

here. I asked the woman if she would cook a chicken for me if I bought it, but she said she really had not time." When the doctor came he said, "You must not stay here, you must go home." She went, and died in a few days.

And then there is the isolation. "Quartered on a hostile population," to quote from a recent editorial in the "*Varsity*." "Neither living wisely, nor working wisely," said one of the women-graduates already referred to, in a paper read before the Alumni Association. There are not a few women-students who, largely on account of this narrow, isolated life, leave the University, more one-sided, more interested in themselves and less in others, more ignorant of real life and not much more able to discharge life's great duties, than they were when they entered it.

University men can go about in a hundred different ways, and mix with their fellows and find out their mistakes and be generally improved, but not more than two or three of these ways are open to University women.

This would be one of the greatest

benefits of a Women's Residence. With the right Dean, it would be something like a home for the girls. It would provide them with society, companionship, and opportunities for improvement and relaxation, which are unknown to many of them now. Instead of being cribbed, cabined and confined, living and studying alone with great lack of sweetness and light, in small rooms on back streets, they might be in a well-built house, amid the pleasant surroundings of Queen's Park, at home with the other girls, and under the shadow of the University.

And since the University doors are opened to women, and a Residence for men has been provided for many years, it is more than time that women had a Residence, a place where they could do their University work under advantageous conditions. There are many such College Residences in the United States. Such a Residence was a prime condition of University work for women in Oxford and Cambridge. We have been somewhat late in following good examples, but the sooner we mend our ways the better.

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## POST-GRADUATE COURSES IN THE UNIVERSITY OF TORONTO.

PROF. J. SQUAIR, B.A.

(*Synopsis.*)

**I**N educational matters in this Province we have doubtless much to be thankful for. We have as complete a system of kindergartens, primary schools, secondary schools, universities, and professional schools as exists in any country. And these schools are all so well supported and used by the people, that few of our native population can be found who

have not enjoyed the advantages of school education. There is probably as wide a diffusion of knowledge amongst us as amongst any people.

And yet there is a strange lack amongst us of the higher products of scholarship, and, what is worse, a strange indifference regarding such products. We hear often a good deal of complaint that we have produced