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Can. Dawson, John W.

T.

THE HIGHER EDUCATION OF WOMEN,

IN CONNECTION WITH

McGILL UNIVERSITY.

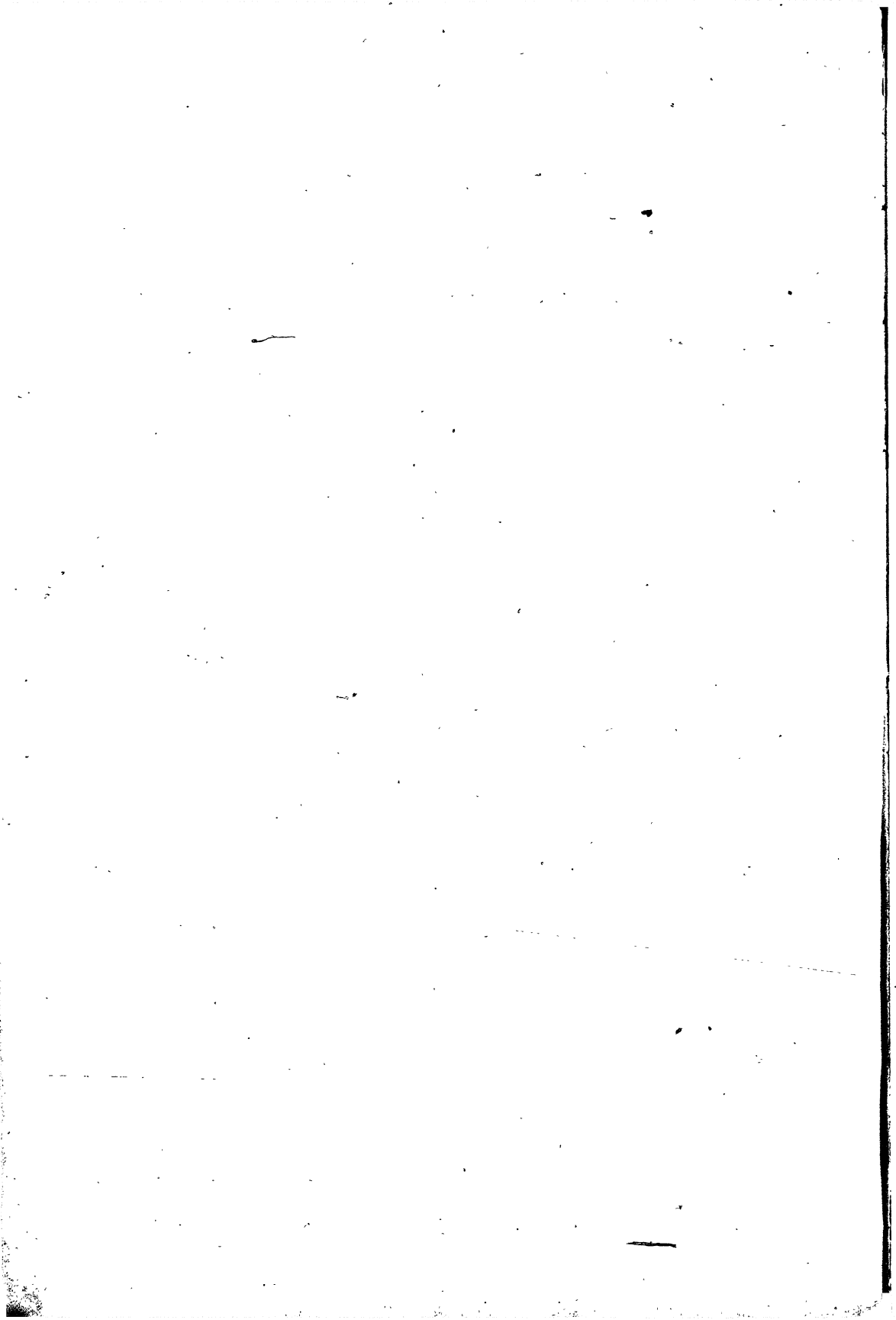
The letters reproduced in the following pages were written under the pressure of what seemed an urgent necessity. I have always endeavoured to avoid controversy respecting the affairs of the University, though earnestly desirous to keep the public accurately informed as to all our proceedings. In the present case, however, a new and important work, and one from its very nature delicate and liable to misapprehension, was attacked in a manner that seemed to indicate a determination to discredit it with our friends, and thereby to cause its entire or partial failure. It seemed therefore a public duty to lay the whole of the facts as clearly as possible before those likely to be interested in such questions.

There is the more need for the republication of these letters, that the Editor of a city newspaper sent reporters to members of the Corporation of the University armed with a series of leading (or more properly misleading) questions, and has published the answers given to these. The greater number of the gentlemen applied to very properly declined to answer the questions, and the answers given by others show, as reported, some discrepancy both as to matters of fact and opinion. They should be taken in connection with the following general points in the history of the matter. (1) Up to September last, the University had arrived at no decision on the question. (2) The endowment of the Honourable Donald A. Smith was given expressly for separate education, at least in the junior years, and was accepted in that sense both by the Governors and Corporation. (3) The work has been going on, in good faith, as a special course in Arts, under that arrangement, ever since. (4) The methods to be employed in the third and fourth years remain for decision, after report of the Faculty of Arts. All these matters are more fully explained in the following pages, in which, however, I have avoided any reference to discussions in Corporation which are necessarily confidential.

J. WM. DAWSON,

Dec. 6, 1884.

Can. Dawson, John W.



THE HIGHER EDUCATION OF WOMEN,

IN CONNECTION WITH

McGILL UNIVERSITY.

(From the GAZETTE.)

So much that is inaccurate and, therefore, mischievous in its tendency, in relation to this important subject, has recently appeared in one of your contemporaries, that it becomes necessary in the public interest to state as distinctly as possible the facts of the case. The criticisms in question proceed on certain assumptions, which we shall find as we proceed, to be unfounded. One of these is that the university is divided against itself on this question. I trust, however, that it will be found that though we may freely discuss matters of detail, we shall, as in the past, be found perfectly united against a common enemy, or in support of any great educational enterprise. Another assumption is that the method of co-education of the sexes is superior to that of separate classes pursued in all the large colleges for women on both sides of the Atlantic, or to that intermediate method of separate classes in the junior years with mixed classes in the senior years which has the sanction of some of the greatest educational bodies in England. A third is that all of the young women who desire a higher education are disposed to accept the method of mixed education as the best—a supposition directly at variance with the statistics, and with the testimony which we have as to the feeling of the community. A further and most ridiculous assumption is that co-education can be carried on almost without expense, where-

as, in our case at least, it would involve no little expense, and that of a kind condemned by our critics, namely, on rooms and buildings, while they, in consistency with this assumption, give us no hope of pecuniary aid.

We might admit that objections based even on such assumptions as these deserved consideration, if the means to be employed in prosecuting the work were those of the university itself, or of benefactors who had established foundations for the purposes of general education; but in the case of McGill university, the money employed is the income of an endowment voluntarily offered by a friend of the higher education of women for the express purpose of educating women, and women alone. The terms of his letter addressed to the board of governors, were that the income of the fund was for "a college for women with classes for their education in collegiate studies," and on these terms it was accepted by the board of governors, with the proviso that the work was to be carried just so far as the means of the endowment would permit. Yet we are regarded as malefactors because we are willing to accept and use such an endowment, and even the benevolent and public-spirited donor of a large sum in promotion of one of the most important educational interests of the community is treated as if he deserved censure for not spending his money as our critic would desire.

PROCEEDINGS OF THE CORPORATION OF THE UNIVERSITY IN SEPT., 1884.

On the acceptance of the donation of the Hon. Mr. Smith, a special meeting of the corporation was called for the 20th of September last, and the letter of Mr. Smith and the resolution of the governors thereon were submitted to the corporation, which has the power of framing regulations relating to the educational aspect of such benefactions. A resolution of thanks to Mr. Smith was passed unanimously, and a plan was submitted by the principal for carrying out the objects intended, along with an estimate that the income of the endowment would suffice for the educational work of the first and second years in arts, provided that no expense were incurred for rooms or buildings. The following arrangements were then agreed to for carrying on the work in the first year and preparing for the succeeding years:—

1. The classes for women under the Donalp A. Smith endowment shall, for the present, be conducted as a Special Course in the Faculty of Arts, under chap. 7, section 6, of the statutes.

2. That the faculty be requested to prepare regulations and make arrangements for the said special course, reporting to the corporation at its meeting in October, but with power immediately to begin the classes for women, in so far as the first year's work in the faculty of arts is concerned.

3. That the faculty be authorized to admit to the matriculation examination such women over 16 years of age as may offer themselves, and also to admit as partial students in the classes for women any who may be able to proceed with the classes in the hope of making good their standing at a later date.

4. That, with permission of the board of governors, the professors and lecturers of the university shall be the instructors in such special course as far as possible, and that the board of governors be requested to grant permission for this purpose and to provide such assistance as may be required, the whole within the amount of the income of the said endowment, or such proportion thereof as may be devoted to the work of the first year.

5. That the principal be authorized to confer with the executive committee of the Ladies' association as to any co-operation which may be practicable, reporting to the corporation in October, but with power to make temporary arrangements with approval of the Faculty of Arts.

6. That the chancellor and principal be authorized to confer with the trustees of the Trafalgar Institute as to terms of co-operation or affiliation, and to report to the corporation.

7. That the Normal School committee be requested to consider the question of the relation of the classes for women to the interest of teachers in training, and to report on the subject if necessary.

8. That the principal be authorized, with consent of the board of governors, to procure the necessary class-rooms for such of the classes for women as cannot be conveniently accommodated in the college building.

It would be folly to believe that by these resolutions the corporation did not commit itself to the idea of carrying out the work of education in the junior years in separate classes. Such a supposition would imply that the university accepted Mr. Smith's gift fraudulently and with intent to deceive. But, on the other hand, the university did not bind itself to spend on this object one penny of educational money beyond that which was placed in its hands for the purpose, or commit itself to any method in relation to the third and fourth years.

ACTION OF THE FACULTY OF ARTS.

What, then, has been the action of the faculty under these provisions? It promptly and unanimously issued an announcement stating the subjects of matriculation and study for the first year, and informing the public that a course for the second year will be announced for the session of 1885-6; and in regard to the third and fourth years, that it is "expected" the corporation will be able to provide courses of study for those years, but whether in separate or mixed classes is not stated. Under this arrangement the classes were opened, and have now fourteen undergraduate and partial students and thirteen occasional. The instructors, on whom the work of the first year devolves, have all cheerfully undertaken the labour required of them, and the new class-rooms in the Peter Redpath museum have proved sufficient to accommodate the classes without interference with the natural science teaching. The institution of the new classes has already encouraged the board of governors to appoint the long-desired assistant to the professor of classics, and to invite to this country an able graduate of an English uni-

versity to fill that office. Already, therefore, the separate classes have done good service to the faculty of arts, and next year, or the year after, they may be the means of equally benefiting another important branch of study in connection with that faculty. The whole of the lecturers engaged report most favorably of the progress of the class, and it is hoped that the students will make a good appearance in the Christmas examinations, though it must be borne in mind that owing to the shortness of notice many of them were not so well prepared as they might otherwise have been.

It will be observed that the classes for women constitute a "special course" in the faculty of arts. It was one of the wise provisions of the framers of our statutes that they arranged for special courses in arts. Our present faculty of applied science began in this way, and so continued till it could stand alone. The advantages of the arrangement are, that a special course comes at once under the operation of all the machinery of the faculty. Its regulations are all ready made, and the appliances for carrying on its ordinary work are at hand, so that means being provided, a new branch of the university may at once start into existence with no derangement of the other work. It is an eminent advantage of McGill that its organization is so perfect that it can with a promptitude not usual in institutions of higher education thus enter on any new field of usefulness opened to it. It is easy to sneer at the smallness of our staff in arts, but a small body of able and earnest men thoroughly competent and well appointed, may be worth many times the number of mere irregulars and stragglers. In this respect the faculty of arts of McGill may claim special honour for what it has shown itself willing and able to do in organizing so successfully and without the slightest inconvenience our classes for women.

So far we have gone, and can go through

this session and the next, without touching any of the general revenue of the university, and with the advantage of securing an assistant in classics whose salary will be shared in due proportion by the Donald A. Smith endowment. Let it be observed here, that all the proceedings above referred to were arranged for in September, and before the appearance of my report on the subject of the higher education of women.

PROCEEDINGS OF THE CORPORATION IN OCTOBER,
1884.

We may now consider the aspect which the matter presented at the regular meeting of the corporation in October. At this meeting report was made by the Faculty of Arts of the regulations which it had framed, and the arrangements already referred to in relation to the classes for women. The principal then presented the report which he had prepared by request of the corporation, and which had been previously submitted to the committee appointed to obtain facts and statistics, which committee had completed its labours by requesting that the report should be printed for the information of the corporation. After the reading of the report and discussion of the matters contained in it, in their bearing both on the action already taken and the work to be done in the future, it was finally suggested that, as the classes of the junior years were now under the management of the Faculty of Arts as a special course, the preliminary consideration of the steps to be taken and regulations required for completing this course belonged of right to that faculty, and should be referred to it. It was accordingly resolved that the corporation, being desirous to continue the education of the women who had entered its classes, up to the final examinations, "the Faculty of Arts be requested as soon as possible to report on the best methods of effecting this, either in separate or mixed classes." There was nothing special or unusual or in

any way subversive of the prerogatives of the corporation in this decision. It was merely the ordinary and proper proceeding in such cases. So long as the matter remained a mere subject of discussion in corporation, or of enquiry by a committee of that body, which was its condition until the meeting of September, the Faculties of the University had no special concern with it, unless asked to give an opinion by the corporation, or unless they had thought proper of their own motion to initiate anything respecting it. But so soon as the corporation had constituted the classes for women a special course under the Faculty of Arts, the relation of these classes to the corporation assumed a new aspect. The statute in the case is the following, (chapter vi., section 5) :—

“The several faculties shall from time to time frame regulations, as occasion may require, touching the details of the course of study and teaching in their respective departments of the university,—the number, times and modes of all examinations thereto appertaining,—the admission of students, whether to the regular course of study thereof, or to any special course of study connected therewith, or to instruction in any particular branch of such study,—the amount and mode of payment of all fees therein,—and the discipline and internal government thereof; and shall duly enforce such regulations, and may alter or repeal the same or any of them; and shall hear and determine all complaints as to the violation thereof. Provided always, that such regulations, or such alteration or repeal thereof, be first approved by the corporation; and that such regulations shall be further subject to alteration or repeal by the corporation.”

It is evident that, under this statute, the faculty, having received authority to establish a special course for the education of women, had a right to claim the supervision of that course, and that, unless under very exceptional circumstances, proposals for new regulations should emanate from it. In this position the matter now remains. The question as to the best methods of pursuing the studies of women in the third and fourth

years is before the faculty of arts, which may possibly be prepared to report on it at the January meeting, or at furthest in April. In the meantime neither the governors nor corporation have any occasion to meddle with it, unless any new feature, as for instance an additional endowment, should develop itself, in which case the matter of such new endowment would primarily belong to the board of governors.

It would be an insult to the knowledge and good sense of the members of the corporation to suppose that they were not aware that this was the legitimate effect of their action in September; and if so, they were bound to act as they did in October, unless they were prepared to rescind their previous resolutions, to advise the governors to return Mr. Smith's money, and to require the Faculty of Arts to dismiss the class it had advertised for, or to oblige it to enter on mixed lectures. The corporation is, however, a large body, meeting infrequently, and many of whose members have little time to give to educational subjects, while its scope of action, though wide, does not include financial matters and appointments, which belong to the board of governors, or details of administration and management, which belong to the principal and faculties. It is, therefore, not unlikely that to some of its members the organization of the classes for women may seem to have gone on with undue rapidity. But the reasons for urgency in the case were very fully explained at both of the meetings of last autumn, and will be noticed in my next letter.

POSSIBLE MISCONCEPTIONS IN THE PUBLIC MIND.

It is, of course, not easy to determine to what extent the state of mind, aptly characterized in the following extract from a recent number of an evening paper, as “confusion of ideas,” may have existed in the case of the public :—

“The discussion of this question has brought to light that the corporation of the university

is divided on the matter of separate or co-education; that it has not yet come to a decision; and that meanwhile an attempt is being made to create a set of circumstances by which it will have virtually 'drifted' into a system of separate education. Whether there has been any interference with its privileges, or whether the promoters of co-education are themselves to blame for the present confusion of ideas as to its whereabouts on the question, it is impossible to tell. Sir William Dawson and his assertion of the willingness of the university to take the public into confidence notwithstanding, there is no authoritative report of its proceedings to which an appeal can be made."

That such misconceptions should exist no one can regret more than I. In so far as the university is concerned, however, I may plead that our statutes are the property of the public; that my report states substantially what I have said above; that our advertisement of the classes was very full; that information was given to reporters of the press, and that our printed announcement of the special course was widely distributed. Further, I had stated the facts of the case very plainly a few days previously in the same newspaper from which the extract is taken, and the writer might have had access to personal sources of information if he still failed to comprehend the situation.

Before leaving this writer, however, and before dealing with the questions as to our classes for women which remain for the decision of the Faculty of Arts, I must refer for a moment to another statement which seriously affects the question in hand, and the general interests of the university as well. He says:—

"While the work in the junior classes of the Arts Faculty does not rise above the level of a good High School, it would be absurd to run the risk of its standard being further reduced by saddling the teachers with the additional duties of a Ladies' College."

To the latter part of this it is sufficient to reply that those more immediately concerned are probably best qualified to judge as to what they can undertake, and as the question is now before those gentlemen as a faculty, we may be content to await their

decision. The public may in any case rest assured that they will do nothing to jeopardize that college course which it has been the work of their lives to build up, and of whose integrity in all its parts they are most jealous. But when a writer, living in the city of Montreal, and having access to the calendar and examination papers of the university, ventures to say that our junior classes, or one-half of our whole course in Arts, does not rise above the level of a high school, he can scarcely plead the excuse of ignorance. I need only say in opposition to such a statement that of the young women now in our classes several have been educated at the girls' high school of Montreal, one of the best schools of its class in the Dominion, and they are yet, with one brilliant exception, only barely at the educational level of our examination for entrance into the first year. Is it conceivable that after two year's training under seven or eight of our professors, they will not have built much on this foundation? We who know the difference between the school and the college, and the extent and variety of the studies of our two junior years, believe that the young man or young woman who has passed the intermediate examination has laid a good foundation of solid learning, and has attained to a standard which represents two years of hard work and skilful training, added to what he may have learned in school. Owing to the want of special preparation, there can be no question that some of the members of our classes for women have advanced farther than was necessary for entrance on some of the subjects, while deficient in others; but this affords the opportunity to allow them to give more attention to the subjects in which they have been less perfectly prepared, and constitutes no just ground for disparaging remarks as to the course of study of our first year.

THE PLAN OF HIGHER EDUCATION FOR WOMEN AS PRESENTED IN THE REPORT OF THE PRINCIPAL.

In further evidence of the definiteness of

our plan, allow me to quote the following sentences from my report of October last which I think plainly foreshadow what has actually been so far accomplished :—

“The arrangements for this session refer only to the work of the first year in Arts, and are in every respect similar to those for male students of that year, except that women are allowed to take German as equivalent to Greek. Three students, however, have entered for Greek, and it is likely that in subsequent years the proportion may be larger. We have been enabled to use for the present the new class-rooms in the Peter Redpath Museum, which are sufficient to accommodate the classes, and will thus avoid any expense for rooms. These arrangements, and the provisional regulations passed by the Faculty of Arts under the resolutions of the corporation accepting Mr. Smith's benefaction, will suffice for the second year. Our students will then be able to enter for the intermediate examinations and those for Senior Associate in Arts; and the question will remain how many desire to go on for the Degree examinations, and in what way the work of the third and fourth years will be provided for. These questions will have to engage the attention of the governors and corporation, and the manner of their solution must depend on the means which may be placed at the disposal of the university for the work to be done. Provided that no additional endowment can be secured, it will be necessary to open some of our present classes in the advanced years to women, and even this will involve some expense in the provision of proper waiting rooms and probably of a lady superintendent of the classes, while it is not impossible that a portion of the students may decline to go on under these conditions. If, on the other hand, an additional endowment should be provided, separate provision can be made for the ordinary work, and at least for some of the honour studies, so that, as in England, a choice may be offered of separate and mixed classes.”

This brings us back to the question—What is to be done in the advanced years of the course; and though here it is necessary to speak with some reserve and to be content with the consideration of possible alternatives, it may still be useful to state for the information of our friends the leading conditions of the case and the means at disposal

of the university for satisfying them under the different methods which have been proposed.

RETROSPECT OF PROCEEDINGS UP TO 1884.

In order to explain more fully the position of the university and to foreshadow the provision to be made for women in the senior years of the college course, it will be necessary to glance at the previous history of the question, and the causes which determined the action of the university last autumn, as well as my own action. Since 1870, when the higher education of women was brought under the notice of the friends of the university by the Rev. Dr. Wilkes, the subject has never been altogether absent from our minds, and all those concerned in the management of the university have earnestly desired to share in this great work. But we felt that, except in so far as we could act in connection with the Ladies' educational association or by opening our examinations to women, we were unable, without special endowments, to do much good. So cautious did we feel it necessary to be in the matter, that, unlike our sister university in Ontario, we did not style our examinations for women matriculation examinations, but gave them a special title, lest they might be supposed, as in Ontario, to give a legal right to force an entrance into our classes. Latterly, and more especially after the bequest of Miss Scott to the Trafalgar Institute, we began to entertain the hope that this institution might provide the means of bringing women up to the standard of our senior associate in arts, and the venerable Archdeacon Leach and myself, as members of the Trafalgar trust, did what we could in aid of the immediate usefulness of the Institute. To Dr. Murray belongs the credit of obliging the corporation to enter on the discussion of the question from a point of view which I confess many of us had wished to avoid as long as possible—that of mixed education of the sexes. The introduction of this principle

was plainly contemplated by his resolution of October 25, 1882, which was to the effect that "the educational advantages of the Faculty of Arts should be thrown open to all persons, without distinction of sex," though of course the bare terms of the resolution might be applied to any method effectual for the end in view. The motion was referred to a committee to collect information and report.

The committee prepared a number of questions, which were sent to many of the colleges in this country and elsewhere, and to which answers were returned by a number of institutions. These answers were collected and summarized in a report presented to corporation. But the committee did not consider itself called on to make any definite recommendation, and the information it had collected amounted to little more than that those colleges which had mixed classes did not report that any evil consequences resulted from these. So far the report might be considered favourable to co-education, but it was evident that information collected by correspondence of this kind must be unsatisfactory, and we were especially in uncertainty respecting the exact nature of the methods in use in Great Britain, which there was reason to believe were in some respects best suited to the social condition of this country. In these circumstances, and as I was about to proceed to England, I offered to spend some time when there in visiting colleges for women, or in which women were educated, and in obtaining information as to their methods. It was understood that further discussion of the subject was to be deferred till my return.

EFFORT TO PROVIDE INSTRUCTION FOR WOMEN IN
THE SPRING OF 1884.

I returned to Canada in June, but was not prepared to report at the June meeting of the corporation, which took place only a few days after my arrival. I made only an oral report, and promised to report fully in time

for the October meeting. Had I known before-hand the facts that were soon to develop themselves, I should have written my report in England or on the steamer, and should have presented it to the June meeting. In my absence an event unexampled in our previous experience had occurred in connection with the school examinations of the universities. Two young ladies from the girls' high school of Montreal had taken the highest places on the list of associates in arts, one of them with remarkably high marks. I had heard of the fact, but its possible consequences did not at first occur to me. These developed themselves, however, in a short time after my return, when a deputation of lady associates in Arts called on me and represented their earnest wish to proceed to the title of senior associate in Arts, and if possible to the examinations for the degree, if means of education could be provided. Here was an actual demand for higher education, and this from those who had the greatest claims on our consideration as having done well in the examinations to which they had been subjected. I told them that the university had not decided to admit women to its classes in arts nor to its final examinations, but that, since women were admissible to the examinations for senior associate in arts, I considered it a proper thing to promote in any way in my power their attaining to preparation for that examination. The time was an unfavourable one, as we were in the bustle of preparation for the meeting of the British Association, but before the date of the meeting, with the aid of the Rev. Canon Norman, to whom, as representing Bishops' College in the joint examinations for senior associate in Arts, I had mentioned the circumstances, and with the advice and co-operation of several of the professors in the Faculty of Arts, sufficient progress had been made to enable us to issue a circular to ladies of the Educational Asso-

ciation and others, inviting their aid toward the establishment of classes for the young ladies who had applied, and who at that time were eight in number. I may add that several of the professors, indeed all those concerned in the work of the first year in Arts, signified to me their willingness to give all the assistance in their power, that Canon Norman entered very heartily into the project, and that the Rev. Dr. Wilkes and a number of ladies of influence, several of them connected with the Ladies' Association, were also most earnest in desiring to advance the interests of the candidates for higher education.

Let it be observed that there was nothing in these proceedings to commit either McGill or Bishop's College to any course with reference to separate or mixed education for women. The object was merely to provide for the candidates actually desirous for education, till the universities or one of them should undertake the work in any way that might be determined on.

THE ENDOWMENT OF THE HON. DONALD A. SMITH.

During the meeting of the British Association I dismissed the matter from my mind, intending to give it attention when the meeting should be over. But one morning, while I was in the geological section, I was told that a gentleman desired to see me, and on going out I found my friend the Hon. Mr. Smith, who asked if it was desired to establish collegiate classes for women, and stated that in that case he was prepared to give the sum of \$50,000 toward the object, on conditions which he would state in a letter which he proposed to write. I confess that the coincidence of the demand for higher education made by those who had so great claims upon us, and the offer of so liberal a benefaction by a gentleman to whom no application for aid had been made on my part, seemed to me to constitute one of those rare opportunities for good which occur but seldom to any man, and

which are to be accepted with thankfulness and followed up with earnest effort. From that time to the meeting of September 20th—whose results have already been stated—the subject occupied my closest attention as to the measures which might be taken, not now as an extra-academical effort, but under the statutes and regulations of the university, to provide with the least possible delay the educational privileges desired by the intending students, so that they might begin their work at the opening of the present session. I was not a co-educationist, but, had I been so, I am sure that I should have acted in the same way, and had the endowment been offered for co-education, I should have accepted it as a providential indication in the case, at whatever sacrifice to myself.

This completes the history of our effort for the higher education of women up to the point at which I introduced it in my first letter; and I thank God that we have been able to do what we have done up to this time, and desire also to express my sincere gratitude to the many friends and members of the university, from the chancellor downward, who have taken part in the work, or have diminished its labours and anxieties by their advice and sympathy.

I have introduced this little history deliberately at this point, because it enables us to contemplate with more hopefulness the difficulties which still lie before us and which I do not desire to underrate.

POSSIBLE PROVISION FOR THE WORK OF THE THIRD AND FOURTH YEARS.

In the third and fourth years our classes require to be conducted in a different manner from that which applies to those of the first and second years. Up to the intermediate examination all students take the same curriculum; but beyond this point they are allowed to select to a certain extent the subjects they shall study, and this causes our classes to divide in the senior years into several distinct lines of educational work. The

primary distinction is that of Ordinary and Honour subjects, the former implying a continuation of a somewhat broad general education, the latter a more special devotion to higher studies of specialties. The ordinary student is required in the third and fourth years to take two or three subjects as imperative, and is allowed his choice with respect to others, but must take four in all, along with some special work known as an "additional department." The honour student is required to take only three ordinary subjects in the third year and two in the fourth, and may devote all the rest of his time to that in which he is a candidate for honours. The honour classes are small—from two or three to six or seven men—yet a large amount of time has to be given to them, and it would scarcely be possible to duplicate these lectures. For this reason there seems no alternative in the case of lady candidates for honours, except attendance in the same classes with men. In the ordinary work, on the other hand, it would be possible to provide separate lectures in some of the subjects, probably not in others, unless by the aid of additional teachers. It so happens also that some of our professors are disposed to try the experiment of mixed classes, while others would much prefer separate classes. In these circumstances it may be well to aim at certain ordinary classes for women leading up to the final examinations, leaving others to be taken as mixed classes. This approaches to the method of the older English universities. Should we be unable to give any choice in the matter, I should dread the responsibility involved, as in that case this would certainly prove very onerous and might become disastrous; but if there were a choice, so that it might be said to any lady student:—"You are free to pursue your whole education in separate classes, but free also in other subjects to take mixed classes," I should feel that the weight of social and moral responsibility

would be greatly diminished, and I think this is also the feeling of the greater number of my colleagues. I confess that in case of any *faux pas* or *mésalliance* such as we sometimes hear of in connection with mixed education, I should, in the case of *compulsory co-education*, feel myself morally disgraced, and that is a risk which I do not propose to incur on any consideration whatever.

As to the question of expense, there is something to be said on both sides. If we are to have mixed classes in the honour subjects only, in the third and fourth years, the expense for these will be inconsiderable. If we are to have mixed classes in the ordinary subjects, or several of them, it would be greater. We shall require larger and better rooms for several of the classes, proper waiting rooms, and a salary for a lady superintendent. As to this last requirement, I may state here that in the conduct of the classes so far, we have been much indebted to the kindness of the honorary secretary and secretary of the Ladies' Educational association, who have given us the benefit of their presence and of their guidance in many matters of some consequence to the comfort and convenience of the students, and that we are also indebted to the forethought of Mr. Redpath, who provided special retiring rooms for lady students in the museum. My estimate is that a sum of \$25,000 would enable the board of governors to provide for the mixed classes, and I wish to offer to zealous co-educationists the opportunity to present us with this sum in the course of next year. It certainly cannot be afforded out of the general funds of the university. On the other hand, to furnish the means to carry forward to the degree such of the students as may desire separate classes, will require another endowment of \$50,000, and to do the whole of the ordinary work in that way a somewhat larger sum might be profitably used. I may add, however, that either of these expenditures, whether for rooms or

work, would react beneficially on the interests of the male students, in improving their class-rooms on the one hand, and in giving assistance to the professors on the other.

PERSONAL OPINION OF THE WRITER ON THE
GENERAL SUBJECT.

In conclusion I desire to express, as a matter of personal opinion, my entire sympathy with my friend Dr. Wilson, of Toronto, in the able and eloquent appeal on behalf of the higher education of women which was quoted in the GAZETTE some time ago. We should aim at a culture for woman higher, more refining and better suited for her nature than that which we provide for men; and I feel convinced that even when the course of study is the same with that for men, this result is to some extent secured if the classes are separate. What I have seen abroad, what I have witnessed in our classes here, and my own experience in lecturing to classes of ladies, convince me that this is the case. I feel certain that every true teacher will sympathize with me in saying that his lectures assume a different and higher tone when delivered to a class of women or to a class in which women are the

great majority, as compared with a class of men, or one in which the male element predominates. It is in this way, and not in a mere co-education mixture, that the refining influence of woman is to be felt in education. If the cost of separate classes were vastly greater than it is, it would, in my judgment, on this ground alone, be well repaid. Every one who has had experience in the matter must also admit that a few women in a large class of men cannot enjoy the same advantages as in a class of their own sex, unless they are prepared to assert themselves in an unwomanly manner, and it is not just or expedient that any such disability should be inflicted on them.

It is further to be observed that in so far as any justification can be given of the gibes of the thoughtless against the higher education of women, as producing an offensive "strong-mindedness," this is to be sought only in the masculine and aggressive spirit cultivated by co-education, especially in large junior classes. In women, as in men, true education, under proper methods, will produce, not pedantry and self-assertion, but humility, breadth of view, and capacity for varied usefulness.

Note.—I have not entered, except incidentally, into the question of the relative success of methods of mixed and separate education of the sexes in collegiate studies. The following statistics from the Report of the U. S. Bureau of Education for 1882 may be interesting. It is stated that the number of women in mixed and separate Colleges stood thus:

Mixed.....	3,305
Separate.....	14,088

But as the compiler of the table has placed in the first list several institutions which are really separate, as Vassar College, for example, merely because they send up students for examination to the University of New York, the actual proportion is:—

Mixed.....	2,493
Separate.....	14,900

or nearly in the proportion of one to seven. It is further stated in the Report that the number in mixed classes in the Eastern and Southern States is very small, co-education being principally in the Western States; and further that it is not gaining ground in the East and South. These facts, with the small number of students attending those Canadian Colleges which have opened their classes to women along with men, would seem to indicate that this method may be expected to provide for about one seventh of those desirous of higher education, leaving the rest without any educational advantages, and this evil can be remedied here, as in the United States, only by the endowment of well-appointed colleges for women in opposition to those practising co-education.