

Italians are determined, they say, "to educate the intellect of those who are to be the earliest teachers of men." In 1209 this liberal feeling first appeared, when the degree of LL.D. was conferred on Bettasia Gozzedini. Other cases soon followed at Padua, Pavia, and Milan. Among women distinguished at the Universities were professors of philosophy, of mathematics, and of Greek. One lady took the place of her husband during his illness, as professor in anatomy, delivering her lectures from behind a screen. In 1661 schools for girls were established at Milan. In 1876 the Universities of Italy were opened to women. Thus we see that this land, with all its popular ignorance and debasing superstitions, bids fair to have the honor of being the first of all civilized nations to possess a completely organized system, open alike to both sexes, from the elementary schools to the University.

In France the Universities are open to women, but the link between her Public Schools and the Colleges is wanting. Boys are favored with good secondary schools, but those for girls are poor. They may enter convents, but the instruction is very superficial. Hence the women at French Universities are mostly foreigners, there being in Paris alone fourteen lady medical students from England.

Germany, foremost in the higher education of men, seems so to regard the mind and vocation of women that their education terminates at a comparatively early age. Their course is meagre—classics, higher mathematics, and science being generally omitted; consequently few German women ever graduate. In 1817 one was allowed to practise in a certain department of medicine; the next did not appear until 1874. However, the Germans are aiming at improvement. Leipzig University now offers degrees to women, and there are in Germany more colleges exclusively for women than in any other country.

In Austria we find the University of Vienna admitting women to lectures when the professors do not object. The Universities of Denmark open all departments but theology. Their system of scholarships, however, is unjust; since clever women may head the list, but all bursaries are reserved for men. The Universities of Sweden are open, except in law and divinity. Throughout the continent, in fact, the older Universities are becoming less exclusive, and a new departure seems to be taking place.

Turning to England, we find better secondary schools for girls than on the continent, but greater tardiness on the part of the universities. The necessity for providing suitable feeders on the continent, and in England the desirability of some goal of endeavor in the form of university distinctions, are creating a general opinion in favor of good secondary schools leading to universities, open alike to both sexes.

In England there is still much room for improvement in girls' schools. While ample provision is made for boys, girls are treated as a separate part of the community, to be provided for by private tuition in its many forms. This at best is fragmentary and insufficient, the great majority of the English girls being educated by governesses or in small boarding schools. The effect of this system is that girls, instead of being prepared to take their place beside their brothers in higher education, too often become "accomplished nonentities," better qualified for such engagements and pursuits as fashion and frivolity stamp with their approval than those requiring serious intellectual effort. Too many mothers see that their sons are qualified to make their own way in the world, but seem to take it for granted that their daughters will have theirs made for them. This idea was illustrated in the case of the kind mamma who begged the teacher that her daughter might not be troubled with the farthings and half-pence of arithmetic, "because," as she said, "she can have no use for them when she marries; her husband and housekeeper will do all that for her." Fortunately, this prejudice is disappearing, and the endowed schools for girls are improving. Courses of lectures to women are being instituted, such as those by Professor Huxley at the London Institution, which give direction and stimulus to private study. King's College in one year registered 530 women for these lectures. Principal Barry states that the papers of the ladies were quite as good as those of the other sex, and infinitely better expressed.

In University education proper, the first step was taken fourteen years since, when Cambridge established local examinations for women. So evident were the benefits resulting that Edinburgh followed Cambridge in 1865, Oxford in 1869, the two Irish Universities in 1873, and St. Andrew's in 1877. A degree, "Literae of Arts," is conferred by several of these Universities on the completion of a course equal to that for M.A. At Edinburgh, for example, the course includes English Language and Literature,

Logic and Metaphysics, Moral Philosophy, Experimental Physics, Mathematics, Botany, Geology, Chemistry, and Latin. So many women are availing themselves of this university test, not to speak of the "school locals," that in England and Scotland there is accumulating such a force of persons virtually entitled to degrees in arts that all discriminating barriers must soon give way. We can hardly arrive at any other conclusion. In the meantime, biding the verdict of the universities, the "Women's Educational Union" was organized in 1872, under whose supervision there are 18 endowed schools for girls—six in London, in two of which 1,000 pupils are enrolled—besides 38 other schools, self-supporting. The "Society for the Extension of University Teaching in London," furnishes valuable lectures to women. There are also the "Cambridge Association for Promoting the Higher Education of Women," "Edinburgh Ladies' Association," "Rugby Council," a means of communication between ladies who have passed any university examination; the "National Union of Scotland," whose most successful students are sent to some foreign institution for a finishing course. As if these were insufficient, there is a regular system of instruction by correspondence at Edinburgh and Cambridge. These organizations indicate a widespread desire for higher education, and show the inadequacy of ordinary means and methods.

Another step is gained by such schools as "Girton College" and "Newnham Hall," Cambridge, in which classes are conducted by 26 of the university professors. The regular examination papers are given to the ladies thirty minutes after they are placed before the gentlemen; and "degree certificates" are given, indicating the rank these candidates would have taken at the university if they had been men! Only a paper wall remains to be removed at Cambridge. A similar institution is talked of for Oxford. London University now grants degrees to women, and 63 candidates presented themselves at the examination just held. Of eleven female candidates at the first examination, six took honours, four were awarded exhibitions—one standing second in the whole list of candidates. The highest mathematical prize in 1877 was carried off by a lady, who would have been a "senior wrangler" but for the crime of being a woman.

Queen's, Ireland, will follow Trinity with her affiliated "Alexandra" as soon as secondary education improves. The College of Physicians, Dublin, in 1876 received five women to medical degrees, several of whom had been denied similar privileges at Edinburgh. It is a significant fact that the incipient Victoria University of Manchester is to be open to women. So surely are restrictions being removed and exclusiveness yielding to more liberal ideas.

England, however, has been outstripped by one of her colonies—the first university in the British dominions to admit women to degrees being that of New Zealand, where a Miss Edgar graduated B. A. in 1877.

I cannot conclude the historical part of this paper without a glance at the United States and Canada. The doctrine of equality in education for both sexes was first advocated on this continent in Boston 58 years ago, and resulted in the establishment of a High School for girls. As in the case of the Russian and Dublin medicals, the men were alarmed by the great success of the movement. The school was closed, and the girls were sent to the Grammar School with the boys.

In 1833 Oberlin College was founded, open to both sexes. In 40 years 620 women have graduated. Mount Holyoke Seminary for girls was opened in 1837; Vassar, in 1865; Michigan University opened its doors to women in 1870; Boston, in 1871; Cornell, in 1875. Harvard and Yale have only the "locals" after Oxford. In all there are over 100 colleges in the United States open to women.

In medicine, the first College was open in Boston, 1848; in Philadelphia, 1850; in New York, 1863. There are over 500 lady doctors in the United States, some being college professors.

Law has its share—the first lady lawyer appearing in Chicago. Many of these do not plead in Court, but are engaged in office-work, and several being married to lawyers, practise with their husbands. In the teaching profession, as we know, many distinguished positions are occupied by women.

Lastly, turning to Canada, I believe the honour of inaugurating the movement is claimed by Victoria University, where the first lady matriculant in Arts passed with honours in September, 1878. Her lectures and degrees are accessible to ladies, a number of whom are at present availing themselves of the privilege. Queen's is to be congratulated for taking a similar position. Toronto and McGill have only reached the Oxford standard of giving local examinations, the satisfactory results of which will doubtless open the way to