

wealthy merchant, or professional man, is it not equally injurious for her of more humble social position? Why should not a scheme for the masses engage the attention of those who lament so loudly the evil effects of the joint education of the sexes? A system which can only benefit a class is not deserving of public support. The whole tendency of late years has been in the direction of free education. Our Public and High Schools and our national University are practically free. No man has a greater interest in having higher education accessible to all than he who is unable to pay its cost for his children. No system of education is complete that does not furnish the highest facilities for bringing to the surface the talent that may be found in all classes of the community. If higher education for women is not provided by the nation, then nine out of every ten of all the young ladies of Canada must abandon all hope of securing anything beyond the most elementary attainments. Our national system, even to the highest point of University acquirements, is the determined foe of all class distinctions. It places value on intellectual and moral worth, and on these alone. In a system of private schools and colleges, wealth is enhanced beyond its merits, and the intellectual and moral worth of the entire nation is very imperfectly developed. With co-education the country can secure, by the national institutions, facilities for enabling women to gain high attainments in every department of learning. With the separate system she can expect only schools of a very inferior character and a correspondingly inferior intellectual status.

II. Co-education furnishes greater incentives to study. Students will thus have better opportunities for observing the development of the faculties of different minds. There are some subjects that boys, as a rule, ac-

quire more readily than girls, and *vice versa*. Both sexes are, in consequence, benefited by being placed in the same lecture room. The girl who is slow in mathematical reasoning will be improved by hearing a boy demonstrate a proposition in Euclid, while her quick perception in other subjects will be of great service to the boy. Many a young woman will observe the beauty of a verse in poetry, see the force of a rhetorical figure, and grasp the meaning of an author long before a young man has discerned its depth and power. Every good teacher knows how beneficial this diversity of intellectual acumen may be made during a recitation. The best teacher does not necessarily exhibit the most elaborate explanations and illustrations. He cultivates proper methods of observation and reflection, and educates rather than instructs. He elicits from some members of his class answers to questions and solutions of difficulties for the benefit of others. Differences of mental cast powerfully assist the true educator. If the sexes are not taught together, the opportunities for employing this diversity of intellectual endowment are materially diminished. The result of separation causes each sex to form contracted views on many subjects, and to produce a one-sided opinion in many regions of thought.

III. The opponents of co-education contend, that the system is injurious to the health of girls. They say that the female sex cannot endure the same mental strain as the other, and that if girls are subjected to the same pressure as boys the health of the former must give way. Girls are, no doubt, physically weaker than boys, and if intellectual capacity and endurance are found in proportion to strength of muscle, our opponents have a plausible argument at least. Does strength of mind correspond at