

an amount of judicious care and foresight which should inspire the utmost confidence in the future management of the undertaking, and should entitle them to the warmest thanks of every friend of education. Several features of the present movement afford, I think, especial reasons for congratulation. One is that this is an Association of Ladies for educational purposes—originating with ladies, carried on by them, supported by their contributions. Another is, that the movement is thus self-supporting, and not sustained by any extraneous aid. It will, I hope, attract to itself endowments which may give it a stronger and higher character, but its present position of independence is the best guarantee for this, as well as for all other kinds of success. Another is that the Association embraces nearly all that is elevated in social and educational standing in our city, and has thus the broadest and highest basis that can be attained among us for any effort whatever. Still another is that we are not alone, nor are we indeed in the van of this great work. I need not speak of the United States, where the magnificent Vassar College, with which the name of one of our excellent and learned women was connected so usefully, and the admission of ladies to Cornell University, the University of Michigan and others, have marked strongly the popular sentiment as to 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 organization. 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 that 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.

CONDITIONS OF SUCCESS.

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 class-room, 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, and who, being alive to its importance and responsibility, will not be unwilling to hear the views of one who has long looked on this matter with interest, though from a somewhat different point of view. I can assure you that I shall always regard it as no small honour to have been called on to deliver the opening lecture of the first session of this Association; and I trust that, with God's blessing, we shall have cause to look back on this day as one marked by an event fraught with the most important and beneficial consequences to this community. That it may be so requires that we shall appreciate the full responsibility of the step we have taken, and pursue our course with vigour and energy. With reference to these points I cannot

better close than with an extract from the introductory lecture of my friend, Dr. Wilson, of Toronto, delivered two years ago, at the opening of the classes for ladies which have proved so successful in our sister city, and in which he brings up two of the most important topics to which I have directed your attention:—

"It is not therefore, unmeet that I should aim by every argument to enforce the idea that, as high culture and profound scholarship interfere in no degree with man's fitness for the roughest and most prosaic duties; but rather that the cultivated intellect quickens into renewed vigour every inferior power: so is it with woman also. The development of highest faculties, her powers of reasoning, her range of observation, and compass of knowledge, will only make mind and hand work together the more promptly, in obedience to every tender impulse, and every voice of duty.

"Once satisfied of this, I doubt not your hearty co-operation may be relied upon: without which all efforts on our part for the higher education of woman must be vain. Yet I feel assured that, in spite of every impediment, such a scheme lies among the inevitable purposes of the future. It may be rejected now; it may be delayed and frowned on still by the prejudices inherited from a dead past; but it cannot be prevented. It is one of the grand promises which make thoughtful men almost envious of those who are now entering on the life, for some of us so nearly an accomplished thing.

'Its triumph will be sung,
By some yet un moulded tongue,
Far on in summers that we shall not see.'

The thoughts of men are widening; and we stand in special need of this as an element which will accelerate the world's progress onward and upward to noblest ends. Whether or no this generation shall, in our own province at least, share in any degree in the effort, or partake of its rewards, rests mainly with yourselves."—*Montreal Gazette*.

MISCELLANY.

Education.

—*The Lowest Tender*.—The notions entertained by some rural school commissioners with regard to the fitness of teachers may be gathered from the general tone of their advertisements for the fulfilment of a vacancy. The whole burden of their quest consists of an invitation to the pedagogic community to state the salary which would satisfy them. When a certain number of replies have been received, no doubt, they make a bargain with the presenter of the lowest tender. Cheapness, not moral or intellectual fitness, is what they want in the person to whom they entrust the education of their children. And yet, if their children do not succeed in acquiring a certain respectable amount of scholarship from the starveling who accepts their pittance, they complain loudly of the whole scholastic system and send the "lowest tender" man untenderly adrift. So teacher succeeds teacher till the "rising generation" has risen to take the place of its predecessors and to pursue, in turn, the ancestral system. Is it any wonder that good teachers are badly paid, and that very often the best of the profession give it up in disgust. The only remedy would be to have a legal minimum for the salaries of all teachers, which should be a *sine qua non* in every municipality to the possession of school privileges.—*Montreal Gazette*.

—*Teachers' Associations*.—"It has been very satisfactory to me to notice the steady progress in numbers and usefulness of the Teachers' Association in this district. Seven years ago I was invited to become its president, and I have always felt it a privilege to be present at its periodical meetings. One of the more experienced teachers generally reads a paper on some practical topic, and this is followed up by intelligent and animated discussion. My estimate of the value of these meetings increases every time I attend one. There is no profession whose members are so isolated in their ordinary duty, as that of teachers. There is none in which they can make better use of each other's experience, and of opportunities for frank comparison of methods and results. It has often happened to me to find, after a meeting, that some new process or useful device had been adopted in a school, or that its work had become pervaded with a loftier purpose, directly attributable to the discussion and intercourse of the association.—*From Report of J. G. Fitch, Esq., H. M. Inspector of Schools, England, for 1869-70.*