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The Canada School Journal

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CANADA SCHOOL JOURNAL HAS RECEIVED

An Honorable Mention at Paris Exhibition, 1876.
Recommended by the Minister of Education for Ontario.
Recommended by the Council of Public Instruction, Quebec.
Recommended by Chief Superintendent of Education, New Brunswick.
Recommended by Chief Superintendent of Education, Nova Scotia.
Recommended by Chief Superintendent of Education, British Columbia.
Recommended by Chief Superintendent of Education, Manitoba.

The Publishers frequently receive letters from their friends complaining of the non-receipt of the JOURNAL. In explanation they would state, as subscriptions are necessarily payable in advance, the mailing clerks have instructions to discontinue the paper when a subscription expires. The clerks are, of course, unable to make any distinction in a list containing names from all parts of the United States and Canada.

CO-EDUCATION OF THE SEXES.

There is no question about the fact that the admission of women on perfectly equal terms to all educational privileges is in accordance with what Matthew Arnold calls the "zeit geist," the Spirit of the Age. It is in harmony with all such steps already taken with admitted success, as the co-education of boys and girls, or the examination for women by the English Universities, or by Harvard College, and the undeniable good results of Vassar College for women, the Annex Institutions at Cambridge, Mass., Girton, and other Colleges in England. An interesting account of the rise and progress of Women's Education is given in a current number of *Harper*, from which, as a proof of the line taken by public opinion on this question, it may suffice to quote the statement that, of the twenty-four Colleges of the Republic, founded in or before 1800, none were open to women, while of the seventy-five founded between 1861 and 1870, more than four-fifths are open to both sexes. The late meeting of the members of the University of Toronto gave a unanimous assent to the need of co-education.

The *Bystander* for November contains some excellent criticisms on the capability of women for Higher Education. But this is marred, in our opinion, by the distinction drawn between Education and Co-Education. The latter, it is urged, need not follow from the admission of the former. But Mr. Goldwin Smith is only too well aware, as a friend to Education, of the scanty funds now at the disposal of the Province of Ontario for educational purposes. If women are to receive Educational advantages from our National University, it must be in the Lecture room, Library, and Museum, used in common with them by young men. For none other can be had, and, as the poet has said:

What's impossible can't be,
And never, never comes to pass.

The University buildings might be used for the purpose until

the present Upper Canada College was made available—a use of that Institution which would give it a usefulness generally thought to be lacking under present circumstances. The High Schools throughout the Province now do the work which formerly was claimed as the exclusive province of Upper Canada College, as a college for ladies in connection with the University of Toronto.

We are the more anxious to press this suggestion, because no better staff could be found for the proposed "National Ladies' College of Canada" than the existing staff of the Upper Canada College, no more valuable president of such an institution than Mr. Cockburn.

As to the assertion made in the *Bystander* that Morality would suffer by the free intercourse of the sexes, brought about by co-education, we hold that such an argument is unworthy of a liberal thinker. Such a result in the few cases where it occurred would no more condemn co-education as inimical to public utility than the increase of vice produced would forbid the enlistment of an army, or the establishment of a factory. But that vice would, even in isolated cases, result from the freest admission of women to College, we utterly disbelieve. The same cry was raised when co-education of boys and girls was first proposed. And with greater plausibility, as temptation would be less resisted by the inexperience of early youth than by trained and matured character. It is the cry of reactionary ecclesiasticism, of social Philistines, and of all those prejudices which instinctively array themselves against progress. The opponents of co-education represent the Oriental traditions of the Subjection of Women, and the idea that female virtue requires a lock and key. They put hard work upon their stock-in-trade sarcasms, about "unsexed girls, with short hair, smoking in our streets." Such monstrosities we believe to be more likely to result from existing educational notions founded on the fallacy of woman's incompetence to feel and know all that is possible to know. For woman we desiderate an education which shall enable her, in the noble words of one of Huxley's Lay Sermons, to make that little corner of the universe in which she finds herself the better for her presence; for woman is a factor equal to man for the future of our race, and if a perfect result is to be hoped for, both factors should have perfect conditions.

We believe the true view of the situation, and that which will ultimately prevail, is the view taken by the undergraduates of Toronto. The refusal of accommodation to those gentlemen for their meeting we hold to be no proof of good sense or good temper on the part of the University authorities. As to the "danger to morality" cry, so awful to old women of both sexes, we hold morality to be safer and nobler under a system of confidence than under a system of restriction. We hold it a safer and nobler morality if men and women look on each other as companions and co-workers than as mere toys charged with dynamite passions sure to explode at the slightest contact.