded with an air of refinement and Christian influence quite different from that in ordinary colleges for men." The experiment of partly separate education has so far had favourable results. The arrangements are such that it is only in the senior years, and then only for special subjects, the two sexes meet for lectures.

The question of examinations, degrees and certificates is classified under three heads: (1) The institutions that admit ladies to the degree of B.A. without any restrictions; (2) Those that confer the degree of L.A. (Licentiate in Arts), and attach the same educational significance to it as to B.A.; (3) Those that merely grant certificates of having passed the examinations.

We publish in this number a letter from an indignant medical, who claims to give an exact history of the late unhappy differences between the students in his faculty. If the statements made in that letter are true, as from what we know of their author and from the evidence we have been able to gather, we have no doubt, the conduct of the medicals has been highly reprehensible. Actuated by an impulse of panic they have put a shameful slight upon a man for whom we, who remember him in the Arts Faculty, can have no feeling other than respect. And whether,