

# HIGHER EDUCATION OF WOMEN.

## PHYSICAL GEOGRAPHY CLASS.

### A Series of Lessons in Physical Geography

WILL BE GIVEN BY

**M. J. Barrington-Ward, Esq., B.A., F.R.G.S.,**

*Worcester College, Oxford.*

*Natural Science Master in Clifton College.*

**DURING THE SPRING OF 1872.**

This Class will be opened on Saturday, 3rd February, at 11.45 a.m., and it will meet on each subsequent Saturday, at the same hour. The meetings will be held at 2, LANESFIELD VILLAS, Pembroke Road, Clifton.

The following is an outline of the Course:—

The form and motions of the Earth. Its division into land and water. Size and shape of continents. Lowlands. Highlands or plateaux. Mountains. Valleys. The Ocean and its different parts. Its depth, saltness, and movements. Marine currents. Waves.

Rivers and Lakes.

The Air, its nature, extent, and principal uses. Permanent and periodical Winds. Storms.

Dew. Clouds and rain. Snow and hail. Climate.

The nature of Earthquakes. Volcanoes.

The mode in which Plants and Animals are distributed on the earth. The plants and animals of different countries.

The different Races of Mankind, and their distribution.

The Course will be of an easy nature, and no previous knowledge of the subject is required on the part of Students.

It is proposed to have several examinations (by means of papers) during the Course, which will give Pupils an opportunity of ascertaining the progress they may have made. These examinations will, however, be entirely of a voluntary nature.

The following text books are recommended:—

*Page's Introductory Textbook of Physical Geography*, 2s.

*McLeod's Physical Atlas*, 2s. 6d.

For those who desire to study the subject more intimately the following works will prove useful:—Mrs. Somerville's *Physical Geography*, edited by Bates, 9s.; Sir John Herschel's *Physical Geography*, 5s.; Keith Johnston's *Physical Atlas*, 12s. 6d. There are several other good works on Physical Geography, or branches of it, which Mr. Barrington-Ward will recommend from time to time; but the only books which need be purchased at present are a small Manual and Atlas.

The fee is 25s. for each Course of Ten Lessons. It is requested that Students intending to join this Class will send their names at once to Miss C. WINKWORTH, 31, Cornwallis Crescent. Further information, if required, may be had from either of the Secretaries; or from M. J. BARRINGTON-WARD, Esq., 1, College Terrace.

Miss CATHERINE WINKWORTH, 31, Cornwallis Crescent,

Miss ALLEYNE, 2, Litfield Place,

*Secretaries.*

HIGHER EDUCATION OF WOMEN

PHYSICAL AND MENTAL GAINS

By Dr. J. W. ...

Published by ...

PRINTED BY ...

The purpose of this study is to determine the physical and mental gains of women in higher education. The study is based on a survey of 100 women who have completed a college course. The results show that women who have completed a college course have a higher percentage of physical and mental gains than those who have not. This is true for both the physical and mental aspects of the study. The physical gains are measured in terms of weight, height, and strength. The mental gains are measured in terms of intelligence, memory, and reasoning. The study shows that women who have completed a college course have a higher percentage of physical and mental gains than those who have not. This is true for both the physical and mental aspects of the study.

The study also shows that women who have completed a college course have a higher percentage of physical and mental gains than those who have not. This is true for both the physical and mental aspects of the study. The physical gains are measured in terms of weight, height, and strength. The mental gains are measured in terms of intelligence, memory, and reasoning. The study shows that women who have completed a college course have a higher percentage of physical and mental gains than those who have not. This is true for both the physical and mental aspects of the study.

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# HIGHER EDUCATION OF WOMEN.

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## A COURSE OF EIGHT LECTURES

ON THE

### Rise of European Nationalities

WILL BE GIVEN BY THE

REV. M. CREIGHTON, M.A.,

FELLOW AND TUTOR OF MERTON COLLEGE, OXFORD,

IN THE

ST. PAUL'S LECTURE HALL,

UPPER PARK STREET, CLIFTON.

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The FIRST LECTURE will be delivered on MONDAY, 29th of JANUARY, at 3.15 p.m., and the Course will be continued on succeeding MONDAYS, at the same hour, ending on MONDAY, 18th of MARCH.

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#### CLASSES.

LATIN, REV. C. E. CORNISH, M.A., FRIDAYS ..... 2.30 p.m.  
ELEMENTARY LATIN..... 3.30 p.m.  
GREEK ..... 4.30 p.m.  
PHYSICAL GEOGRAPHY, M. J. BARRINGTON-WARD,  
B.A., F.R.G.S., SATURDAYS ..... 11.45 a.m.

The Latin and Greek Classes will meet at 2, WORCESTER VILLAS, on Friday, February 2nd. The Physical Geography Class will meet at 2, LANESFIELD VILLAS, Pembroke Road, on Saturday, February 3rd. These Classes will be continued at the same hours on succeeding Fridays and Saturdays. Other Classes, as for instance Elementary Mathematics and Italian, will be opened, should a sufficient number of Students present themselves.

Names of Students should be sent to the Secretaries before the 20th January. The Fee will be 25s. for each Course of Ten Lessons.

LECTURE I.

**THE ROMAN EMPIRE.**

Extent of Rome's dominion. Development of its Government. State of Society and Civilisation in the Roman world in the Fourth Century, A.D

LECTURE II.

**THE BARBARIANS.**

Outlines of General Ethnology. Characteristics of the various Races on the Roman Frontier; their Religion and Civilisation.

LECTURE III.

**THE INVASION.—GOTHS AND HUNS.**

Formation of the Gothic Kingdom; its Invasion by the Huns. Attila. Hungarian Settlements in Europe. The Magyars and Modern Hungary.

LECTURE IV.

**GAUL AND THE FRANKS.**

The Roman Province of Celtic Gaul; its Frankish Invaders. Clovis and the Frankish Kingdom; its Extension. Steps in the gradual formation of France and Germany.

LECTURE V.

**ITALY.**

The Roman Empire of the West invaded by Goths and Vandals. Attempts of Odoacer and Theodoric to form an Italian Kingdom. Invasion of the Lombards; their Destruction of the Papacy and the Holy Roman Empire. Italy remains the prey of the stranger.

LECTURE VI.

**AFRICA AND SPAIN.**

Vandal Kingdom of Africa overthrown by Eastern Empire, and way prepared for the Saracens, who conquer Spain. Growth of Spanish nationality as a reaction against the Arab Kingdom.

LECTURE VII.

**THE NORTHERN NATIONS.**

Celtic Britain conquered by Angles and Saxons. Scandinavians settle in England, France, and Italy; their influence. Norman Conquest of England and English Nationality.

LECTURE VIII.

THE SLAVONIANS.

Early history of the Slavonians: their settlements in Southern Europe, and influence on its population. The Kingdom of Russia. Nationalities of the South of Europe. Pan Slavism.

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Books that may be consulted on the Subjects of these Lectures are:

- (1.) For the general development of European Nationalities out of the Roman Empire, Sismondi's *Histoire de la Chute de l'Empire Romain* (translated in Lardner's *Cyclopædia*).
- (2.) For the general history of the period, Gibbon's *History of the Decline and Fall of the Roman Empire* (Smith's edition); Hallam's *Middle Ages*; Finlay's *Greece and the Romans*; *Byzantine Empire and Mediæval Greece*; Michelet's *Histoire de France*, vol. i.
- (3.) For general Ethnology, Latham's *Man and his Migrations*.
- (4.) For the development of European civilisation and politics, Guizot's *Histoire de la Civilisation en France* (Bohn's translation); Milman's *Latin Christianity*; Bryce's *Holy Roman Empire*.
- (5.) For English History, Freeman's *Old English History and Norman Conquest*.

The above are suggested for the more obvious topics on which the Lectures touch. The Lecturer will be glad to suggest books on any other subjects in which any of the Class feel an interest. A general knowledge of the formation of modern Europe out of the Roman empire is best gained from Gibbon, who deals to some extent with everything with which these Lectures are concerned.

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This Course will be followed after Easter by a set of Nine Lectures on Medieval Europe and the Crusades, by ROBERT LAING, M.A., Fellow and Lecturer of Corpus Christi College, Oxford, for which also some of the above-named books will be useful.

Arrangements have been made with the BRISTOL LIBRARY, according to which any Student may read there by showing her Ticket to the Librarian.

Those attending the Course will have opportunities, week by week, of answering on paper various questions given by the Lecturer in connection with his subject. The answering of these questions, however, will be entirely voluntary, while those ladies who wish to answer them can do so without any publicity.

Some of the Committee will be present at each Lecture to superintend the arrangements.

The Fee for the Course will be 15s. for Students from Private Families; 10s. 6d. for Pupils from Schools; 7s. 6d. for Teachers. Where two or more members of the same household attend the Lectures, the Fee for each will be 10s. 6d. A pass will be given to every Schoolmistress sending Pupils, to be used by any Teacher accompanying the Pupils. Tickets for the separate Lectures, price 2s. 6d. each, may be obtained from a member of the Committee, at the door of the Lecture Hall.

Tickets for the Course may be had at Mr. THORBURN'S (late SHEPHERD'S), Mall Place, Mr. BAKER'S, Mall Place, Clifton; or Mrs. BINGHAM'S, the Triangle; or, on application by letter, from Miss C. WINKWORTH, 31, Cornwallis Crescent.

Members of the Committee will give further information, if required.

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### Committee.

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# THE HIGHER EDUCATION OF WOMEN,

IN CONNECTION WITH

## McGILL UNIVERSITY.

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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 UNIVERSITY OF CHICAGO  
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# 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 beforehand 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.

19  
THE HIGHER EDUCATION OF WOMEN,

IN CONNECTION WITH

McGILL UNIVERSITY.

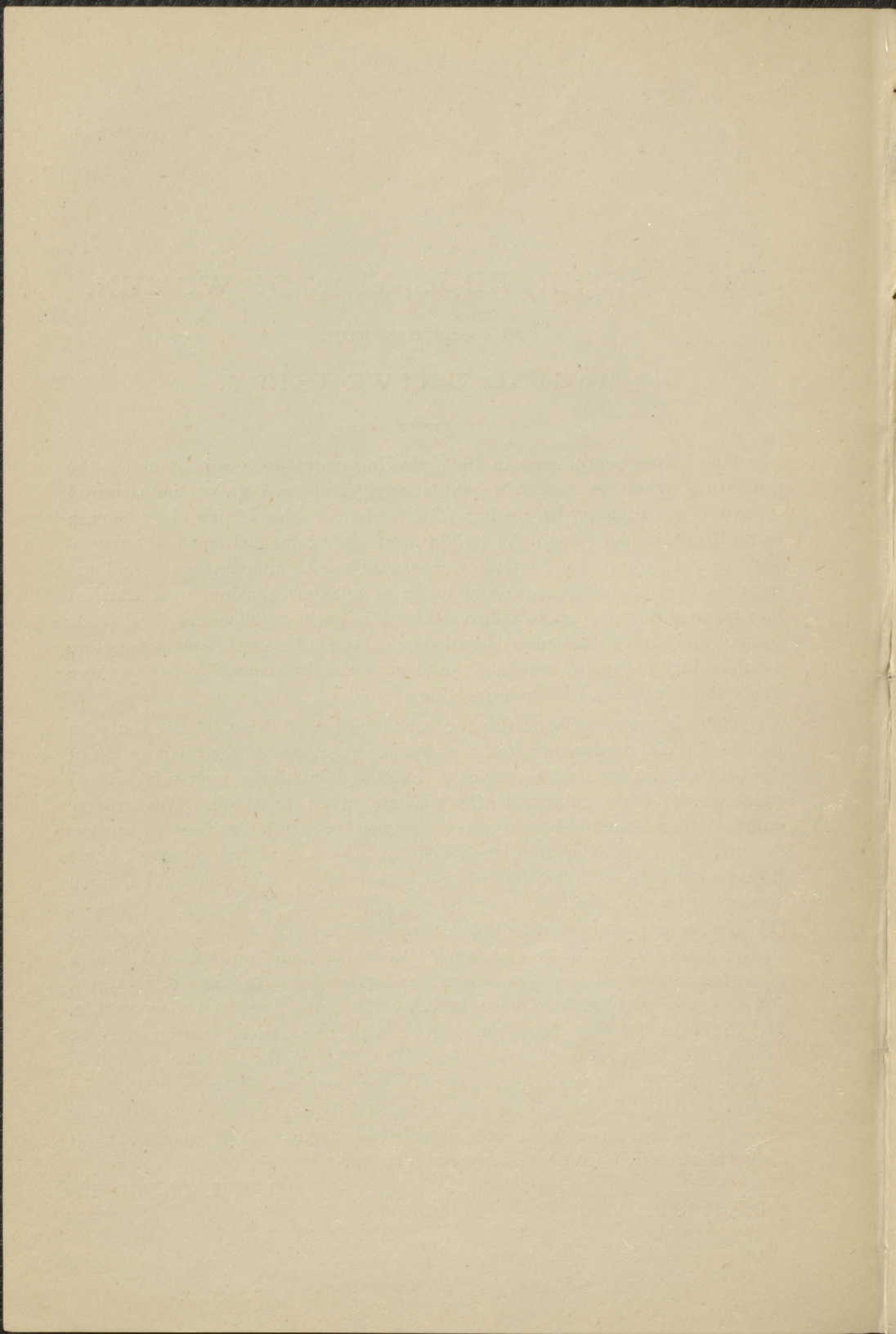
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The letters reproduced in the following pages were written under the pressure of what seemed an urgent necessity. I have always endeavoured to avoid controversy respecting the affairs of the University, though earnestly desirous to keep the public 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.

# LECTURES ON SCIENCE.

(Fifty-second Quarterly Course.)

Mr. JAMES PHILLIPS resumes his Lectures on Friday Next, February 9th, at Half-past Four o'Clock, in the Victoria Rooms, continuing them on each succeeding Friday, at the same hour, till April 5th.

The Subject of the course will be—

“ICE, WATER, VAPOUR, AND AIR,”

being that selected by Professor TYNDALL for the last Christmas course of Lectures at the Royal Institution. The Illustrations will be numerous and of the highest interest, including many of those which have recently been so much associated with Professor TYNDALL'S name.

The Fee for the Course is Five Shillings, Tickets being obtainable either of Mr. COLLINGS, Royal Promenade, at the VICTORIA ROOMS, or of Mr. PHILLIPS, from whom further information may be obtained and special arrangements made.

The Lectures are designed for Lady Students only, who may have seats reserved for them for the whole course, on making application before Friday next.

*23, Upper Park Street.*

*Clifton, February 5th, 1872.*

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Relating to the higher education of  
Women - letters etc written by  
Sir J. William Dawson

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# THE HIGHER EDUCATION OF WOMEN,

IN CONNECTION WITH

McGILL UNIVERSITY.

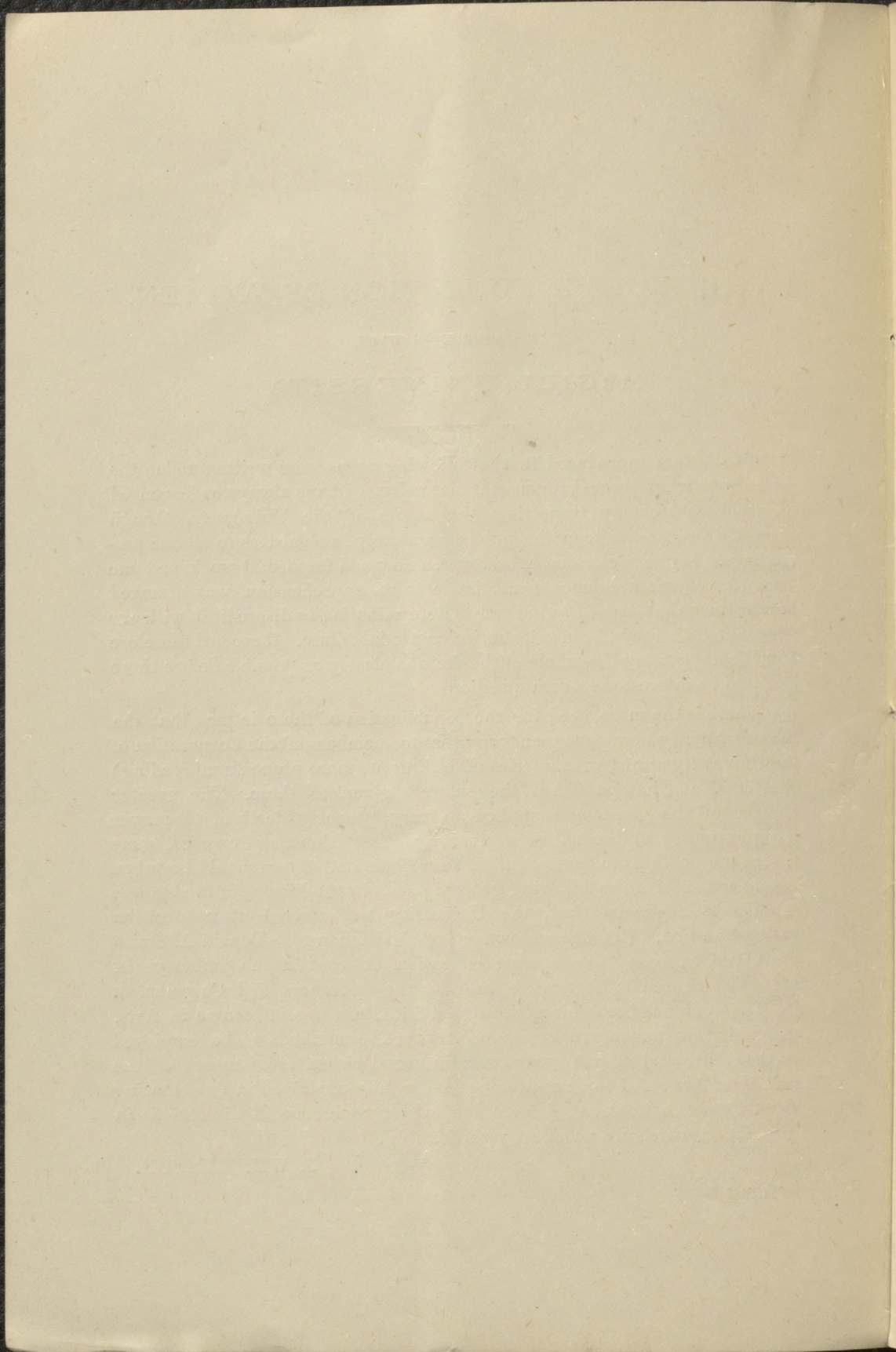
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The letters reproduced in the following pages were written under the pressure of what seemed an urgent necessity. I have always endeavoured to avoid controversy respecting the affairs of the University, though earnestly desirous to keep the public 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, 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.

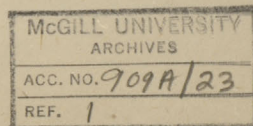
*Note.*—I have not entered, except incidentally, into the question of the relative success of methods of mixed and separate education of the sexes in collegiate studies. The following statistics from the Report of the U. S. Bureau of Education for 1882 may be interesting. It is stated that the number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



# McGILL UNIVERSITY.

## Annual University Lecture of the Session 1884-5,

BY

PRINCIPAL SIR WILLIAM DAWSON, C.M.G., LL.D., F.R.S.

(From the GAZETTE, Montreal, November 8, 1884).

The William Molson hall was filled to overflowing yesterday afternoon on the occasion of the annual university lecture which was delivered by Sir William Dawson, principal of the university. Seats were not numerous enough to hold the very large number who attended to hear the address of the learned and distinguished principal and chairs had to be brought into requisition. The chancellor of the university, Hon. Senator Ferrier, occupied the chair, and was supported on the platform by the governors, members of the corporation and various faculties of the university. The students, of whom there was a large number in attendance, maintained a most praiseworthy decorum on this occasion.

Sir William Dawson, C.M.G., LL.D., who was received with hearty applause, said:— In presence of an audience which represents at once the past and the future of this university; at a time when most important events have transpired in reference to education both here and abroad; and after an absence of nearly a year from the place which I have occupied for twenty-nine years, it would seem better to present to you a series of sketches of our recent history, and its relations to things in other countries which I have recently visited, than to attempt a more formal and systematic lecture.

THE LATE CHANCELLOR.

The first picture that rises before me is that

of our late lamented chancellor, Mr. Justice Day, a man whose memory should be dear, not only to every member of this university, but to every true Canadian. An ornament to his profession, alike as a lawyer and as a judge, a successful man in public life, he yet loved, above all the prizes held out by a professional and political career, the charms of nature, of literature and of art, and was not only willing but eager to devote his time and energies to all that could advance the higher culture of his countrymen. It was this that induced him to assume in 1852 the responsible position of president of the Board of Royal Institution, and to brave the danger of failure in the attempt to revive the McGill university and to place it in the position which it now occupies. His heartfelt interest in this work appeared not only in the eloquent appeals which he from time to time addressed to his fellow citizens, but in his personal efforts to induce leading and wealthy men to sustain the university, and in the careful attention which he at all times gave to the details of its business. In the earlier years of my connection with McGill he was my constant adviser in every case of difficulty; and his rare combination of practical sagacity, refined taste, kindness of disposition and courtly manner, with sterling rectitude and high Christian feeling, gave weight and value to his counsel and have impressed a tone on the early history of this university, which I hope it may never lose. I turned, only yesterday, to the letter which he addressed to me in July, 1855; inviting me to accept the position which I now hold, and which is full of a kindly consideration and altogether free from official form-

ality, and while it attempted no glossing over of the difficulties of the position, served to impress the same confidence which he himself felt in the future of the university. The sentiments which he expresses in his address on the occasion of the opening of the hall in which we are now assembled, may be quoted here in evidence of the broad and enlightened views which he from the first inculcated. He says in this address :—

“There must be somewhere deep fountains, Pierian springs, from which the living generation may draw and still leave to the generations to come a perennial supply. This supply is secured by universities. They are at once the laboratories of thought and knowledge, and the storehouses of its treasures, as they are slowly gathered in the unfoldings of successive ages,—and although many of the acquisitions in abstract knowledge seem at first and for long periods to have no practical or perceptible value, yet as the years glide on, and the secrets of nature are more fully revealed and better understood, these supposed useless conquests of science and philosophy one after another become the bases of wonderful inventions and noble institutions, which minister sometimes to the convenience and luxury, and sometimes to the higher welfare and social progress of the world. In estimating then the value of universities, they are to be considered not merely as a means for the education of youth, but of the whole people, and as agencies in producing the more refined and excellent elements of a true civilization. What could supply in England or in the great nations of Europe the want of their venerable seminaries of learning, shedding abroad from age to age their golden fruits, the luxuriant growth from the small beginnings of a generation which lived a thousand years ago? But most especially in this new country do we need those mighty instruments of mental and moral culture. We need them for our statesmen and legislators, we need them for our judges, for our professional men, our merchants; we need them in short as universal educators for every class of our people. In an immature condition of society, where all are engaged in the struggle, first for the means of subsistence and then for the acquisition of wealth, the tendencies are to lose sight of the higher ends of life. The first use to which surplus wealth is naturally applied by the nation, is to great physical improvements, canals, harbours, railroads and other enterprises for accumulation, and by individuals to an increase of comfort and luxurious indulgence. This may be well enough within a certain limit; but material prosperity and the sensuous enjoyment of life, unattended by the restraining influences which the careful culture of man's higher powers affords, have a downward proclivity, and sooner or later lead society back to barbarism. As a great, the greatest instrument, after Christianity, for counteracting such a tendency, we must look to institutions of learning, with their assemblages of studious and thoughtful men. Apart from the proper business of these as instructors, such a body of men surround themselves with a moral power which reaches far and wide, and inoculates the population not only

with respect for their pursuits, but also with a desire to raise themselves or to see their children raised to a better level.”

Judge Day was one of the two remaining members of the original board of governors, who undertook the reorganization of the university at a time when its income was scarcely sufficient for the salary of a single teacher. The other is our present chancellor, the Hon. Senator Ferrier, whom we are happy to have with us to-day. The connection of our honored chancellor with our governing body goes back farther than that of any man now living into the prehistoric days of McGill. He first appears as a member of the original Board, under the old charter in 1845, when the minutes record that he and Mr. Armour were a committee to effect sales of land and otherwise to raise funds to carry on the college, which, however, proved impossible at that time; but from that date to the present, Mr. Ferrier has had a principal part in managing the property and financial affairs of the college, and the confidence inspired by his name and his business capacity have borne us over many of the shallows on which we were in danger of grounding. In 1846, Mr. Ferrier became president of the Board, and in that capacity took a leading part in the investigation of its affairs, and the negotiations with the local and Imperial governments, which resulted in 1852 in the reorganization of the university under its new charter. This work completed, he resigned the presidency into the hands of Judge Day, to resume it in the present year, though for several years, as the senior member of the Board, he has been acting president, and as chairman of the committee of estate he always retained the leading place in our financial matters. In this reference to Mr. Ferrier I have purposely avoided the language of eulogy, for he is still among us: but so long as he shall remain to us we shall have a survivor of what we may well term the heroic age of McGill, since no succeeding one can have such struggles to undergo as those which characterized the administration of our original Board of governors.

Before leaving this part of my subject I would beg to remind you that Judge Day was the founder of our Faculty of Law, and that he always manifested the warmest interest in its success. I have heard several suggestions as to some monument in memory of his services, and none seems to me to be so appropriate as an endowment which would perpetuate his name in this faculty, and which might

also be connected with a portrait to be hung in our convocation hall.

I may appear to have dwelt too much on the past in the previous remarks, but the present is the fruit of the past, and it becomes us to value highly the root and stem which have produced for us the pleasant fruits of learning. An educational institution is not like a dead structure which begins to decay so soon as it is completed, and may even, like some of the buildings one sees in the old world, have begun to be ruinous in its older parts before its newer parts are finished. It is rather like a perennial stream, or an olive tree ever green and ever fruitful. We may, naturally, then connect the yet living stem with its newer fruits.

#### THE BRITISH ASSOCIATION.

Here I may present as a second and more modern picture, the privilege which this university had in the past summer in accommodating the British Association for the Advancement of Science within its walls. It is not too much to say that in the arrangements for the visit of the British association in this city, Montreal and the whole Dominion have done themselves honour. The meeting was well accommodated and well entertained, unexampled facilities were given for access to it, and for visiting in connection with it a large portion of America; and the hospitalities of all the other principal cities of the Dominion were tendered to the members, as well as those of Montreal. In this Montreal was true to its character, for it is less a provincial city, and sustains more a Dominion, or even Imperial relation, than any other in Canada. The meeting was also a success in a scientific point of view. The large attendance of the elite of the British membership, the presence of many of the leading scientific men of the United States and of most of those of Canada, gave to the meeting an unusually cosmopolitan character, and the number of papers read was very large and many of them of exceptional interest and value. All those best qualified to judge have pronounced the meeting one of the most important and useful in these respects ever held, and to this must be added the benefit to Canada of the visit of so many eminent, observant and influential men, and the opportunities given to those men themselves to enlarge their knowledge of this country and to hold intercourse with their American and Canadian conferees. But the question which concerns us is the relation

of our own university to all this. Looking at it with reference to preparatory causes, it is fair to say that the existence and position of McGill University had much to do in enabling this city to secure the visit of the British Association and to entertain it when here. The action of the university in conjunction with the Natural History Society in inviting the American Association to hold two of its meetings in Montreal, was an essential preparation for the reception of the British Association. Our buildings with those of the affiliated colleges clustered around them, afforded better accommodation for the sections than they usually enjoy, and our library, apparatus and museum gave additional facilities for the work of the meeting; and no small part of the preparation and of the actual carrying out of the proceedings fell to professors, graduates and even students of this university. In short, the meeting of the British Association here may be reckoned as one of the incidental results of the building up of the university and of the place given to scientific studies in its curriculum.

#### EDUCATION IN APPLIED SCIENCE.

I confess, however, that I could have wished that our visitors had seen a larger and more definite material provision here for training in practical science. Not that I undervalue our excellent and progressive Faculty of Applied Science, but it would be well if it were supplied with rooms and apparatus such as I have seen in many provincial towns in England. This matter of the higher technical education has taken deep root in the mother country. Almost every manufacturing town has now its college of technical science, often with noble buildings, always with the best apparatus, machinery, models, workshops and laboratories for carrying on the work. In these local colleges of England there are not only regular classes during the day, but evening classes in which young artizans and manufacturers can enjoy the instructions of the most eminent experts in the scientific principles and practical operations of industrial arts. I have visited a number of these schools, and in returning to Canada I cannot but lament our comparative destitution in this matter. Our young people are undoubtedly more quick-witted and versatile than those of England, and until the recent institution of the board schools in that country, they were perhaps better educated; but, with the addi-



tional advantage of equal access to education in practical science, all their good points would tell to tenfold advantage. I doubt if it will be necessary in this country to go so much in detail into mere handicraft and manipulation as is now the practice in the technical schools of England. This may perhaps be better learned in regular workshops, but there is a vast field in the direction of mathematics, drawing, designing, mechanical and chemical science for the operations of the technical school; and I should rejoice if the means could be secured for so enlarging our Faculty of Applied Science as to enable it to take more fully the place of a technical school for Montreal and for Canada. In England these schools are sustained by the cities, though they are aided in the matter of models and other appliances by the government department at South Kensington. They are, for the most part, the growth of the last fifteen years, and have spread themselves with marvellous rapidity. To those who are not acquainted with the vast progress made in this matter, it may be something new to be told that even the old universities have entered into this field. Not only do they possess magnificent physical and chemical laboratories, but at Cambridge there is a regular workshop, under the charge of Professor Stuart, where a great variety of practical operations are carried on, and where Cambridge graduates may be seen with their coats off, toiling at anvils, lathes and smelting furnaces, in preparation for employment as managers of manufacturing establishments. It is by such means that Great Britain proposes to maintain its supremacy in the industrial arts. It is by such means that we must build up our infant manufactures if we wish them to prosper.

The demand for this kind of education goes forward by rapid bounds. Already we have requirements in the matter of mechanical engineering, and evening classes for artisans which we cannot supply, and only a few days ago I was informed of a new profession, that of electrical engineering, which is sending men to us in search of training in mathematics and physical science.

#### THE TRICENTENARY OF EDINBURGH UNIVERSITY.

An educational picture which will never fade from my memory is that of the great celebration of the tercentenary of the university of Edinburgh, which I had the pleasure of attending, not only as an alumnus of that

university, but as a representative of McGill. The number of eminent men collected on that occasion from all parts of the world, the enthusiasm of the people of Edinburgh itself, and the admirable tone of the whole of the meetings, contributed to give it a character unique among university gatherings. One feature of the occasion which was especially noteworthy was the emphatic recognition that Edinburgh university is a child of the Protestant Reformation, and that to this it owes largely its commanding position as compared with the older universities of Scotland. This same idea was echoed by the representatives of the German universities, who advanced similar claims, and attributed to the more modern and liberal aims thence arising the vast growth of their universities. The Reformation was not merely a religious movement, but scientific, literary and educational as well, and the special genius of what we know as Protestant education, which is Protestant in that it strives to cultivate the powers of independent thought, depends largely on this origin.

The subject is one which merits attention on the part of the Protestant community of the province of Quebec. As a minority it is necessary for us to maintain as high a standard of general and professional education as we possibly can, and to preserve those free and modern methods which we inherit from the Protestant schools and colleges of the mother country. There is, however, a strong tendency, becoming more and more manifest, on the part of the provincial legislature, to oblige us to conform to the what may be called the pre-reformation educational methods of the majority, making these alone valuable in the eye of the law. It was guaranteed to us at confederation that this should not be done; but it is natural that, without any intention to injure us and by mere inadvertence, such encroachments should be made, not only in general education, but also perhaps more especially in the laws regulating the learned professions. Attention to this matter I think vital in our present circumstances. We can at least maintain that our methods of education have succeeded in producing as efficient professional and business men as the others; and the Protestant community of this province, and especially of this city, has made very great sacrifices to maintain institutions suitable to its own views and interests. The fact of this educational and practical difference to which I have referred, is in

reality the principal reason for the existence of our university and the institutions connected with it, since but for this we might save money and trouble by sending our students to the numerous and well-endowed French colleges of our province. It is necessary that this should be distinctly understood, and that we should temperately but firmly maintain our right to have our education conducted on our own principles, and to have it recognized as being, for our own people and relatively to our own wants, equally valuable and efficacious with that which may be preferred by the majority, or which may be inculcated on it by the ecclesiastical authority to which it defers in all educational matters.

Another feature of the Edinburgh celebration was the prominence given to the connection of the city with the university, for Edinburgh, like Montreal, has built up its university largely by its own liberality, and if we may judge from the small beginnings of the Edinburgh University and the fame it has since achieved, still greater things may be expected when our university shall have attained to the same venerable age. In connection with this it is well that we should notice the relations between McGill College and the citizens of Montreal. There is no room here for any jealousy between town and gown. Our endowments, our buildings, our apparatus, books and collections, our exhibitions, scholarships, prizes and medals, are the gifts of the men and women of this city, and it would be the basest ingratitude on our part to manifest either in word or deed anything except friendliness or kindness to the city and its people. We know by the most assuring evidence that the city is proud of its university and desires to promote its interests, and the interests of its teachers and students, and it should be a point of honour and right feeling on the part of everyone connected with McGill to reciprocate this kind feeling and to show our appreciation of the benefits we receive.

#### THE MEDICAL FACULTY.

Another feature in which the great Scottish university resembles our own is in the eminence of its medical school. We are, of course, as far behind our older sister as our fifty years are less than its three hundred, yet relatively we occupy the same position in Canada that it does in Scotland, both in regard to the character of our course of instructions and our success in obtaining students.

Another British school of medicine more nearly on the level with our own in age and magnitude, and bearing the same civic relations, is that of Owens college, Manchester. I had the pleasure of being present last October at the opening of the magnificent new buildings provided for it by the liberality of the citizens of Manchester and of addressing a few congratulatory words to its professors and students. What the citizens of Edinburgh and Manchester have done for their medical schools and the hospitals associated with them is an earnest of what may be done here, and the first fruits of this liberality are already manifest in the Leanchoil and Campbell memorial funds.

It is impossible to refer to our Faculty of Medicine without noticing the losses it has sustained in the past two or three years by death and resignation, the last of these being the departure from among us of one of the professors who, though a junior member of the faculty, had attained to a commanding reputation, and whose marked ability and singular devotion to educational work had endeared him to all his students as well as to his colleagues. While we regret the loss to us occasioned by his departure, we congratulate him on the position to which he has attained, and wish him the same eminent success in his new field which attended him here. We are glad to know, that much though his loss may be felt, the Medical Faculty was never stronger or more efficient than it is at present, nor its classes larger. It is in any case something to be able to furnish a professor to Philadelphia, and we need not be much discouraged even if all the medical schools in the United States were to come to us for a supply of such men. The final result to us would depend on the keeping up of the breed, or in other words on the answer to the question, how many of the 200 students now attending our classes have made up their minds to follow in the footsteps of Dr. Osler? This is a matter for yourselves, gentlemen. No doubt something may depend on the natural gifts with which you have been endowed, but more depends on the use you make of them. I can assure you that it is only by hard self-denial and much earnest work that you can attain to such eminence and usefulness; but the result is well worthy of the effort, and I hope there are many medical students here who will aspire to attain to the higher scientific culture of their

profession, and to make this useful to their fellow-men with the same admirable combination of gentleness and energy which characterizes Dr. Osler.

#### THE HIGHER EDUCATION OF WOMEN.

Nothing is more striking to an intelligent observer of the educational movements of the last ten years than the increased importance attached to the education of women, a work on which the Faculty of Arts enters for the first time in the present session. The people of the United States have taken a leading part in this movement, but in Britain, on the continent of Europe, and even in the East, public sentiment has been awakened, and the demand is everywhere made that the refining, elevating and ennobling influence of educated women shall be brought to bear in aid of the upward struggles of humanity. In Canada we have lagged behind in this movement only in so far as the higher collegiate education is concerned, and here the main difficulty has been that of expense. It has been assumed that all that the country can afford is to have colleges for its young men, and that nothing remains for the women but to share as best they may in the classes opened for the other sex. This stage of the matter has long gone by in England and the United States, and its fate is sealed in Canada also by the noble endowment of the Honourable Donald Smith which has enabled us to open for the first time in this country classes for the collegiate education of women. Ontario must soon follow us in this, otherwise those of its lady students who prefer separate classes will resort to McGill for their education. I do not think it necessary to dwell on the subject of separate education for women, as at least one of the best methods in the junior years of the college course. After the experience of the older universities in England, after the admission of the president of the university of Michigan, where there has been the longest and most thorough experience of co-education, that this method is practically condemned by the women of the United States, and after the denunciation by President Wilson, the highest educational authority in Ontario, of the arbitrary action of the government of that province in thrusting lady students into University college, and his almost pathetic appeal from the parsimony of the wealthy province of Ontario, to the liberality of the comparatively small English community of Montreal, and all this

along with the fact that we already have a larger class than all those of the co-educationists of Canada united, it seems needless to argue this question. But I may say that if I had ever entertained any doubts in the matter, they would have been dissipated by witnessing the work of our classes, and by observing how much more pleasantly and familiarly, and how much more usefully, from a purely educational point of view, it goes on than it would do in the presence of large classes of young men. I would also say that the male students should be thankful for our action in this matter, since they should rejoice that the young women should have a fair field for competition, which they can only have in separate classes, and since the introduction of students of the other sex into our already over-crowded class rooms could not fail seriously to affect their own educational privileges. I think I should add here that the friends of education have reason to be grateful to the professors in the faculty of arts for the readiness with which they have undertaken a considerable increase of work in order to carry on this important department in an efficient manner. I feel that this subject is one of the deepest interest, and of the most profound importance to the welfare of Canada, and could have wished to refer to it at greater length, but for the number of other topics to which I must allude, and because I have already discussed it in the opening lecture of the Ladies' Educational Association and in my report presented to the Corporation of the university. I may quote here from the address of our late chancellor in 1870, in which he referred to the endowment fund them recently raised for the university, in connection with the resolutions moved by Dr. Wilkes, to the effect that this should be employed as far as possible in aid of the education of women.

"I have read to you," he says, "Dr. Wilkes' resolution, which points to the necessity for providing the means of furnishing a higher education to women; a matter in which we are woefully behind the age. I shall not discuss this subject now—it is far too important for the few moments I could bestow upon it—but I may say, that I trust the time is not far distant when McGill college may become the privileged instrument of ministering to this urgent want. In this whole matter of education for either sex, women are directly and deeply interested. They are its earliest and most important ministers. Upon the delicate impressions received from the mother's gentle accents, depends, in a large measure, the development of character in youth and manhood. These impressions, so soft and slight, and at first apparently unimportant, deepen and harden with the growth of each succeed-

ing day. They become the ineffaceable things of life, and extend, for good or for evil through all the motives of action and the impulses of thought to the last breath of existence. But woman is not only the first great high priestess of education; she is also, in a signal degree, dependent upon its influences. From the feebleness of her frame and the fineness of her organization, it regulates her position and happiness far more than that of men. The wild hunter or the savage chieftain differs incomparably less from the polished leader of European armies or the accomplished senator, than the poor oppressed, broken spirited slave whom the savage calls his wife, differs from the cultured, refined, respected and beloved woman of civilized life. It is education which has made the difference. There is no surer evidence of the degree of that education, which is an essential part of the Christian civilization of a people, than the social position of its women. And it is for the enlargement of the means of furthering this great object, of vital importance to both sexes and all classes, that the university has made its appeal for sympathy and succour."

It may be thought that the university has been slow in redeeming our chancellor's pledge, but it must not be forgot that in the intervening years much has been done indirectly and incidentally, and more especially in connection with the Ladies' Educational Association, and that we have been able only slowly and with difficulty to make our staff of instructors and our course of study in Arts sufficiently complete to warrant our entering into this new field. It is only this year that the board of governors has been able to invite applications for a lectureship in classics to supplement the work so long and ably carried on by Dr. Cornish, but which has now become too large to be satisfactorily performed by any one man. This, with the lectureship in mathematics, established some years ago, will for the first time bring up the corps of instructors to its proper number, or at least will foreshadow that completeness which will be attained when the mathematical and classical instruction shall be carried on by four professors.

#### EDUCATION IN THE EAST.

In my visit to the old world I was much impressed not only with the activity of the educational movement in Britain and the continent of Europe, where it has certainly within the last ten years being going on more rapidly than even in America, but with the fact that in that old and stagnant East, in which we are apt to think there is little progress, education is advancing. I could refer here to 40 or 50 good schools scattered in the villages up and down the Nile, and attended by several thousands of quick and eager pu-

pils, of large schools of 400 children or more in Cairo, of multitudes of young people of both sexes studying the science, literature and languages of Europe; but I prefer to say a few words of the Syrian Protestant college at Beyrout, which is holding up the light of modern collegiate education for the young men of Syria, Cyprus and Egypt.

The Beyrout college is a well-appointed institution on the American plan, with able professors from the United States, and attended by more than 200 students, who are receiving an education comparable with that in any of our colleges. I met with young Syrians, graduates of this college, who are most able and cultivated men, in evidence of which I may mention that some of these young men are conducting for the benefit of their countrymen a scientific journal in the Arabic language, in which I had the honour of having a lecture on the geology of the Lebanon, which I delivered in Beyrout, reported at length within a few days of its delivery. I had the pleasure of addressing a large number of the students of the college, who, though of all shades of colour and of many races, were quite able to understand and appreciate an English speaker. Attached to the Beyrout college is also a well-appointed medical school, by which Syria and the neighbouring countries are being supplied for the first time with native practitioners trained in accordance with the principles of modern medical science. The Arabic press connected with the college is employed in producing not only books for the use of the Protestant missions, but improved school-books, and scientific, historical and geographical books which are very widely circulated through all the vast regions where Arabic is the language of the people. I would observe here that this great educational work is that of Protestant missions. It is Christian first, and educational afterward, and its benefits are first felt by the Christian populations. The Moslems are for the most part inert or hostile. Allow me to say that it is the same elsewhere. In the mother country, in the United States and in Canada, the great educational movements and benefactions have been the work of Christian men, and have been animated by the spirit of Christianity. It ever has been and it ever will be so, and the spirit of materialistic unbelief will be found to be either useless or inimical to the progress of science and education.

## A WORD TO STUDENTS.

I would wish, in conclusion, to address a few words to the students of the university, and especially to the young men, and to say these, not in any spirit of monition or of mere authority, but as a student speaking to students. And first I would say that I am no pessimist. I have a lively and often painful sense of the evils and troubles that beset educational work, and of the manifold imperfections of the work itself. But I believe in its ultimate success, and in the final prevalence of good, and I am very sure that the times in which we live are better than those which have preceded them. Least of all am I disposed to indulge in any gloomy anticipations as to the future of this country. I know what Canada would be if it could be put back into the condition in which it was fifty years ago, when I was as young as the youngest among you; and reasoning from that I can scarcely imagine how far it may be in advance when you shall have attained to my age. I made in the summer of 1883 a little excursion along the Pacific railway as far as Calgary, and became aware that a region which we used to call the "fur countries" and the "Hudson's Bay territory," and which we used to regard as an inhospitable abode of wild Indians and wild beasts, had become a part of the civilized world, a home for future nations and one of the great food-producing regions of the earth. Next year I may take, if I feel so

disposed, a pleasure trip to the Pacific, nay more I shall be able to go around the whole world, without the necessity of passing from under the British flag, or of being where the English language is not spoken. And this will be a result of Canadian enterprise, and a mere beginning of a greater growth and progress. The young men of to-day may truly be congratulated on the circumstances in which they enter on the active work of life, and on the wider and greater world which belongs to them, as compared with that which was open to us, their predecessors. You have also vastly greater educational advantages. When I was a young man I had to go abroad for a scientific training far less perfect than that which you now enjoy at home. But the wider sphere open to you requires a broader and deeper culture. The battle of life will not be less severe because its area is greater and its progress swifter. The young men of to-day require a better training than that of the generation now passing away, while they need as earnest purpose, as strong determination and as true hearts. May God grant that all these requirements may be realized in your present training and your future work for your own good and that of your country.

At the conclusion of the address Rev. Dr. Cornish rose, and on behalf of the university made a few remarks expressive of the great value of the lecture, and concluded by moving a vote of thanks to Sir William Dawson, which was carried amid much applause. The gathering then dispersed.

