

daily exemplified when the views and sentiments of the Middle Ages find acceptance in the last quarter of the nineteenth century. It is not my intention to discuss the benefits of a higher education for women; what I desire to do, is to urge that the lectures of University College should be accessible to women; or, if that is impossible, in consequence of the prudery of the President, that provision should be made for their separate education. How can this be done without an additional grant of public money, it may be asked. This leads me to another urgent reform.

5. The existence of Upper Canada College for the special benefit of Toronto and a few mushroom aristocrats has been condemned by public opinion. It owes its present precarious tenure of life to the tender care and patronage of the Minister of Education. His effort to render popular and efficient an institution, based upon injustice to the other institutes of the Province, must end in failure: Upper Canada College is doomed to speedy extinction. The question then arises as to the best mode of utilizing its large endowment. Various methods have been proposed, such as giving an additional grant to the High Schools and Collegiate Institutes, transferring the endowment to the University, and lastly, the establishment and maintenance of a Ladies' College, where the branches of a University education would receive adequate attention.

If co-education is not to be allowed in University College, then I would advocate the establishment of a Ladies' College, to be maintained out of the funds derived from the abolition of Upper Canada College. To my mind there is no serious objection to conducting the education of young men and women in the same classroom; and certainly there would be a considerable saving of public money

if the plan could be successfully carried out. The improvements and reforms that could be accomplished, were the endowment of Upper Canada College transferred to the University, would do much to strengthen and popularize our Provincial Hall of Learning.

6. The last subject calling for attention is one of a more delicate nature—I refer to the appointment of University examiners. When the Senate, acting upon correct principles, decided to appoint examiners from those in no way connected with the teaching of the candidates, they, perforce, lost the services of the most competent and experienced men. No one not experienced in teaching, and thoroughly conversant with his subject, can make a good examiner. The two requisites of a good examiner, then, are experience and knowledge. To these I might add judgment, but judgment will come from experience. Tried by this standard, what must be thought of the class of examiners appointed by the Senate? Young men, fresh from college, and engaged in pursuits far removed from academical work, obtain positions as examiners to eke out a slender income. Middle-aged men who have well-nigh forgotten the little they knew, do service year after year. Crotchety individuals, impressed with the sense of their own originality, air their hobbies at the expense of luckless undergraduates. It is unfortunately too true that personal influence has, in more cases than one, determined the choice of an examiner. I am not at all ignorant of the fact that the scanty remuneration allowed by the Senate to an examiner renders it difficult to procure the services of first-class men. But I cannot believe that a sufficient amount of care is exercised in the selection of that body. There are men on the Board of Examiners, for