

a clearer elucidation by them of the principles and facts which were material to the acquisition of a knowledge of the subject. In these classes the part of the teachers depends not upon the number of students so much as upon the character of the subject. There were some subjects, such as literature or history, which might be taught just as well when the class was one hundred as when it was ten, but when they came to subjects of demonstration and analysis, which required the use of the laboratory or the museum, which required more than the attention of the ear for the mastery of them, it was clear that there was difficulty in teaching more than a few at one time, and the public must not suppose that because a proportionately larger number of teachers was required in some branches, that therefore but little work was being done. It had been largely on account of the prominence which was given to these subjects in Germany that she had attained such success, and that that country had been placed in the leading position in many of the branches of experimental science. There was another question to which reference had indirectly been called to-day, and that was the great question of the higher education of women. They had already established local examinations by which special certificates were granted to women. They had admitted women to the regular examinations. In 1878 the number of women before the local examiner was twenty-two, and in 1879 it was twenty-four, the number of matriculants in 1878 being four and in 1879 eighteen, and but for the increase in the number of women there would have been no increase in the number of matriculants for that year. Last year one of the scholarships had been taken by a woman, and the distinguished honour of a double scholarship had this year been taken by Miss Charles. But much more remained to be done. In this particular England had shewn us an example and had led the way. Local examinations for girls were established in Cambridge in 1865, at six centres in which the examinations were held. In 1878 there were 126 centres, the candidates numbering no less than 2,379. In Oxford the examinations of boys and girls were in common, and yet 30 per cent. of the total of those examined were girls. The general result was that the girls took the lead in modern languages and some other branches, while they were behind and weak in classics and mathematics—a result which would be expected because of the nature of their previous training. Girton Hall, a college especially for ladies, was established about ten years ago. It was established precisely on the same principle as the other halls. In 1871 there were about sixty residents. They went through the same

course, and their examiners were the same, though they were not officially recognized in the ranking. Last year one of the students in Girton College would have taken, had her name appeared on the official list, and practically she did take, a high place amongst the wranglers of the year. Newnham Hall was established on a more elastic principle, but the general results had been very satisfactory.

There were also two halls especially for ladies at Oxford, and that was not all. London University, the model of Toronto University, in 1878 opened all its degrees to women; King's and Queen's Colleges, in Ireland, had done the same, and several women had been duly enrolled as physicians. He did not know what their new M.D.'s might think of it, but he had often thought it would be a great boon to the community that that profession was one in which women might do a great and useful work. A great work had been going on, particularly with reference to the intermediate examination of women. Had they not then something to do? What he had said to them shewed that they had a great deal to do. While they might claim some gratitude for their progress in learning, they were called upon to aid in this work. To do this work they must enlarge their expenditures. Did they suppose that Ontario had kept down her expenditure notwithstanding the increase of the public schools? No. In 1871 the salaries paid to teachers in the elementary schools amounted to \$1,190,000, in 1877 to \$1,850,000, and in 1878 to \$2,010,000, an increase of 69 per cent. In the High Schools the salaries increased from \$105,000 in 1871 to \$223,000 in 1878, an increase of 112 per cent. The Provincial authorities had wisely recognized the duty of having more and better paid teachers. The total expenditure upon education in Ontario (including in 1871 private and collegiate education and unpaid balances, but excluding these in 1878) was in 1871 \$2,230,000, and in 1878 \$3,520,000, or an increase of about 75 per cent. But what was the case of the University? The appropriation in 1871 was \$47,500; in 1875, \$51,000; and in the last three years, \$54,000, shewing an increase over 1875 of 13 per cent. Even the additional numbers admitted to the institution would demand a much greater increase than this, particularly in view of the increase in other branches of public education. Did he then make any immediate demands for more money than was at the disposal of the University? No. If he did he believed it would be granted. In old times there were over-drafts upon the resources of the institution, and part of the capital had to be drawn to make up expenditures upon revenue account. Since then they had been spending