

greater privileges. The Chancellor of Toronto University refers in hopeful terms to the experiment, and states that their expectations have been exceeded—extraordinary ability being manifested, especially in science.

For the preparation of these candidates the facilities offered in our High Schools and Female Colleges are unsurpassed. In the former ladies are or may be thoroughly prepared for junior and senior matriculation; in the latter a substantial education is offered to displace, let us hope, the nominal scholarship and delusive, expensive "accomplishments" too prevalent in girls' schools.

And here this statement of facts must end. What are the conclusions fairly deducible? I think our outlook shows,—

1. That throughout the civilized world there is a growing conviction of the value of higher education for women; or, as one has said, "slowly but surely new notions of a curriculum, and a higher standard within it, have filtered into the many obscure nooks and crannies of the educational world."

2. That this conviction is moving the nations to provide means for the attainment of this object.

3. That while initial attempts were feeble and infrequent, the gentler half of intelligent communities are becoming strongly united in their appeals, and "listening senates" are graciously devising liberal things.

4. That what at one time were regarded as unanswerable objections are now seldom urged.

5. That educated women have succeeded in all the learned professions.

A certain mathematician, after reading "Paradise Lost," wrote on the last page, "It is very pretty, but it does not prove anything." If any of you are awaiting fuller demonstration, and ask, "Who will show us any good?" allow me to enumerate a few of the advantages which I think would likely follow the removal of present discrimination against women.

(a) The inestimable personal enjoyment attained only by persons of culture.

(b) A literary qualification for such positions as are attainable only by the educated, the duties of which can be discharged by educated women as well as by educated men.

(c) The many advantages accruing to society in general through the influence of educated women.

(d) Much of the special, artificial, and abnormal development fostered by methods too prevalent in girls' education would likely be superseded by that which is more liberal, more thorough, and more healthful.

(e) Our educational machinery might be simplified; many institutions called into existence by prejudice against co-education could be dispensed with, such, for example, as female colleges in close affiliation with Universities.

In a word, a very mischievous educational fallacy would be corrected. We make men of our boys by exercising faith in their latent powers, rousing their ambition, and subjecting them to vigorous mental discipline—in short, by treating them as men. We too often keep our girls children by assuming an innate incapacity for sterner exercises, by avoiding serious subjects, and by a spoon-feeding process that naturally produces a class of effeminate. Every teacher knows that a similar process with boys would produce similar results. This fallacy, I think, would be exposed and corrected by the adoption of common-sense methods.

I can refer to only four objections. 1. The danger of diverting woman from her proper domestic sphere. I merely repeat that the sphere of woman must be determined by circumstances, and that if a university education would enable her more efficiently to discharge her duties, no conventional vaporizing nor traditional nonsense should exclude her from the privilege.

2. The dangers of co-education. When homes and schools in general become what some homes and schools are in reality, school life will be merely an expansion of home life, preparatory to the actual life of society. No greater necessity need exist for separating boys and girls in school than in the family. Practically it has come to this, the testimony of the best educationists favours it, and the conventional idea is being generally discarded. Experience proves that the ethical and educational effect of co-education is mutually beneficial. Says Richter, "To ensure modesty I would advise the educating of the sexes together. I will guarantee nothing in a school where girls are alone together, and still less where boys are alone." Another says, "Why it should be considered so dangerous and doubtful for boys and girls, or men and women, to share each other's serious pursuits, whilst they are allowed to share each other's frivolities, is a matter of perpetual surprise to

those who look beyond the range of a custom or convention which has worked much mischief."

3. The danger of lowering the standard of education. This assumes a universal incapacity in women unsupported by general experience and frequently overturned by the significant results of contests in scholarship. All that women ask is an even start in the race. If men decline the offer, let them drop this objection.

4. The danger of over-work. If, as I believe, the amount of our healthy mental activity is the measure of our intellectual enjoyment and strength, no student was ever injured from study in itself. "*La petite sante*," so common in girls, arises mainly from two causes: (a) A feeble constitution, inherited from mothers with tender habits of cogitation; (b) personal habits, neglect of nature's hints and imperious demands. The foster-parent of this evil is the idea, prevalent in certain circles, that there is something peculiarly ladylike in a delicate state of health, in a pallid, languid, tight-laced creature of the drawing-room and sensation novel, with her proportionate mental feebleness. Not undervaluing genuine refinement, I would adopt the language of Cousin:—"Adore grace, but be careful not to detach it from strength; for without strength grace quickly withers, like a flower separated from its supporting stem."

Leaving further objections, allow me to summarize. I have tried to show,

(1) That women may very properly have special callings, as well as a natural domestic sphere.

(2) That discriminations against women, as to natural ability, are both impolite and unjust.

(3) That she is therefore entitled to all the privileges of a superior education.

(4) That this principle is being practically acknowledged by the leading nations of Europe and America.

(5) That the success of women in professional life fully justifies the concessions granted them.

(6) That common objections are traceable to misconception and traditional prejudice.

Finally, I would suggest,

(a) That a fair trial be made of local examinations.

(b) That to awaken general interest and save labor in teaching, the High School Intermediate be accepted, *pro tanto*, at these examinations, and that the certificate for having passed the University Local Examination should in some way be recognized by our Education Department.

(c) That if the "locals" prove satisfactory the candidates be allowed to proceed to their degree in Arts, and enjoy all the advantages it confers on men.

(d) And lastly, that in their several fields of labour, women thus qualified be paid in proportion to the intrinsic value of the work done; not according to the arbitrary ideas of their employers, nor the supposed necessities of the worker.

All this and more will be done if we forget not that

"The woman's cause is man's; they rise or sink
Together, dwarf'd or Godlike, bond or free."

THE SEPARATE SCHOOL.

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There are few subjects in this age invested with such vital interest as that of education. It is an inexhaustible theme for thinking minds. No man in our midst can fold his arms with impunity and say "this concerns me not." It must concern him. It has been a subject of earnest consideration during all ages. The existence of an educational horizon is coeval with that of a terrestrial one, and, like it, is boundless and illimitable in its space. As we look upon that point in the heavens where the sky and earth appear to meet, our first thought leads us to believe that in the apparent union of earth and sky the confines of this world exist, that the blue vault of heaven has here stooped down to meet the earth, and wall our little world around with azure firmament; that beyond this circle of our vision rests nothing. But 'tis not so. As we advance this horizon extends, and new sights, new scenes, and