

unanimity of sentiment prevails on the desirability of giving to young women every opportunity and every facility for mental culture, now open to young men; but a difference of opinion does exist as to the best methods which should be adopted to accomplish this worthy end. There can be no doubt, that in the mother country, the prevailing opinion is in favour of separate Colleges for women, and opposed to the system of co-education. In the United States, although co-education has been much in favour for some years, yet it will not be safe for us to take their experience as a criterion that the system is a sound one, or that beneficial results are to follow. If we examine the soil on which this product of co-education is growing, we shall find that it is an artificial soil, designed to produce forced growth. Misconceived notions of the end in view, and the means to obtain it have been produced. Equality of rights to both sexes and the means to obtain them have raised false issues. False and extravagant notions of *Women's Rights* have sprung up side by side with the just demands of equal rights to women in matters of education. The claim that woman is man's equal intellectually, and in a sense physically, and that she should enjoy precisely the same advantages, had to be established by our neighbours. The only test that would satisfy or be acceptable to certain claimants of Equality was found in admitting both sexes to the same classes, same courses of study, and same examinations—hence co-education.

The effects of any system of education may not be seen for many years, but if present indications are keenly watched, we shall guard against making experiments where the moral character of those educated is at stake. We shall not allow ourselves to be carried away with the

delusion that the acquirement of knowledge is the only or the most important part of true education. The question, so far as we are concerned, is virtually settled, and that, largely by the good sense and preference shown by our women for separate Colleges. The fact that during the past twelve years so many Ladies' Colleges have been established, and their success placed beyond a doubt, is sufficient evidence that our people are prepared to support separate Colleges for the education of their daughters. It must also be borne in mind that this preference has been shown during a period when our public education, in our High Schools and Collegiate Institutes, has been making extraordinary progress, affording the highest facilities at comparatively little or no expense.

It may be premature to draw conclusions from the results already obtained under the privileges enjoyed by our young women of attending the classes in the several Universities, yet, while it is true that the doors have just been opened, we may still note the extent to which our women are in sympathy with the movement. From the comparatively small number who avail themselves of the provisions thus made, is it not suggestive that there is something more wanted than merely to be admitted to University classes? Do not our Canadian young women value more highly the advantages of College Residence, and the mental culture and refinement, that are to be obtained by coming into contact with their instructors and superiors as well as with their fellow-students? The extent to which at present our Universities are doing the work of the higher education of women, may be gleaned from the following facts, kindly given by the Presidents of these Universities respectively:—
At University College, Toronto, taking regular course in arts, several