

but they certainly dampen the ardour of those who, from causes beyond their control, have no chance of winning a prize. It is not, however, necessary to discuss the advantages and disadvantages of the scholarship system. Let it be granted that scholarships are useful and desirable, it will scarcely be contended that they are as important to the interests of a liberal education as a good staff of teachers. Between the retention of scholarships and an improved teaching staff, the decision must be given in favour of the latter. The amount now annually given away in scholarships would nearly suffice for the maintenance of two additional chairs. If scholarships must be retained, let them be the outcome of the generosity and public spirit of the wealthy Alumni of the University. The denominational universities have made an appeal to the public for assistance with great success; why should the friends of a non-sectarian institution be less liberal? State-endowed institutions, I regret to say, have never been able to command the generous and loyal support so freely accorded to those based upon the voluntary principle; and in one respect, at least, Toronto University is not the exception that proves the rule.

4. The question of adequate provision for the higher education of women still seeks a solution. True, some progress has been made in overcoming the difficulty, but the condition of affairs can hardly yet be deemed satisfactory. A step in advance was taken when local examinations by the University were introduced, and still further advance was made when the University examinations and scholarships were thrown open to men and women alike. Since then, two of our Universities, to their credit be it written, have thrown open their class-rooms to women. But University College, supported as it is

out of public money, bars her doors against female intrusion. The dread of the President of University College, that alarming and injurious results might be produced by the co-education of young men and women, causes that ascetic moralist and strict disciplinarian to refuse admission to such dangerous intruders as young women seeking a more advanced knowledge of Classics and Modern Languages. The co-education of the sexes is viewed differently by different educational authorities, and public opinion can hardly be said to be fully formed on the subject. But when it comes to be a matter of co-education or no education, when the choice has to be made between throwing open the class-rooms of University College to women and the denial of a training fitted to enable them to pass the examination of the University, hesitation there should be none. And this is the question at issue just now. In the absence of any public provision for the separate education of women in the higher branches of a liberal education, there is no option between co-education and separate education. There are men, supposedly liberal in their views, who view with distrust any efforts tending towards the higher education of women, and, sad to relate, such men find their way into our legislative halls, where they gravely discuss the evils resulting from an intellect advanced beyond the knowledge of the rudiments of cookery and the art of nursing babies.

The stale arguments of the despot, that learning and intelligence unfit one for the practical duties of life, and cause the vulgar herd to be discontented with their lot, are furbished anew, and presented under slightly altered forms, to do service against the expansion of the intelligence of women. "There is nothing new under the sun;" and the proverb is