

at an early period in the session to the graduating class, a subject or topics to be discoursed upon; and to require at a stated time before the close of the session all competitors to deliver their addresses before them to the best of their ability, and without the aid of manuscript; and finally, select the one who in every particular best answers the requirements of a valedictorian? Queen's has great advantages for instruction in elocution, and this would be one way of encouraging the study and would at the same time exhibit the practical advantages desired therefrom. There is another consideration. If an address is expected from each of the faculties of Arts, Divinity, Medicine and Law on the afternoon of Convocation Day, the proceedings will probably become wearisome, and will therefore detract from the pleasantness of the event. How then would it suit if the evening of that day were set apart for the delivery of the addresses before the public and university members? Always supposing that the addresses will contain a fair share of merit and interest, how do the plans suggested strike the reader?

[With a desire to know the feelings of the University on this subject we invite correspondence. In the meantime we will reserve our opinion.—EDS.]

UNIVERSITY EDUCATION FOR WOMEN.

A GREAT deal of attention is now being devoted to this very important subject, for it is an important subject, and one which requires careful consideration. Diverse are the opinions advanced by different writers in regard to the advisability or non-advisability of granting degrees to women. Queen's is the only Canadian University that has come out fairly and squarely in favor of the gentler sex by throwing open her halls to them. Many people think, and I have no doubt honestly think, that the proper sphere of women is the home, and that to fit herself for this position nothing is needed but a fair common school education, a smattering of French, a little music and drawing, and a year's finishing off at some private academy. Others go a little further and advise a training at one of our Ladies' Colleges; others a full course at a University.

The only objection worthy the names that can be raised against giving a university education to women is that on the score of health; and in this there is some force. It has been said that the mental strain necessary to pass the examinations will be too great for their delicate constitutions, and that it will unfit them for the duties of after life. Many of our male students, however, ruin themselves physically and render themselves unfit for active life by too close an attention to their studies while at college, and are we for this reason to deprive the remainder of the advantages of a university education! The same remark applies to young ladies. Some of them may work too hard, but it would manifestly be unfair to sacrifice the interests of the many for the few.

Another objection is that a university education will

unfit a woman for the duties of her household, and will render her dissatisfied with her position. Now the same remark will apply with equal force to the farmer who possesses a university training. No one will have the hardihood to say that a farmer will be any worse a farmer because he has a liberal education. A liberal education will injure no man, or no woman. A common hedges and ditcher would not do his work any the worse if he could read Horace and if he had a knowledge of the Differential and Integral Calculus. He would raise ditching and hedging to the rank of a science.

To say that a woman will be a worse mother because she understands the hygienic laws necessary for the preservation of health and the warding off of disease, is able to detect the adulterations in her food, understands the laws which govern the development of mind, can teach her own children and direct their reading into proper channels, is manifestly the height of absurdity. No! all these things will only the better fit her for the maternal duties of even the humblest station. If it will make her dissatisfied with her lot the fault is not with the education she has received but with the woman herself.

Let us throw aside this idea of keeping women in the background. It is one of the last relics of barbarism, and would do very well for a Fiji Islander, but not for a Christian, for it is contrary to the teachings of Christianity, which in contra-distinction to every other system of religion proclaims that man and woman are equal.

Let not our bachelors complain; those afraid of blue stocking will have many others to choose from, since the number of girl graduates will be comparatively small. The number of men with a university training does not exceed one in one thousand, and the average in the case of women will be much less, so that there is not a great probability of a glut in the blue-stocking market.

It must be admitted by every thinking man that the higher education of women is imperatively necessary. The only question is how this is to be done. The best plan of course would be to have a properly endowed State university for women alone, but this is yet in the dim distance of the future. This, I have no doubt, will come in time, but until it does come what can we do? The women are crying out for higher education, and they must have it now. The only possible means of accomplishing it is therefore to throw our universities open to them. Queen's has already done this, and we are glad that she has taken the lead in this matter. Let others go and do likewise.

THE TRUE STUDENT.

STUDENTS who matriculate into a University may be divided into three different classes, although these classes are not very distinctly marked. For, as it is sometimes difficult to distinguish plants from animals, and animals of one class from those of another, so, here, it would be an utter impossibility to establish an unerring classification, as we find the different classes merging, as