

extent contradictory. In connection with this decision, I proposed, in visiting Great Britain, to study in as great detail as possible the methods in operation in that country, and to report on my return as to their applicability to our circumstances.

EDUCATION OF WOMEN IN BRITAIN.

In Great Britain, there can be no question that the movement for the higher education of women has become one of the most popular of the day; and in the interval between my visit of 1870 and that of 1883, the progress in this direction had rivalled that in popular education connected with the institution of board schools, and that in technical education arising from the founding of the numerous local colleges of science and art. All of these are products of the last ten or fifteen years, and unitedly they are effecting a stupendous educational revolution. Perhaps no indication of the importance attached to the higher education of women in England could be more impressive than the character of the meeting of the convocation of Oxford, in May last, for the final vote on the admission of women to the higher examinations, at which I had the pleasure of being present. The meeting was said to be one of the largest on record, and the Sheldonian Theatre was crowded with spectators of the highest class, who welcomed with acclamation the declaration of the result of 464 votes in favour of the new regulations to 321 against. Yet the question at issue was merely that of extending to women the privileges already granted by the University of Cambridge; and the number of students in the two Halls attached to the University of Oxford does not exceed 50, though under the new arrangements it will probably increase.

In considering from a practical point of view the provision for the higher education of women, two subjects specially attract our attention. *First*, the Means and Methods of Educational Training, and *Secondly*, the Examinations and Distinctions to which education leads. These are no doubt closely connected, since education without any examinations or degrees is deprived of its most valuable tests and *stimuli*, and since examinations tend to guide the efforts of educators; while on the other hand examinations without adequate means of genuine education become mere inducements to cramming. These two departments of the work may, however, be considered separately, with some advantage in so far as the clearness of our conceptions is concerned.