

and capable of exciting some enthusiasm in these. Farther, it is extremely difficult to secure for a subject of this kind adequate time in the regular college course, especially in its earlier years, and hence it becomes relegated to the sphere of optional work taken at best by a few. It is also difficult in a country so practical as this to obtain endowments for work of this kind; and without these it is scarcely possible to secure for any except the most essential subjects any adequate recognition from a College Faculty. Our present method of dealing with it is to exact a certain amount of reading in ancient history from junior students, and to render accessible to senior students a short course in some portion of modern history, as an aid and inducement to farther study after graduation. Perhaps, if we could supplement this by special courses of lectures, delivered, not by a regular professor, but by some historian selected annually by the University, we should satisfy fully present wants in this department. Endowments for temporary lecturerships of this kind are not infrequent in other universities, and they may be a means of doing much good, while less costly than the endowment of permanent chairs.

Another important topic to which our attention has often been turned, is the higher education of women. Without referring at all to professional training, which is quite a distinct subject, I would here speak only of general academical education. With reference to this, it is scarcely necessary to argue for the desirableness of securing to women an education equal in quality and extent to that provided for men. This question has now been settled in all the more civilized nations. Two others remain on which there may be difference of opinion. One is as to whether the higher education of women should be precisely similar to that of men; and the other, whether the two sexes should be educated together or separately. In answering these questions it seems to me that if grounds of economy alone were to regulate our choice, we should decide in favor of similar education and co-education. But if we reason on higher and broader grounds, we should prefer a special education in separate colleges. My reasons for this are such as the following:—First, the regular curriculum in our colleges for men is hampered with survivals from past states of society, and with requirements for professional pursuits, while a higher education for women should be more modern in its scope and based on a higher ideal of æsthetic,