

[PROOF.]

REPORT
ON THE
HIGHER EDUCATION OF WOMEN.

Presented to the Corporation of McGill University. October. 1884.

BY PRINCIPAL SIR WILLIAM DAWSON, C.M.G., LL.D.

In introducing this subject it may be well to recall the history of the movement in relation to the higher education of women in connection with the University. Our attention was first directed to it at the time of the establishment of the McGill Normal School in 1857, by which we were enabled to carry on classes for the preparation of women for the higher positions in the profession of teaching, and which has undoubtedly given a great stimulus to education generally throughout this Province. A little later the attempt was made to render the benefits of the Normal School and of our classes in the Faculty of Arts available to ladies not intending to be teachers; and at one time classes of ladies from the school of the late Miss Lyman, regularly attended my lectures in our old rooms at Burnside Hall. These efforts were, however, very imperfect, and could not be expected to succeed unless followed up with more definite provision for the work, and were not long continued. In 1870, when the University appealed to its friends for additional endowment, at a meeting held in the College library, in February of that year, the Rev. Dr. Wilkes moved a resolution to the effect that the University should, as early as possible, extend its benefits to women. The resolution was carried unanimously, and our late Chancellor, Judge Day,

pledged himself that it should receive attention. It was in pursuance of this resolution that on my return from England in the autumn of the same year, I endeavoured to enlist the leading ladies of the city and our college professors in the scheme for a Ladies' Educational Association, similar to those then recently established in the mother country. This association has since that time been one of the recognized institutions of the city, and has done an incalculable amount of good, though in recent years, more especially since the institution of the High School for Girls and of the Examinations for the Associate in Arts and Senior Associate established by this University in connection with the University of Bishop's College, there has been a growing demand for a more definite and systematic training, which those who had been active in connection with the Ladies' Association and the Examinations for Women felt must soon be supplied. As an early indication of the feeling of thoughtful and educated ladies, I should not forget to mention the Hannah Willard Lyman Memorial Fund, founded by pupils of that eminent educationist, and placed in the hands of this University, in anticipation of the establishment of a college for women under our auspices. A further indication was the endowment of the Trafalgar Institute by the late Donald Ross and the bequest of the late Miss Jane Scott; though these were not in immediate connection with the University, and not immediately available. The means for carrying out our wishes did not, however, appear to be available, and when, last year, Dr. Murray moved on the subject in corporation, there seemed no nearer prospect of effective action than at any previous period. In these circumstances, the Corporation, after collecting by means of a committee a certain amount of information, in my opinion wisely determined to wait for still further facts and developments before committing itself to any decisive action. There was the more reason for this, inasmuch as very partial success had attended the admission of ladies to the classes in some of the Universities in this country, while in the University of Toronto the subject was actively discussed, and Dr. Wilson, President of University College, had taken strong ground against the method of mixed classes. Some of the best models for imitation seemed also to be those in use in the mother country, respecting which our information was very imperfect, and to some extent contradictory. In connection with this decision, I proposed,

in visiting Great Britain, to study in as great detail as possible the methods in operation in that country, and to report on my return as to their applicability to our circumstances.

EDUCATION OF WOMEN IN BRITAIN.

In Great Britain, there can be no question that the movement for the higher education of women has become one of the most popular of the day; and in the interval between my visit of 1870 and that of 1883, the progress in this direction had rivalled that in popular education connected with the institution of board schools, and that in technical education arising from the founding of the numerous local colleges of science and art. All of these are products of the last ten or fifteen years, and unitedly they are effecting a stupendous educational revolution. Perhaps no indication of the importance attached to the higher education of women in England could be more impressive than the character of the meeting of the convocation of Oxford, in May last, for the final vote on the admission of women to the higher examinations, at which I had the pleasure of being present. The meeting was said to be one of the largest on record, and the Sheldonian Theatre was crowded with spectators of the highest class, who welcomed with acclamation the declaration of the result of 464 votes in favour of the new regulations to 321 against. Yet the question at issue was merely that of extending to women the privileges already granted by the University of Cambridge; and the number of students in the two Halls attached to the University of Oxford does not exceed 50, though under the new arrangements it will probably increase.

In considering from a practical point of view the provision for the higher education of women, two subjects specially attract our attention. *First*, the Means and Methods of Educational Training, and *Secondly*, the Examinations and Distinctions to which education leads. These are no doubt closely connected, since education without any examination or degrees is deprived of its most valuable tests and *stimuli*, and since examinations tend to guide the efforts of educators; while on the other hand examinations without adequate means of genuine education become mere inducements to cramming. These two departments of the work may, however, be considered separately, with some advantage in so far as the clearness of our conceptions is concerned.

GENERAL METHODS AND RESULTS IN BRITAIN.

The most general statement that can be made with reference to the educational side of the question in the mother country, is that the training of women in the higher subjects is everywhere based on the curriculum of the colleges for men. At first sight it would appear that courses of study still somewhat hampered with mediæval precedents, and largely controlled by the requirements of the examinations for learned professions, would not be perfectly adapted to the education of women in our time. But though this may be admitted in the abstract, in practice it is felt that it is better for the interests of women that they should attain to the standard established as the result of experience, and accepted as sufficient in all cases of educational and other employment where a liberal education is required. It thus happens that the ladies insist on having the same course of study and being subject to the same examinations with the male students. At the same time they avail themselves fully of those exemptions and options which are connected with honour studies, and which now give so great a range of possible training to the senior student. In this way there can be no doubt that experience will settle the precise lines of study most desired by and suitable for women; but the experience is scarcely of sufficiently long duration fully to determine this, and in the meantime much of the discussion as to the capacity of women for the intellectual work required of men, and as to possible injury from their being subjected to it, may be set aside as purely theoretical, or may be left to be solved by the judicious practical trials of experienced educators, and by the good sense of the lady students themselves. The last report of Girton College, Cambridge, which is one of the older colleges for women, gives, however, some interesting figures on this point. The number of students of this college who have taken Degree Certificates of the University, since its establishment, stands as follows:—

Mathematical Tripos.....	24
Classical Tripos.....	28
Moral Science Tripos.....	9
Natural Science Tripos.....	15
Historical Tripos.....	6
Theological Tripos.....	1
Ordinary Degree.....	24
Total.....	107

The report of Newnham College, which has not been so long in operation, and reaching up only to 1883, is as follows:—

Mathematical Tripos.....	5
Classical Tripos.....	10
Moral Science Tripos.....	9
Natural Science Tripos.....	9
Historical Tripos.....	11
Total.....	<hr/> 44

showing a somewhat larger proportion in favour of Natural and Moral Science and History.

These lists show that the women distribute themselves over the honour subjects much in the same manner with men, and that their tastes and capacities lead them quite as much to the older mathematical and classical studies as to the more modern honour subjects, the proportion of successful candidates for mathematical and classical honours being in the Girton list, to those for all the other subjects as 52 to 31, and in the Newnham list 15 to 29, or in both 67 to 60.

It is worthy of note that no less than 47 of the ladies in the Girton list had become professional teachers, and most of them in high departments of the profession, while only one is noted as having entered any other profession. This is a fact which indicates the prevailing determination of educated women to the profession of teaching, and the probability that this profession will ultimately fall largely into their hands. I have not the figures for Newnham, but have reason to believe the proportion there is quite as large.

SEPARATE OR MIXED EDUCATION.

In Britain, as in this country, the question of separate or mixed education of the sexes has been much discussed; but in this, as in other matters, the practical and free genius of the English people has set itself to work out the problem in real life, instead of debating it in a theoretical manner, and consequently we find a number of experiments in progress. These may be classified under three heads: First. What is sometimes called in this country "co-education," or the education of both sexes in mixed classes; 2nd. Separate education in colleges specially for women, and 3rd. Intermediate or eclectic methods, in which the two first are combined in various proportions. The co-existence

of these different methods has the good effect of enabling parents and students to make a choice of systems, and to avail themselves of that which they prefer, without establishing anything more than a friendly rivalry between the different kinds of institutions.

I found the method of mixed classes in successful operation in University College, London, and in University College, Bristol, in both of which women are admitted freely into the ordinary classes. I did not hear of any serious practical difficulty, except in the case of the French class at Bristol, in which a separation had become necessary, but this was attributed rather to the number of students than to any serious failure in discipline.

In addition to the cheapness and facility of this method, it was claimed for it by its friends that it fitted women better for the struggle of life in competition with men, and was thus suited to those who required this hardening process, because in the present social condition of England they would have to earn their own subsistence. It does not appear, however, to be commending itself to the taste of women generally, as the number of women availing themselves of it has of late years diminished rather than increased, and in Owens College, Manchester, where it was attempted under what seemed favourable circumstances, it has been abandoned. In London its success has evidently depended greatly on the prestige of University College, and on the existence of several good colleges for ladies alone, which allow those who prefer the separate system to pursue their education in this way. Some facts which came to my knowledge would lead me to infer that the education in mixed classes may be more dangerous to the health of young women than that in separate classes, but this may depend rather on the circumstances of those who enter these classes than on the system itself.

The method of education in separate colleges for women is carried out in the great college of Cheltenham, which has as many as 500 pupils and students; in Bedford, North London and Milton Mount Colleges and in the King's College classes in London, and it is also to be pursued in the great college founded by the late Mr. Holloway, whose buildings are being erected at Windsor. I had much pleasure in visiting the Cheltenham College and in conferring with its principal, Miss Beale, one of the most zealous and able of the educationists of England, and

who has brought this institution into the highest state of efficiency almost without extraneous aid. The college has an admirable building, which is eminent among English educational structures for the excellence of its arrangements for heating and ventilation, and in many respects it resembles the great American colleges like Vassar and Wellesley, except that it receives young girls and gives them a preparatory education, so that it embraces all grades of classes from those of an ordinary school up to those preparing for the honour B.A. of the University of London, to which its students go up for their degrees. The class studying for the B.A. at the time of my visit was only twelve in number, the greater part of the students being content to pass in some of the previous examinations. Last year it sent up eight successful candidates for the B.A. and fifteen for the intermediate, formerly known as the first B.A. examination. Its teachers are ladies, some of them graduates of London, and the whole establishment is pervaded with an air of refinement and Christian influence quite different from that in ordinary colleges for men. The students do not board together in the college, but in separate houses, each under the care of a lady recognized by the college, and capable of superintending the studies of the students, or having a tutor for that purpose. Other colleges of this class, though not so large as that at Cheltenham, are conducted on similar principles, and a large number of the students who annually take degrees of the University of London are from institutions of this class.

The third method, which may be characterized as intermediate or eclectic, is that pursued at Girton and Newnham Colleges, Cambridge; Somerville and Lady Margaret Halls, Oxford, the Women's Department of Owens College, Manchester, and the classes of the Edinburgh Ladies' Educational Association. As existing at Cambridge and Oxford, which have taken the lead in this method, it is merely a development of the same system of separate colleges attached to the University, which is pursued in the education of men. Colleges for women come in as an ordinary feature in such an arrangement; and as it is usual for male students to pursue the greater part of their studies in their colleges under tutors, and to take advantage of intercollegiate or university lectures only to a limited extent, it naturally follows that the same rule should apply to the colleges for women.

ACTION OF MCGILL UNIVERSITY.

As to our own action in this matter, I have felt that this must practically be regulated, not so much by the theoretical views which we might be inclined to favour, as by the demand on the part of women for a higher education than that of the ordinary schools, and by the means placed at our disposal to establish classes for the purpose. On my return from England last summer, I found that the first of these conditions was fulfilled by the fact that as many as eight young women, who had passed as Associates in Arts, were desirous of proceeding at least as far as the examinations for Senior Associate, and were very desirous that the University should aid them in their studies. In endeavoring to meet this demand, in conjunction with Canon Norman, the Vice-Chancellor of Bishop's College, and supported by the voluntary offers of assistance made by several of the professors, I was prepared to recommend to the corporation that we should co-operate with Bishop's College and with the Ladies' Educational Association in opening classes for women in the first year in Arts, provided the means to pay for this, without trenching on the ordinary income of the University, could be secured. The scheme, which seemed to rest on the possibility of such aid, had not advanced beyond provisional suggestions for the course of study required, and for establishing it under the auspices of the Ladies' Educational Association, when the financial difficulty was removed by the liberal gift of the Hon. Donald A. Smith, who, believing that special classes for ladies should be established, placed at the disposal of the University for this purpose the sum of \$50,000 to be invested for the endowment of a college and classes for women. Under this endowment the classes have been commenced with the most gratifying prospects of success; the number of students entered being 27, of whom 11 desire to proceed to the Degree examinations. This I consider a large number, when we make allowance for the fact that no special preparation could be made for these classes in the schools of last winter, and that the classes could be advertised only for a few weeks before they were opened.

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 examinations for the Intermediate and the 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 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 most of the honour studies, so that, as in England, a choice may be offered of separate and mixed classes. It is my decided conviction that this will be necessary to enable us fully to realise our wishes in this important work, though I am quite prepared to consider the other alternative and to devise means for carrying it out, should this be necessary.

Should the classes increase in number of students, and separate tuition be provided in the third and fourth years, additional class-room accommodation will be required. But this subject will, in any case, have to engage the attention of the Board very soon, since the class-rooms used by the Faculties of Arts and Applied Science are now overcrowded. The requisite accommodation would, in my judgment, be best provided by the erection of a new building adapted to the wants of the Faculty of Applied Science, and which might be sufficiently large to contain rooms for the

classes for women; or a building, which need not be large or expensive, might be erected for the Women's College. The classes may, without inconvenience, remain for some time at least, as at present, a Special Course under the Faculty of Arts; and there will, in the infancy of the scheme, be great advantage in this arrangement, as tending to render more uniform the course of study for both sexes, and to extend to the one any improvement which may be introduced with respect to the other; while giving to the women the full benefit of the apparatus, library and museum of the University.

Two subjects still remain for consideration: one is the relation of our classes for women to those of the Ladies' Educational Association, and another, our relation to colleges for ladies, as for instance the Trafalgar Institute, which might become affiliated.

With respect to the first of these, it must be borne in mind that, while some of the subjects usually taken up in the lectures of the Ladies' Educational Association are similar to those in the college course, others are different, and that numerous ladies benefit by these lectures who could not take a college course. The commencement of college classes, therefore, affords no good reason for the discontinuance of these lectures. It will, however, be possible to open such of the college lectures as may be suitable to the members and students of the Association, and in this way its functions may be extended and its financial responsibilities diminished. This combination is carried on with great success by the Edinburgh Association, which has in this way been coming into closer connection with the University, and has at the same time been instructing large classes of students not intending to take a full University course.

With reference to affiliated colleges for women, these might either be altogether independent and situated beyond the limits of Montreal, so that their students would merely come up for examinations, or there might be colleges or halls in Montreal, in which, as in the Cambridge and Oxford colleges, the students might reside and receive a portion of their tuition while attending the University classes. Such a foundation as the Trafalgar Institute might in this way enjoy the benefits of connection with the University in the diminution of expense, in extending its course of study, and in obtaining for its students the University

examinations and certificates, without losing any part of its distinctive character.

I think it quite possible also that the McGill Normal School may, in connection with the classes for ladies, do much for the greater elevation and improvement of its academy class. The arrangements for this have already been under consideration of the Normal School Committee and the Principal and Professors of the school, and it is hoped that proposals for securing these advantages may be presented to the Corporation of the University before the end of the session.

On the whole, I think the Corporation of the University has reason to congratulate itself on having already attained to a safe and progressive position in this important matter; and that, by continuing its work in the direction already pursued, it has an assured prospect of taking a leading place among Canadian universities in the great enterprise of providing for the higher education of women.

I had the pleasure of visiting Girton, Newnham, Somerville Hall and the Women's Department of Owens College, and of conferring with Miss Louisa Stevenson, the Secretary of the Ladies' Association of Edinburgh. I am under special obligations also to Miss Bernard, the Principal of Girton, to Miss Helen Gladstone, the Vice-Principal of Newnham, to Miss Shaw Lefevre and Miss Haigh, of Somerville Hall, and Miss Wilson, of the Women's Department of Owens College, for kindness in answering my questions and in explaining the plans and regulations of those institutions; while I had also opportunities of discussing their methods and results with leading members of the universities with which these colleges are connected.

Newnham College, which may be taken as an example, has two halls, the South and North Hall, on the opposite sides of a road, at Newnham, a suburb of Cambridge. It is managed by a council of ladies and gentlemen, and is sustained by an association known as the Association for promoting the higher education of women. The resident staff consists of a principal, vice-principal, three lecturers and a secretary, all of whom are women. The Principal has special charge of the South and the Vice-Principal of the North Hall. Besides the resident staff there are a number of teachers, some of them lecturers and fellows of colleges and others ladies, engaged by the College to lecture to its students, and

representing the subjects of mathematics, classics, moral science, natural science, history, divinity, English literature and modern languages. Students must be eighteen before entering. The course of study is based on the requirements of the University examinations, and all students are advised to take honour subjects. In pursuing some of these, it is expedient for them to attend the public lectures of certain of the professors of the University, and to this extent mixed education is allowed in the senior years. The full course extends over 9 to 12 terms, that is 3 or 4 years, and all students in residence must take the regular course, though certain courses of lectures are open to women, not students of the College, on obtaining permission of the Council. The buildings accommodate 80 students, and are plain, neat and well planned. Each student has one room, with a curtained recess for a bed. There is a library and study-room, class-rooms, and a chemical and physiological laboratory, and a garden and lawn attached to each hall for recreation. The students, who attend classes in Cambridge, walk into town in all weathers, and wear boots and garments suited to the work. I had the pleasure, by request of my friend Prof. Hughes, of delivering a short extempore lecture on the questions relating to *Eozoon* to a class of about 20 students, one-third of them ladies, in the Woodwardian Museum; and I found that the lectures of Professors Adams, Cayley, Dewar, Harcourt, Liveing, Lord Rayleigh, Seeley Stuart and others, are open to the students of the women's colleges in their senior years.

The arrangements at Girton are in the main similar to those at Newnham, but Girton is at a greater distance (about two miles) from the town, and has a finer building than that of Newnham with somewhat more luxurious accommodation for the students, most of whom have two rooms; and it is considerably more expensive.

With reference to the relations of the sexes, the principles of all the colleges and halls connected with the English universities seem to be—(1) the separate residence of the women in their own colleges. (2) The supervision and tutorial help of lady-principals and tutors in the colleges. (3) The employment of lecturers sanctioned by the universities to conduct separate classes for the ladies in their own colleges. (4) Permission in the senior years and for special subjects to attend the public lectures of University

lecturers with or without a chaperone. (5) The preparation of the students for the University examinations, and as far as possible for honour certificates.

It is evident that education on these principles is different, practically, from the system of "co-education" introduced in University College, London, and in some colleges in the Western States and in this country. It combines much privacy and seclusion, and separate study under female influence of a high order, with permission under certain conditions to attend public lectures; and it is to be observed that the student of Girton or Newnham can, if she so pleases, complete her whole course of study without attending any mixed classes. It seems to me that this is quite as far as we should venture in the matter of mixed education; and I think we could venture so far, provided that, at the end of the second year, we find a number of lady students prepared to go on with the work of the third and fourth years, and that endowments sufficient to continue the whole work in separate classes are not provided.

EXAMINATIONS, DEGREES AND CERTIFICATES.

In England the examinations for degrees are now everywhere open to ladies, but under different conditions. The University of London and the new Victoria University admit ladies to the degree of B.A. without any restriction; and at London they come up to receive their diplomas habited in gowns and hoods in the same manner with the male graduates—an arrangement which has at least the merit of producing uniformity in dress. In the University of St. Andrews the degree given to women is Licentiate in Arts, with the letters L.A., and this degree is placed by the University on the same educational level with B.A. The advantages of this expedient are that, while it gives the lady graduates an equal standing with the men, it prevents the apparent anomaly of the use of a term which has popularly been restricted to men, and leaves the University free to deal on independent grounds with the question of advanced degrees, should these be provided for women. The practical difficulties connected with this last question, and with the privileges accorded to graduates in reference to voting, to offices, etc., have probably influenced the older English universities in withholding the B.A. and merely giving a certificate of having passed the

examinations. Another difficulty of course occurs from the change of name in case of marriage, which would require some attention in the keeping of the University registers; but this could probably be avoided by exacting a small fee for keeping the name on the University books with any changes which it might undergo.

The point most insisted on by the ladies managing the several colleges is, that the certificate or degree, whatever its nature, should be understood to be equal to that accorded to men. This is with them not merely a matter of sentiment, but a practical consideration, since it is necessary to place the women who graduate on an equality with others graduates in the competition for educational employments. I was assured by several ladies of much influence in the movement, that they attached little importance to any letters after the names of the graduates, provided their equality was practically acknowledged. On the other hand it is certain that some colleges for ladies send up their graduating classes to London by preference, in consequence of its giving the degree of B.A., and I was informed that the regulations of the Victoria University were likely to be of such a character as to attract large numbers of ladies to its examinations, which it is hoped will be managed in such a manner as to avoid the evils alleged against the London Examinations, in the matter of cramming, and of a hard and fast adherence to certain text-books not always fitted to give scope to the most practical and advanced teaching.

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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.

Dec. 6, 1884.

J. WM. DAWSON,

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.

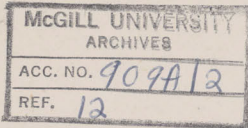
POSSIBLE PROVISION FOR THE WORK OF THE THIRD AND FOURTH YEARS.

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.

*Educ of Univ
See P 9*

THE
FUTURE OF MCGILL UNIVERSITY.

ANNUAL UNIVERSITY LECTURE,
SESSION 1880-81.

BY PRINCIPAL DAWSON, LL.D., F.R.S.

According to a regulation of the University, it is the duty of the Principal to deliver a lecture on a general educational subject as early as may be in each session, but it is understood that this duty may be discharged by the substitution—with the consent of the Corporation—of some other member of the University or some distinguished stranger. In the present session the lecture was to have been delivered by one to whom we have often listened with pleasure, our lamented friend the late Judge Dunkin.

The subject which he had selected was one most suitable to him and most interesting to us,—the early history of McGill College. Unfortunately, however, continued ill-health rendered it necessary for him to ask for a postponement from the usual time in November until January, and now we have to mourn his death; and this, just when we had hoped that, relieved from public duties, he might in the evening of his days have devoted himself more fully to those educational interests which he loved so well. Some portion of what he would have told us, had he been spared to lecture, has already appeared in his elaborate Report on the Education of Canada, prepared for Lord Durham's Commission in 1839, one of the most important educational papers

ever written in this country; but much more we shall never be privileged to read or hear. From the beginning of the movement for the re-organization of this University in 1850, up to the end of last year, he was one of the most active workers and thinkers in connection with its affairs. For such services to the public he was admirably fitted by his thorough mental culture, his academical experience, his business capacity, and his knowledge of public life; while his accurate habits of thought, his earnest Christian character and his genuine enthusiasm as an educationist, ensured that everything which he undertook should be done well and thoroughly. There is no man to whom the University and the cause of education in connection with it, owe more; and when the history of its early struggles and later prosperity shall be written, though it may want some of the charm which his clear mind and accurate hand might have given, it will at least bear testimony to the great part which he played in the organization of the higher education in this province.

In these circumstances, the duty of delivering this lecture has necessarily devolved on me, at short notice, and in the midst of other pressing engagements; and having no hope of being able to do justice to the subject selected by our late lamented friend, I have chosen one which very frequently occupies my thoughts, and has thus the advantage of familiarity, while it also allows some scope for imagination. I have named it "The Future of the University;" but I would have it understood that I shall be able to advert only to a few points relating to our future; and these I shall regard as from the standpoint of one who can at least see something of the manner in which the lights and shadows of the present are projected into the coming time.

Allow me first to present to you the idea that in this country an University is not a fabric rounded and complete in all its parts, but necessarily incomplete, and in many parts presenting merely the framework of what it is to be. You are familiar with the fact that young animals, and for that matter young men also, become developed in frame before they are filled in with flesh, and present an angular and raw-boned appearance which, however displeasing, may be a presage of future strength. Canada itself, with its vast uninhabited solitudes and new provinces marked out on maps, but not filled with people, is a gigantic example of this state of things. To be a complete institution,

a Canadian college must be one of those which, limited by some local or denominational restrictions, are not destined to any larger growth.

Not only must the Canadian University be thus incomplete, but it must be somewhat unequal in its development; and it must present some structures not intended to be permanent, some scaffolding destined to be removed. The new settler has to be content at first with a make-shift shanty, and with many other make-shifts which he hopes to replace in time to come with better implements. The time is not long past when even in the principal streets of Montreal there were old and diminutive wooden buildings alternating with palatial structures of more modern times, and giving a most quaint and unfinished appearance to the whole. Much of what we now have and do may bear the same relation to the future, which the rude sheds and scaffolding of the builders bear to the great edifice they are now erecting on our grounds. Yet wise men will not despise these poor and unsightly things, but will see in them the presage of a better time to come. Young men more especially should regard them with forbearance, for are they not the symbols and appliances of that rude toil with which we, who are soon to pass away, are preparing better things for our successors.

Let us think for a moment of the application of these views to our present circumstances. Two courses were open to the original administrators of Mr. McGill's bequest. One was to limit their aims to that narrow range of scholastic studies which seemed indicated by their scanty means and the small educational wants of the time. The other was to survey and mark out on the ground wide fields of operation which they might hope in the future to cultivate, and to occupy such portions here and there as seemed likely to yield an adequate return. Fortunately, their own foresight and the natural ambition of a new country pointed to the latter course, and the comparatively early development of our Medical Faculty indicated the probable path of success. Hence it has come to pass that our course of study in the Faculty of Arts has taken a wide scope, that we have Faculties of Law, Medicine and Applied Science, six Affiliated Colleges and a Normal School, as well as connections more or less direct with nearly the whole of the active educational work of the Dominion. It thus happens that with about

500 students and an income adequate to one moderate college, we find ourselves doing work that is spread over all the departments which belong to the greatest universities. Of course it follows that much is imperfectly done, that time and effort are wasted in hurrying from one field of labor to another as exigency demands, that constant watchfulness is needed to prevent some agency from breaking down; and finally, that in working for the future it is often necessary to appear to be attending to one interest at the expense of another, and that in spite of all our efforts we may have temporarily to abandon some promising position which has become untenable, but upon which, nevertheless, we must continue to have a watchful eye, and be ready to reoccupy when circumstances permit. The whole educational history of McGill is thus like a hard fought battle, in which, with a too slender force, we have been defending or attacking widely extended positions.

Looking abroad over the field as it presents itself after a conflict of twenty-five years, we can congratulate ourselves on few very brilliant achievements; but we have at least held our own, and made some progress, and often when every avenue seemed closed an unexpected deliverance has come. At this moment we appear to have reached a standing point in all except a few directions. Our endowments seem to have reached their limit of productiveness. Each of our Faculties has attained to a certain degree of completeness, and is doing its work in a respectable and efficient manner, but has little prospect of advance beyond this. Our number of students is, relatively to the population we represent, somewhat large, but it has not materially increased for several years. Yet we cannot remain stationary without falling back, and we cannot advance along any of a number of inviting lines without greater means. It would be easy to give illustrations of this. In the Faculty of Arts, for example, we require much subdivision of chairs. We should have separate professorships of Greek and Latin, of Mathematics and Natural Philosophy, of Geology and Biology, of History and English Literature, and our professors of Modern Languages should not be hampered with other duties than those of the College. In this Faculty also we require more aids to students in the form of exhibitions and scholarships. To do what I have thus indicated would perhaps double our expenditure, but in a few years I

have no doubt it would also double our number of students, and enable us to carry education to a much higher point. In the Faculty of Applied Science we are suffering from deficient means of instruction in Mechanical Engineering, and from the want of a special building with proper appliances. The Faculty of Medicine has more than any other been independent and self-supporting, and the energy and enterprise of its professors as well as their liberal contributions of their own money, have enabled it to distance every similar school in this country; but for this very reason it deserves to have means given for its more full development, particularly in modern specialties. The Faculty of Law greatly needs endowments for one or two chairs to give it a more stable and progressive position. All these and other needs are sufficiently obvious to those acquainted with the inner working of the University; but for the present we must endeavour to counteract the resulting deficiencies by any sacrifice, till means can be supplied to give us more freedom. Nor can we hope to surmount all such difficulties at once. In the nature of things they must be met and conquered one by one. Of two or three equally necessitous demands it must constantly happen that one may be satisfied while the others must wait, and must feel even more keenly their destitution by contrast. Yet, we shall never succeed by refusing to accept one favour till we can secure another, or by simply waiting till something may turn up. We must constantly press forward, however slowly and painfully; and successes apparently sudden are usually connected with long antecedent preparatory struggles.

As a noteworthy instance of this, I may be excused for referring to the magnificent donation of Mr. Peter Redpath, which almost at a bound places our appliances for the teaching of Natural Science on a level with any on this continent.

In 1855, when it fell to me to deliver the first course of lectures on Natural History in the McGill College, there was absolutely no collection of specimens. I had, fortunately, brought somewhat extensive collections with me; and with the aid of the museums of the Natural History Society and the Geological Survey, secured sufficient material for my first course. But, unhappily, a large part of my private collection was destroyed by fire, without any insurance, in Burnside Hall, and the College was quite unable to replace it. Within a short time, however,

the governors were able to secure the collections of minerals and plants of the late Dr. Holmes, and these, with what remained of available material in my cabinet, formed the nucleus of our Museum. It was, however, very small, and without any funds to promote its increase. Donations were then solicited from scientific friends, and with the duplicates of our collections and what could be procured in expeditions undertaken in the summer vacations, we were able to organise a system of profitable exchanges. More important aids gradually came, in connection with the completion of our building by Mr. William Molson and his donation for a museum fund, in the noble gift of the Carpenter collection of shells, and the room provided to contain this; until finally, almost without any expense to the general funds of the college, our collections have grown to such dimensions that they would justify the erection of the splendid building now in progress.

Other departments have entered upon and proceeded some way in the same course, and before many years may attain to the same developement. The beginning of our library dates from 1855. Thanks to the generosity of Mr. Molson it secured an admirable room, but not until it had grown to some extent in temporary quarters. Since it has been transferred to the William Molson Hall, it has increased, almost without expense to the College, at the rate of nearly a thousand volumes annually; and at a similar rate of increase for another decade, it will either wholly occupy this hall or will require a large separate building for itself. I have no doubt that if the University could have afforded adequate salaries for a librarian and an assistant, it would already have outgrown its present accommodations, and might have attracted the attention of some one willing to erect a great library building. Our little observatory, built to facilitate the meteorological work of the late Dr. Smallwood, had a tower for a telescope attached to it, when we had no such instrument, but it was destined to be occupied by the telescope presented to us by Mr. Blackman, and which we had thus the means to accommodate. It is yet on a small scale, but in connection with the practical demands arising in this country for astronomical and meteorological work, I regard it as the germ of greater things. In 1855 the University possessed a small collection of philosophical apparatus, originally

procured to illustrate the lectures of Dr. Skakel, one of the pioneers of Canadian science, and which, with some additions, served for several years as our only means of illustration in experimental physics; but the good use made of it by our professor stimulated that truly handsome gift of the members of our Board of Governors, by which it has become probably the most modern and serviceable apparatus in the Dominion. If not otherwise, I have no doubt that before a very long time has elapsed, those who have by its means acquired an insight into the wonders and triumphs of modern physical research, will establish in connection with it a physical laboratory with ample means for practical study, and special endowments for experimental physics. The establishment of our Faculty of Applied Science and the appointment of able professors to carry on its work, at once called forth handsome gifts and subscriptions. It has only recently received a large bequest; and the attempt, under certain disadvantages, to train some of our students as mining engineers, has not only led to important donations of specimens, but also to the presentation of that beautiful set of mining models, which are unique in this country, and which will be suitably lodged and displayed when our specimens in Geology shall be transferred to the new Museum.

The lesson as to the future which I would deduce from all this, is that to appreciate beforehand the educational wants of our country and to enlist competent and earnest men in successful effort to meet these wants, will secure means and materials, and attract students. Thus, in our circumstances, every step must be taken in faith, and must look to the future as well as to the present.

Perhaps this thought may better prepare your minds for some subjects to which I next turn, and in which we have as yet been able to make little progress beyond that of sowing a few seeds which may some day germinate.

Under this head I may first refer to what, by rigid educational conservatives, are somewhat contemptuously called fancy chairs or fancy subjects of education. As an illustration I may take History, or if you prefer this, Modern History, not excluding the History of Canada.

If you will consult that now somewhat antiquated publication the Calendar of McGill College for 1855-6, you will find there

the name of a gentleman well known as an able educator, as Professor of Ancient and Modern History; so that we began well in relation to this subject. It soon, however, became necessary to transfer the occupant of the Chair of History to another and more onerous position. In these circumstances, to keep faith with the students who had entered on the course, it was necessary for a session that I should myself deliver the lectures on History, which I accordingly did; but other duties soon rendered even this make-shift impossible, and we were obliged to content ourselves with the ancient history connected with the course in classics and such modern history as was included in the subject of English Language and Literature. Beyond this we could do nothing, except in securing one course of lectures in English History from Prof. Goldwin Smith, and in assigning the medals given by Lord Dufferin to a course of historical reading. I confess I have always regretted this enforced retreat from the position of 1855, and have looked with longing eyes to this abandoned outwork of our position. When, therefore, two years ago, we were so fortunate as to secure the services of the present associate Professor of English Literature, the title of Professor of History was bestowed on him, and it was arranged that so far as his other onerous duties would permit, some time was to be given to modern history, to which, however, in the circumstances we could assign merely an optional and honour place. I have reason to know that this arrangement has already done good, and while it is a present benefit to many of our students, it may be the entering point of the wedge which shall ultimately open up for us a regular historical course. In point of fact, however, this subject, important though it is to every educated man, and fraught with the highest lessons of human wisdom, has some inherent difficulties as a branch of academical study. In so far as a mere general knowledge is concerned, any educated man can attain this in an easy and delightful manner by his own reading. On the other hand, to attain to any fitness for profound or original research, requires a thorough preliminary training, more especially in languages and literature, rather than any premature entrance on the direct study of history. Again, it is a subject which, to produce its highest results, should be taught not by one instructor merely, however competent, but by several advanced specialists wholly devoted to particular departments,

and capable of exciting some enthusiasm in these. Further, it is extremely difficult to secure for a subject of this kind adequate time in the regular college course, especially in its earlier years, and hence it becomes relegated to the sphere of optional work taken at best by a few. It is also difficult in a country so practical as this to obtain endowments for work of this kind; and without these it is scarcely possible to secure for any except the most essential subjects any adequate recognition from a College Faculty. Our present method of dealing with it is to exact a certain amount of reading in ancient history from junior students, and to render accessible to senior students a short course in some portion of modern history, as an aid and inducement to farther study after graduation. Perhaps, if we could supplement this by special courses of lectures, delivered, not by a regular professor, but by some historian selected annually by the University, we should satisfy fully present wants in this department. Endowments for temporary lecturerships of this kind are not infrequent in other universities, and they may be a means of doing much good, while less costly than the endowment of permanent chairs.

Another important topic to which our attention has often been turned, is the higher education of women. Without referring at all to professional training, which is quite a distinct subject, I would here speak only of general academical education. With reference to this, it is scarcely necessary to argue for the desirableness of securing to women an education equal in quality and extent to that provided for men. This question has now been settled in all the more civilized nations. Two others remain on which there may be difference of opinion. One is as to whether the higher education of women should be precisely similar to that of men; and the other, whether the two sexes should be educated together or separately. In answering these questions it seems to me that if grounds of economy alone were to regulate our choice, we should decide in favor of similar education and co-education. But if we reason on higher and broader grounds, we should prefer a special education in separate colleges. My reasons for this are such as the following:—First, the regular curriculum in our colleges for men is hampered with survivals from past states of society, and with requirements for professional pursuits, while a higher education for women should be more modern in its scope and based on a higher ideal of æsthetic,

intellectual and moral culture. Secondly, there are important considerations, both physiological and mental, which render it inexpedient that women should compete with men in the hard and rough struggle of college life as at present constituted, and experience shows that in the education of women the ruder and stronger stimuli applied to young men are not needed. Thirdly, there are practical inconveniences and dangers attending the education of young men and women in the same classes, especially when they belong, as is inevitable in this country, to very different social grades. Fourthly, in the United States, where the condition of society is not very dissimilar from our own, both methods are being tried on a somewhat large scale, and the verdict of public opinion seems to be in favour of colleges where a special and distinct education is provided for women alone.

While stating these reasons, I must admit that the only experiment in co-education which we have carried on, that of the McGill Normal School, has for more than twenty years been conducted with entire success. But here the conditions are peculiar. It is a professional school attended by pupils animated by an earnest desire to qualify themselves for a useful and honorable vocation, and the women are largely in the majority, so that it is rather a question of the education of a few young men in a college for women.

In one or other of these ways, however, the higher education of women is now provided for in most civilised countries. At the recent meeting of the Association of Protestant teachers of this Province, the Rev. Canon Norman directed attention to this, in an elaborate paper, and showed that in Italy, Switzerland, Austria, Holland, Denmark and Sweden, women are admitted to the Universities. New Zealand, Australia and India have, it seems, taken the lead of other dependencies of the British Empire in this matter. In England itself, Cambridge and Oxford have colleges and halls where women are trained for their examinations. The University of London has opened its examinations to women, and they are admitted to the classes in University College and other colleges affiliated to the University.

There can be little doubt that in this branch of education Canada as yet lags somewhat behind, and it has, I confess, been a matter of humiliation to myself that we have hitherto been able to do so little toward giving our country a higher place. In this

University our action has been limited to three agencies. We have aided and superintended the McGill Normal School, which is in many important respects a college for women. We have assisted the Ladies' Educational Association of Montreal, which has been doing good educational work, and preparing the public mind for something more systematic. We have established higher examinations for women, leading to the title of Senior Associate in Arts, which is in some sense an academical degree. As to the future, if a college for ladies were established in Montreal and affiliated with our University, there would be no difficulty in admitting its students to examinations and degrees, without any material additions to our present regulations. Substantial aid could also be given to such an institution in the use of our books, our apparatus and our collections in natural history, as well as in lectures by some, at least, of our professors.

With increased facilities and means, we might take upon our own staff a large part of the educational work of such an institution. As an example I may mention that the new Peter Redpath Museum is so planned that it will admit of separate classes for male and female students; and I think I may pledge myself that in it, after 1881, ladies can have quite as good opportunities for the study of Botany, Zoology and Geology, as those enjoyed by our male students. Similar benefactions to that of Mr. Redpath, more especially if of such a nature as to permit the division of some of our present chairs, might enable us in like manner to open classes for women in Languages, Literature, Mathematics, Physical Science and Philosophy; and this without any of the embarrassments incidental to teaching both sexes in the same classes.

There are in Montreal two educational benefactions for the higher education of women, those of the late Donald Ross and of the late Ann Scott; but we are told that it is not unlikely that these must remain unfruitful for more than twenty years. Reckoning the college life of a young woman at four years, this represents five generations of lady students. I feel confident that this loss and waste will not be submitted to by such a city as this, and that, either such additions will be made to the Ross and Scott bequests as to bring them into earlier operation, and give them a sufficiently wide basis, or the means furnished to the University itself to take up the work.

Another question which concerns our future, is that which relates to the employment of native or imported teachers. Of course in a question of this kind extreme views are simply absurd. To determine that we shall never go beyond what our own country can produce, would be to doom ourselves to stagnation and perhaps to retrogression. To determine that we should employ only teachers from abroad would involve us in hopeless difficulties. Wise men and wise nations will do all that they can to develop their own resources, but will seize every opportunity to obtain from abroad that which may tend to progress and improvement. No educational institution can afford, when it has vacancies to fill, to take anything less than the best men it can obtain anywhere. Other things being equal, native learning and ability may claim a preference, and they have undoubtedly the best chances of success. Practically, however, it must be borne in mind, that in this country, few young men can be induced to devote themselves to education as a profession. The work of the merely general teacher has few attractions and holds forth no prizes. The positions requiring special teachers are few in number, and the preparation necessary for them is not within the reach of all, while the talents specially fitting for them are still more rare. It is not wonderful, therefore, that few of our graduates in Arts enter on any special preparation for educational work. A larger number of professional graduates find opportunities for teaching in connection with the pursuit of their professions. On reference to actual facts, I find that in this University, twenty-six of our professors and lecturers are Canadians, and of these the greater part are graduates of our own. Besides these, I have reason to believe, that at least as many more of our graduates hold professorships and other important teaching positions in other institutions. For a University which has been sending out graduates for only a little more than twenty-five years, this is no discreditable record. In the future I anticipate still greater progress in this direction, and none the less that we may occasionally induce a man of learning from abroad to join our ranks and give to some of our subjects of study a new impetus. As a British American myself, I should deprecate as discreditable to my country any attempt to hinder the fair competition of men from abroad with ourselves, or to deprive this country of the benefits it may undoubtedly receive

from the occasional introduction of ability and learning from without our borders. No civilized nation indulges in such eccentricities, and in our time even China and Japan would put us to shame were we to impose prohibitory duties on foreign brains.

In connection with this subject, however, I desire to point out a fallacy or rather a group of fallacies, relating to collegiate work, more especially in the Faculty of Arts, and which I fancy does some mischief. Our course of study is often spoken of as necessarily much more imperfect than that of institutions abroad, because the average Canadian student enters college less perfectly prepared than is the case in some other countries, because we have fewer professors and students than some colleges of greater age and resources, because we are supposed to have a lower standard of scholarship in some of the older subjects, and because our course of study is more varied than it should be. Without entering into the question how far these charges are well founded, and if you will, admitting them all as evils incident to our position, I still maintain that our system is specially suited to obviate their effects and to produce the style of educated man needed in this country.

In the first place we have a regular and definite course in the first two years, and every student must pass on equal terms in the Intermediate Examination at the end of the second year. We thus endeavour to lay a good groundwork of what may be termed elementary collegiate education, and this with us includes so much of modern literature and science as to enable the student at least to form some estimate of his own powers and tendencies relatively to such subjects. In the third and fourth years, the student may continue the regular course, and this may be to his advantage with regard to some kinds of professional life. On the other hand, he may, if his tastes or gifts so indicate, devote himself to any one of several honour courses of a high class, and may graduate in honours. He will thus be fitted to enter at once into original work in some one department, or to pursue farther either here or elsewhere the speciality he may have chosen. Still further, after graduation young men may pursue with us what in the United States are called post-graduate courses, by taking for one or two years the honour work in one or more of the courses which they may not have pursued as undergraduates.

On the other hand, our honour graduate is in a position to continue his studies independently, or under the guidance of specialists in this and other countries. In many cases it will be the best course for him to go abroad, as the highest special teaching in all subjects cannot be found in any one country. Germany has for some time been a favourite resort of such special students; but as a matter of fact, quite as many resort thither from the Universities of Great Britain and the United States as from those of Canada, and I know it to be the case that our men show themselves as well prepared to profit by the advantages to which they may have access, as those of any country. But in the majority of cases the Canadian Bachelor of Arts employs the education he has received as a means of entering at once on some professional pursuit in his own land, and he is generally successful. I have seen a far greater proportion of half educated men prove failures than of College graduates, and while it is not uncommon to find that educated men cast upon our shores from other countries prove quite unfit for the conditions of life here, I have not seen many of the children of Canadian colleges reduced to beg their bread.

Those interested in higher education in Canada have noticed, it may be with some concern, the ventilation in the press of projects for a National Examining University to take all our colleges under its wing, and by securing uniformity and a high standard of degrees to introduce a sort of educational millennium. Such schemes are captivating to enthusiastic minds not aware of the difficulties involved in them; and they are stimulated by the evils which arise from that multiplication of small colleges with University powers which has been carried much too far in some parts of Canada. It may be admitted that with reference to some departments of professional education we need a Dominion Registering Board, which would give a right to practise in any part of Canada, and which might also secure reciprocity in some professions with the Mother country. The Dominion Government should undoubtedly reclaim out of the hands of the several provinces the power, now so much misused in some quarters, to determine professional qualifications to practise, and thus secure to every Canadian a truly national, and not merely a provincial career. This does not require a national university, but merely a Central Board of Registration, having power to regulate to

a certain extent the standard of the several teaching and examining bodies, on such broad general principles as those of the Medical Council of Great Britain. Canada will fail to attain one of the most important advantages of union until this reform is effected.

The establishment of a General University is, however, a very different thing, and one involving very serious considerations. The examinations of a General Examining Board must either be fixed at the level attained by the weaker colleges, or these must by legislative provision be raised to the standard of the stronger, or they must be crushed altogether. Any of these alternatives, or any attempt to adopt an intermediate course, must be fraught with danger to education, and would probably lead to bitter and troublesome controversies. Another difficulty would result from the attempt to subject to identical examinations the students of Catholic and Protestant colleges, of those whose course of study is narrow and uniform, and of those which cultivate options and honour studies or have a wider general course. Either grave injustice must be done, or there could be no uniform standard for degrees. Again, in a national university every examination would require to be based on some established text-book or set of text-books. Thus all teachers and their pupils would be thrown on a sort of procrustean bed, where the longer would certainly be cut short even if the shorter were not lengthened. In other words the progressive and original teachers in any subject would be discouraged, while the man of routine would carry the day. Hence such general examining boards are especially obnoxious to advanced educationists and to the advocates of scientific education. Another evil of a general system of this kind is that it tends to take the examinations out of the hands of the actual teachers and to give them to outside examiners, in my judgment a fatal mistake in any University system. As these evils are by no means so generally appreciated as they should be, I venture to quote here two opinions respecting them from English sources. One is from the report of the Royal Commissioners on the Scottish Universities, the other from a well-known scientific journal. The Commissioners say :—

“The examination of the students of a University for their degrees by the Professors who have taught them, is sometimes spoken of as an obvious mistake, if not abuse; but those who are practically acquainted with

University work will probably agree with us that the converse proposition is nearer the truth. In fact, it is hard to conceive that an examination in any of the higher and more extensive departments of literature and science can be conducted with fairness to the student, unless the examiners are guided by that intimate acquaintance with the extent and method of the teaching to which the learner has had access, which is possessed only by the teachers themselves. The admirable influence which the Scotch Universities have hitherto exerted upon the people of that country has been due not only to the prolonged and systematic course of mental discipline to which their students have been subjected, but to the stimulus and encouragement given to inquiring minds by distinguished men who have made the professorial chairs centres of intellectual life; and we cannot think it desirable that any such changes should be made as would tend to lower the Universities into mere preparatory schools for some central examining board."

The scientific editor is more sharp in his condemnation:—

"The calendar of the central board must inevitably embody only the best-known and most widely-diffused results of knowledge—not that which is growing and plastic, but which has already grown and hardened into shape—the knowledge, in fact, of a past generation which has become sufficiently well established to be worthy of this species of canonisation. A very powerful inducement is thus offered to the professors of the various colleges to teach their pupils according to this syllabus, and a very powerful discouragement to attempt to alter it. They may be men of great originality and well qualified to extend and amend their respective spheres of knowledge, but they have no inducement to do so. It is the old and time-honored custom of killing off the righteous man of the present age in order the more effectually to garnish the sepulchres of his predecessors."

I am glad to say that the statutes of this University recognise the right of the Professors to be *ex-officio* examiners, though additional examiners may be appointed by the Corporation.

It would seem, therefore, that with all its evils, whatever they may be, we must cultivate educational competition as the only means of real progress. I would not, however, wish to be understood as objecting to that union of separate colleges around a central University which we have been endeavouring to carry out here, which has long been in operation in the older English universities, and which, in a form very nearly akin to our Canadian ideas, is being introduced in the recently chartered Victoria University of the North of England. This voluntary association of several educational bodies for the common good is very different from the enforced and mechanical union of a national university; and if wisely managed, with mutual forbearance and consideration, and a general love of progress, may

produce the best effects. McGill University has so far been more successful than any other in Canada, in this aggregation of teaching bodies. We have not only our four Faculties and Normal school, but two affiliated colleges in the principal seats of Protestant population in this Province outside of Montreal, and four affiliated Theological Colleges. Thus we have in all eleven teaching institutions united in our University system—not by force from without, but voluntarily. In these circumstances we can realize the benefits of union of colleges and examiners, while retaining our independence and avoiding the evils attendant on a single examining board. Looking forward to the future, our system seems much more likely to be successful than the crude and untried projects to which I have referred.

In the introduction to this lecture I have made some remarks regarding endowments, and have stated that the McGill endowment and the additions made to it may be considered as having reached the limit of their productiveness and utility, while the demands made on them are likely constantly to increase. We thus invite additional benefactions, whether by gift or bequest. That we shall receive these in increasing amount, I have no doubt, and the experience even of the past year testifies to this. I could wish, however, that in this matter those of our friends who could afford to do so, would become their own executors, and thus enjoy the pleasure of seeing the effects of their liberality. This is especially desirable when benefactors are interested in any special object, since in the case of bequests, circumstances may so change before they become operative, as to deprive them of much of their value, unless they are devoted merely to the general uses of the College and not to particular objects. There is no doubt a sad and tragic responsibility attached to the gifts of the dead, which always weighs heavily on my own mind, and which I hope will ever be felt by those who have the management of the affairs of this University. In this connection I think it right to refer to two recent benefactions, that of Ann Scott to the Ross Institute, and that of her sister to this University. These two maiden ladies, bereaved of their near relatives, and alone in the world, of the injustice of which they supposed they had no small reason to complain, withdrawing themselves from society, and falling into those little eccentric ways which are natural to the aged and solitary, but of which only the

silly and hard-hearted can make a jest, occupied their thoughts with the disposal of their modest patrimony, so that when they should cease to need it, some good might be done to others. The picture is one to be studied by those who heap up or recklessly expend wealth for selfish enjoyment and display, and also to be taken to heart by those who are called on to administer such bequests, and who should feel that it were foul sacrilege to misapply to any merely selfish end the smallest portion of money so given.

A project for the future, to which I had wished to direct your attention, is that of a lodging-house for students. This, I believe, will soon be most desirable if not necessary. It must not be a prison or a monastery, but a home, not a make-shift but thorough and sufficient. If students are to be confined in small unventilated dormitories, serving both for study and repose, and to be herded together like prisoners under compulsory rules, I perceive no advantage that may not be secured in private lodgings, and I see danger both to health and morals. But if I could see, as I have seen in some of the noble college foundations of the United States, halls in which each student might have a separate bedroom and study-room, large, well lighted and well ventilated, and looking out on a pleasant prospect, I should then appreciate the facilities afforded for comfort, work and good conduct. Should the means be given to erect such a building, the plans for its construction and management can easily be matured. In our present circumstances a dining hall alone would be a great convenience, and it might, as in Harvard, be combined with a University theatre suitable for our public meetings and exercises. Perhaps rooms, dining hall, and theatre might economically be united in one large building. I am glad to learn that one of our citizens designs to erect such a building for the Presbyterian Theological College, and I could wish that similar benefactions could be secured for the other theological colleges and for the University itself.

If at the end of this, I fear somewhat dry, discourse, I were to give you a text on which to hang its disunited parts, I might, though in a humbler sphere, adopt that of the great Christian apostle, wherein he says that, "forgetting the things that are behind," in so far of course as they were evil and imperfect, he "reaches on to those which are before." This, at least, might

serve as a good motto for a Canadian educationist in our time. But the things that are before are boundless, and but a very few can possibly be fulfilled in the time of those of us who are becoming aged. We must leave them as an inheritance to our successors; and here I may mention that in my college office will be found a somewhat bulky package of papers labelled "unfinished and abortive schemes," of which enough remain to provide the material for several such lectures as the present, should any one desire to follow up the subject.

In closing, allow me to say one word to students, some of whom may perhaps think that too little of the University belongs to the present, too much to the future. I would say to you, gentlemen, do not be discouraged by the fact that so much remains to be done. Rather congratulate yourselves on the privileges you enjoy beyond those of your predecessors, and resolve that you will do your part in carrying on the work they have begun. Under a rational and truly living system of collegiate training, like that which prevails here, though it may be imperfect in some of its details, you are sure to find more than with your best efforts you can fully master. Your ultimate success depends mainly on yourselves, and you may rest assured that the habits of mental application, of continuous study, of ready and accurate expression, which the diligent student is sure to acquire, and the insight into and love of the intellectual labour of the great men who have gone before you, constitute acquisitions so great for the practical uses of life, that you need not envy those who may succeed you within these walls, even in the brighter days which we may anticipate in the future. Nor if you avail yourselves of the advantages within your reach here, will you find any reason when you go abroad to be ashamed of your *alma mater*, or of the plain though wholesome fare with which she nourished your growing mental powers.

Ord^y. Lectures in 1883-4

2d year	Sage	in	3
3d	—	class Phil & Met	3
4th	—	Adv Phil	<u>3</u>
			9

Ord Lects in 1883-4

2d year	3	Psych 1st term	Men	3	for Knudsen
	3	—	1st — 1st		
3d year		men		2	
		women		2	
4th year		men		3	
		women		3	
				<u>13</u>	
		3	Three attended	3	
			& Knudsen		
				<u>16</u>	

LECTURES IN THE UNDERGRADUATE COURSE IN THE FACULTY OF ARTS.
SESSION OF 1887-88.

HOURS.		MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
FIRST YEAR.	9	Classics. Mathematics. English. Elementary Chemistry.	† Mathematics. (b) Classics. * French. * German. * Hebrew.	Mathematics. Classics. * French. English.	† Mathematics. (b) Classics. * French. * German. * Hebrew.	Mathematics. Classics. English. Elementary Chemistry.
	10					
	11					
	12					
SECOND YEAR.	9	* French. Classics. Mathematics. † Mathematics. Botany.	Logic. * German, Hebrew. Classics. * German. (c)	* French. Logic. † Mathematics. Botany. English.	* Hebrew. Logic. Classics. * German. (c)	* French. * German. † Mathematics. Classics. * Hebrew.
	10					
	11					
	12					
THIRD YEAR.	9	English Literature. German. † Math. Physics. † Mental Philosophy. Mental Philosophy. (e)	Classics. French. † Ment. Phil. Zoology ‡ Physics [Experimental]. Hebrew.	† Classics. † Math. Phy. † Anglo-Saxon. (e) Physics [Mathematical]. Mental Philosophy. (e) Classics.	Classics. French. Theoretical Chemistry. (e) Zoology. ‡ Physics [Experimental]. Hebrew.	† Classics. † English. (e) † Geol. † Mathematical Physics. * Syriac, etc. Rhetoric. Physics [Mathematical]. German.
	10					
	11					
	12					
	1					
FOURTH YEAR.	9	† Math. Physics. † English. Geology. Classics. † Geology. Moral Phil.	Astronomy. (a) French. † Ment. Phil. German. Moral Philosophy. Chaldee (e) ‡ Physics [Experimental].	† Classics. Geology. English Literature. (e) Classics. † Geology. Math. Phy.	Astronomy. (a) † Mental Philosophy. German. History. Moral Philosophy. Chaldee (e) ‡ Physics [Experimental]. * Hebrew.	† Classics. Geology. French. † Geology. Anglo-Saxon and Early English-German. † Math. Physics.
	10					
	11					
	12					
	1					

(a) During First Term. (b) Second Term. (c) For beginners entering 2nd Year. † For Candidates for Honours. (d) For Medical and Occasional Students. Classes at 1 p.m., may be changed to other hours.
(e) Additional Department.

Library open every day, 9 to 4. The Museum will be opened as arranged by the Professor of Natural History. Determinative Mineralogy, Wednesday, at 2 p.m. Practical Chemistry, Monday and Thursday, at 2 p.m.

Lectures
J. H. Murray

HISTORY :—

Prof. Moyse.

Thursday, at 9 a.m.

LATIN AND GREEK* :—

Rev. Dr. Cornish.

FRENCH* :—

Dr. Darey.

GERMAN* :—

Prof. Markgraf.

MATHEMATICS AND MATHEMATICAL PHYSICS* :—

Dr. Johnson and Prof. Chandler.

Those Courses, in which two lectures weekly are delivered, will each amount to about 40 lectures, and the others in proportion.

* The Lectures on these subjects extend over all the Years of the Course, and the hours will depend on the standing of Students with respect to previous preparation.

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FACULTY OF ARTS.

*ORDINARY LECTURES IN THE DONALDA SPECIAL COURSE FOR WOMEN.

YEARS	HOURS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
FIRST YEAR.	12		Chemistry.		Chemistry.	
	2	Mathematics.	French.	Mathematics.	French.	Mathematics.
	3	Latin.	German.	Latin.	Latin.	German.
	4	Greek.	English.	English.	Greek.	English.
SECOND YEAR.	10	Mathematics.				
	11	Greek.				
	12			Botany.		
	2	Latin.		Latin.	German.	
	3	Botany.	French.	English.	French.	English.
	4	German.	Logic.	Greek.	Logic.	Logic.
THIRD YEAR.	10		Classics.		Classics.	French.
	11	French.		Rhetoric.		German.
	12	Classics.		Math. Physics.		Math. Physics
	3	German.	Exp. Physics.	English.	Exp. Physics.	
	4	Metaphysics.	Zoology.	Metaphysics.	Zoology.	
FOURTH YEAR. 1887-8.	9				History.	
	10	French.	Astronomy.	Geology.	Astronomy.	French.
	11	German.	Classics.	Geology.	Classics.	
	12		Moral Phil.	Moral Phil.	Moral Phil.	
	2		Geology.		Geology.	German.
	3		Exp. Physics.	German.	Exp. Physics.	

The hours for Practical Chemistry and Additional Botany will be arranged at the beginning of the Session.

*For Honour Lectures see previous table.