

temperature over average of 11 years, + 2°32.

HAMILTON.—Solar corona on 6th. Fire-flies, 13th. Lightning, 11th, 27th, 29th. Lightning with rain, 7th. Thunder with rain, 14th. Lightning and thunder with rain, 10th, 13th. Rain, 1st, 4th, 7th, 8th, 10th, 13th, 14th, 30th. The observer furnishes a list of dates of the blossoming of various plants.

SIMCOE.—Lightning and thunder with rain, 7th, 12th, 13th. Rain, 3rd—14th. On 1st the sky was strangely and luminously red in N. W. part of horizon, exhibiting at the same time an auroral arc, from N. W. to S. E., faint, but perfectly distinct. The crown of the arc was 64° above north horizon.

WINDSOR.—Lightning, 8th, 11th. Lightning and thunder with rain, 13th. Rainbow, 6th, 14th. Halo, 14th, 15th. Meteors, 21st, N. E. towards E.; 27th, N. towards H.; 29th, brilliant, through Cassiopeia towards H. Rain, 1st, 6th, 7th, 13th, 14th, 27th.

## IV. Papers on General Education.

### 1. HIGHER EDUCATION OF WOMEN.

Among the topics which have engaged the attention of the English Social Science Congress, the Sessions of which have just come to a close, some prominence, as might be expected, has been given to the results of the movements in Great Britain for the higher education of women. At a time when our own Ladies' Association is entering upon its second year under very favourable auspices, it may not be uninteresting to take note of the latest results of the kindred movement observed in the mother country. One of the greatest wants felt in Britain in connection with the educational attainments of ladies was the absence of a test by which their progress and standing could be measured, and as it were certified to the world. The same thing applied to a considerable extent to boys. Different systems being followed at various schools, the mode of education is often loose and superficial. But women who undertook the work of teaching suffered more especially from the lack of an authoritative guarantee of the extent of their attainments. To meet this want the great Universities of Cambridge and Oxford have established a system of local examinations at different centres, open now to girls as well as boys, and at these a certificate from examiners of acknowledged ability can be obtained by those who attain the required standard. From the report of the Cambridge Syndicate of this year it appears that 25 centres now exist for girls' examinations; that last year, out of 443 junior girls examined, 60 per cent. obtained certificates, of whom 10 per cent. passed in honours; and that 242 senior girls were examined, of whom 42 per cent. passed, and 8 per cent. in honours. These percentages have been criticised by some persons as small, but Miss Emily Davies, in a letter recently published in the *Times*, contends that they are in reality encouraging. In an address before the Social Science Congress at Plymouth, Mr. Hastings, President of the Education Department, bore very high testimony indeed to the success of these local examinations, and he wished the girls' centres could be doubled in number, so as to afford greater facilities of access, and to produce more local effect. He urged upon all parents who desired that their daughters should receive a real instead of a sham education to encourage these examinations, and to avoid the schools whose managers shrank from the fair test they afforded of the capacity of teachers. The Senate of Cambridge, he added, by its plan of sending examiners to any girls' school which may apply for them, had done away with the possibility of valid excuse for any schoolmistress who shuns the test of examination.

Next to these local examinations must be noticed the success of Girton College, near Cambridge, established by Miss Emily Davies in 1869, for the purpose of supplying a body of female teachers of the same quality as the masters in public schools, and with their attainments similarly attested. Admission to the institution is not limited to girls intending to make tuition their profession, but the majority of the pupils are of that class, and the great object is to supply teachers of duly authenticated proficiency. The Girton College will doubtless soon have many compeers. So recently as the 18th ultimo we notice that a large meeting was held at Devonport, when a resolution was passed for the establishment of a ladies' college in the neighbourhood, under the auspices of the Devon and Cornwall branch of the National Educational Union—A Society organized for improving the education of women. The system of examinations and the granting of certificates to those who attain the required standard is, we understand, to be adopted by the Ladies Educational Association of this city, and the result, we doubt not, will be highly beneficial to those who either propose at the present time to enter on the duties of tuition, or who, at some future time, from unforeseen circumstances are compelled to choose that profession. We might refer to the work of our Normal Schools in the same direction, but that is too well known to call for notice.

### 2. REMARKS ON THE HIGHER EDUCATION OF WOMEN.

Ordinary people know very well that women might be much better educated, and indeed, that they might be much better educated themselves. But the principal fact of which they are conscious is that, except in matters of technical knowledge, women are very much on a level with men. They may not study science profoundly, nor be capable of discussing knotty points of law or medicine across a dinner table. Neither do men profess the mysteries of infant management or domestic control. But, take any class of life, men are not found complaining of the lack of agreeable and equal companionship among women; in fact, for purposes of general culture and intelligence, the two sexes educate each other. We should be the last to question the need for improvement, or to discourage practical efforts for it, but this assumption of a vast distance between the culture of men and women is a flagrant perversion of daily experience. The case has been the same at other periods. We have a tolerably complete account of the social life of the last century, and the women of the *Spectator*, and the eighteenth century novels will certainly bear comparison with the men. A material difference, in fact, in this point between the two sexes is only possible where women are secluded from ordinary society. Where the two sexes meet freely in daily converse, it is inevitable that the culture and information of the one sex should spread to the other. Indeed, to take at the present day an ordinary middle-class or upper-class family, we are by no means sure that the boys are generally found to have the advantage of the girls in general culture. They may know more Latin and Greek, they will be very learned in cricket and boating; but if you want a pleasant chat over the new poem or the last discovery, you will be more likely to be gratified by the sisters. They may not be able to go very deeply into the matter, and perhaps if they could you would be unable to follow them. But an intelligent appreciation of the general bearing of current thought is, we think, more likely to be found in the young woman of eighteen, than in the young man of the same age.

The development of the means of education for boys has, no doubt, in obedience to the more imperious necessity, far outstripped the advance in the education of girls. It may be well, moreover, that the means of obtaining the highest education should be open to such women as may be more disposed to a learned than a domestic career. But, speaking generally, the point in which female education chiefly needs improvement is its groundwork. The colleges which have sprung up within the last few years err rather on the side of being too ambitious. It is the fashion for popular authors and divines to give lectures to ladies which their quick intelligence enables them to enjoy; but they do not undergo that strict elementary training which lays the foundation of habits of accuracy and careful thought in well educated boys. Even in this point, however, they share in a great measure the misfortune of the other sex. The method of giving a round elementary education to boys who cannot be kept at school to study Latin and Greek, has yet to be developed among us. It must be sought, and will ultimately be found, in a thorough study of English. But what is wanted is not to teach girls new or abstruse things, but to teach them old and simple things well. We will even be "uneducated" enough to protect against a depreciation of the old "accomplishments." Let them be properly taught, and they may be rendered most efficient means of education; and, after all, if the severity of life is to be relieved by its graces, it is to women that we must look for the charms of music and the fine arts of domestic life.—*London Times*.

### 3. A DISTINCTIVE CLASS OF ENGLISH UNIVERSITY MEN.

In the heart of my deep admiration and enthusiasm for these beautiful homes of letters, these academic groves and porches of English classics, there was always a growing worm of envy that Americans have no such schools, nor ever can have; and it is not the same thing for them to come here; at best they can but feel as stepsons. I think many of them would love and reverence these hallowed haunts more than the young Britons do who have the privilege of calling them their own, and my countrymen might gain a grace which they lack. I lost my way one afternoon in the mazes of inner courts and fellows' gardens, and came out upon a green bank where a young man was lying under a tree; he had not the college-gown on, but was dressed in a rough gray suit and a straw hat with a ruby ribbon, which looked as if it might have been a young lady's sash, I liked the looks of his back before I saw his face, and asked him the way; he sprang up and with an ease, simplicity, and frankness which one would not find, alas! from Boston to New Orleans, told me through which archway to turn, in a voice so clear and deep and fruity that it was a pleasure to hear him speak. Then I turned away, and he bowed and dropped on the grass again as easily and naturally as he had got up. Now, some of my readers will wonder what in the world I mean: others will understand me;