

WITH KIND REGARDS  
OF THE LECTURER.

# THIRTY EIGHT YEARS

OF

# McGILL.

BEING THE ANNUAL UNIVERSITY LECTURE OF MCGILL UNIVERSITY,  
MONTREAL, FOR THE SESSION OF 1893-4.

BY

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

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THE UNIVERSITY OF MONTREAL

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

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BY

SIR WILLIAM DAWSON, C.M.G., LL.D., &C.

(From THE GAZETTE, Montreal, 1st Dec., 1893.)

Having been invited by the acting Principal and the Corporation to deliver once more the annual University lecture, this has appeared to be an occasion on which you would bear with me in retracing some of the footsteps of the past, as a suitable close to the official work of nearly a lifetime, and as a farewell address to the friends and colleagues with whom I have labored so long and with so much happiness to myself. We may have perfect faith in the practical wisdom of the apostolic maxim "forgetting the things that are behind, press forward to those that are before." Yet we may have equal faith in recalling the memories of the past, in "remembering the mercies that are of old," as well as the errors and shortcomings of former years, that we may draw lessons from all as to the present and the future. It may, for instance, be interesting, perhaps even useful, to young men, to know how I first became connected with McGill.

My plans for life lay in an entirely different direction. I had prepared myself, as far as was possible at the time, for field work in geology; and my ambition was to secure employment of this kind; or next to this, to have the privilege of teaching my favorite science, with sufficient spare time to prosecute original work. In connection with this ambition, after having attained to some little reputation by papers published under the auspices of the Geological Society of London, I accepted an invitation to deliver a course of lectures on geology and allied

subjects in Dalhousie college, Halifax, in the winter of 1849-50. When in Halifax, I had some conversation with Messrs. Young and Howe, afterwards Sir Wm. Young and Sir Joseph Howe, at that time governors of Dalhousie college and the leaders of the provincial Government, as to a new school-law they were preparing for Nova Scotia, and in which important improvements were introduced. I had at the time no thought of being connected with the administration of the act. In the following spring, however, I was surprised with the offer of the position of superintendent of education, established under the new law. I had many reasons for declining the task, but my friends would take no refusal, and I consoled myself with the consideration that the visitation of the school districts throughout the province, which was one of the duties of the office, would give great facilities for making myself acquainted with the geology of the country. For three years I was engaged in this work, and, besides writing educational reports, and administering the new school law, conducting an educational journal, visiting schools, and holding teachers' institutes, had collected the materials for several papers published in England, as well as for my "Acadian Geology," which, however, did not appear till 1855. In 1852, when on a geological excursion with my friend Sir Charles Lyell, I was introduced by him to Sir Edmund Head, the governor of New Brunswick, who was much occu-

pied at the time with the state of education in that province, and in particular that of its provincial university; and in 1854 he invited me, along with the late Dr. Ryerson, to be a member of a commission which had been appointed to suggest means for the improvement of the provincial university. This work was scarcely finished when Sir Edmund was promoted to be the Governor-general of Canada, and removed to Quebec, where, under the new charter granted to McGill college in 1852, he became Visitor of the university; and as he was known to be a man of pronounced literary and scientific tastes and an active worker in the reforms then recently carried out in the English universities, the governors of McGill naturally counted on his aid in the arduous struggle on which they had entered. Accordingly, soon after Sir Edmund's arrival, a deputation of the Board waited on him, and one of the subjects on which they asked his advice, was the filling of the office of principal, which was yet vacant. Sir Edmund mentioned my name as that of a suitable person. At first, as one of them afterwards admitted to me, they were somewhat disconcerted. They were very desirous for the best reasons to follow Sir Edmund's counsel, but with his knowledge of the available men in England, of some of whom they had already heard, they were somewhat surprised that he should name a comparatively unknown colonist. In the meantime, ignorant of all this, I was prosecuting a candidature for the chair of natural history in my alma mater, the University of Edinburgh, vacant by the death of Prof. Edward Forbes, and in which I was strongly supported by the leading geologists of the time. By a strange coincidence, just as I was about to leave Halifax for England in connection with this candidature, intelligence arrived that the Edinburgh chair had been filled at an earlier date than my friends had anticipated, and at the same time a letter reached me from Judge Day offering me the Principalship of McGill. I had determined in any case to visit England, to attend the meeting of the British Association in Glasgow and to thank the many friends who had promoted my Edinburgh candidature; but postponed my departure for a week that I might consult my family, and decided to accept the Montreal offer, provided

that a professorship of geology or natural history were coupled with the office. Thus it happened that I became connected with McGill in its infancy under its new management, and the story forms a striking illustration of the way in which Providence shapes our ends, rough hew them as we may. Its lesson is that young men should qualify themselves well for some speciality, but should also be sufficiently general in their training to adapt themselves to new and unforeseen pursuits.

#### OUR VISITOR.

As I have referred to Sir Edmund Head, I may say that he continued to be an active friend of the university during his term of office and after he returned to England. This is true also of his successors, all of whom have shown a kindly interest in our work, so that our visitor has all along been a power for good. The present Governor-General has already by his presence and words of cheer on a recent public occasion, given an earnest that in this respect he will, like his predecessors, prove a warm friend and kindly patron of the higher education in Canada.

#### FIRST IMPRESSIONS.

When I accepted the principalship of McGill, I had not been in Montreal, and knew the college and men connected with it only by reputation. I first saw it in October, 1855. Materially, it was represented by two blocks of unfinished and partly ruinous buildings, standing amid a wilderness of excavators' and masons' rubbish, overgrown with weeds and bushes. The grounds were unfenced and pastured at will by herds of cattle, which not only cropped the grass, but browsed on the shrubs, leaving unhurt only one great elm, which still stands as the "founder's tree," and a few old oaks and butternuts, most of which have had to give place to our new buildings. The only access from the town was by a circuitous and ungraded cart-track, almost impassable at night. The buildings had been abandoned by the new Board, and the classes of the Faculty of Arts were held in the upper storey of a brick building in the town, the lower part of which was occupied by the High school. I had been promised a residence, and this I found was to be a portion of one of the detached buildings aforesaid,

the present east wing. It had been very imperfectly finished, was destitute of nearly every requisite of civilized life, and in front of it was a bank of rubbish and loose stones, with a swamp below, while the interior was in an indescribable state of dust and disrepair. Still we felt that the Governors had done the best they could in the circumstances, and we took possession as early as possible. As it was, however, we received many of the citizens who were so kind as to call on us, in the midst of all the confusion of plastering, papering, painting and cleaning. The residence was only a type of our difficulties and discouragements, and a not very favorable introduction to the work I had undertaken in Montreal.

On the other hand, I found in the Board of Governors a body of able and earnest men, aware of the difficulties they had to encounter, fully impressed with the importance of the ends to be attained, and having sufficient culture and knowledge of the world to appreciate the best means for attaining these ends. They were greatly hampered by lack of means, but had that courage which enables risks to be run to secure important objects. I may mention here a few of these men. Judge Day was a man of acute legal mind, well educated and well read, a clear and persuasive speaker and wholly devoted to the interest of education, and especially to the introduction into the college course of studies in science and modern literature. Christopher Dunkin was a graduate of the University of London, educated first in Glasgow and afterwards in University college, and who had held a tutorial position in Harvard before he came to Canada. He had made college work and management a special study, and was thoroughly equipped to have been himself a college president or principal, had he not had before him the greater attractions of legal and political success. Hew Ramsay was an admirable example of an educated Scotsman of literary tastes and business capacity. David Davidson was also a product of Scottish college training and a warm and zealous friend of education, with great sagacity and sound judgment. James Ferrier should have been mentioned first. He was a member of the old Board of Royal Institution and senior mem-

ber of the new, but voluntarily resigned the presidency in favor of Judge Day, in the interest, as he believed, of the university. He was longer with us than any of the others, and no man could be a more devoted worker in the cause of education. Such men as these and their colleagues ensured public confidence and a wise and enlightened management.

The teaching staff of the university then consisted of three faculties, those of law, medicine and arts. The Faculty of Law, then recently organized, had two professors and two lecturers. The Faculty of Medicine, the oldest and most prosperous of the three, had ten professors and a demonstrator. The Faculty of Arts had four professors and a lecturer, and all of these except one gave only a part of their time to college work. They were, however, able and efficient men. Dr. Leach, who represented philosophy and allied subjects, was a man of rare gifts and of warm attachment to the college; Dr. Davies, a man of great learning, was shortly afterwards appointed to Regent's Park college, London; Dr. DeSola was an expert in Oriental languages and literature, and Mr. Markgraf represented modern languages, while Dr. Howe gave what time he could spare from the High school to his favorite mathematical and physical subjects. My own lectures in natural science came in aid of this slender staff, raising the professoriate in Arts to six. It was well for me that the Dean of the medical faculty, Dr. Holmes, was a man of scientific tastes and an accomplished mineralogist and botanist, as this led at once to my lectures being taken advantage of by the medical students as well as those in Arts. Thus while the whole students in Arts were only at that time 15, I began a course of lectures in 1855 with a large class, attended by some of the medical professors and by gentlemen from the city, as well as by the students. At the same time a good deal was done to perfect and render more definite the course in Arts, which even in the session of 1855-6 was becoming so moulded as to bear some resemblance to its present arrangements. The university at this time had no library and no museum, and its philosophical apparatus was limited to a few instruments presented to it some time

before by the late Mr. Skakel. I had to use my own private collections and specimens borrowed from the Natural History society to illustrate my lectures. The High school, under the rectorship of Dr. Howe, was an affiliated school, and we could look to it as likely in a few years to furnish us with a larger number of students—a hope not disappointed.

#### VISIT TO TORONTO.

But our great difficulty was lack of the sinews of war; and the seat of government being at the time in Toronto, I was asked to spend my first Christmas vacation in that city with the view of securing some legislative aid. There was as yet no direct railway communication between Montreal and Toronto, and of course no Victoria bridge. I crossed the river in a canoe amidst floating ice, and had to travel by way of Albany, Niagara and Hamilton. The weather was stormy and the roads blocked with snow, so that the journey to Toronto occupied five days, giving me a shorter time there than I had anticipated. I received, however, a warm welcome from Sir Edmund Head, saw most of the members of the Government, and obtained some information as to the Hon. Mr. Cartier's contemplated Superior Education act, passed in the following year, and which secured for the first time the status of the preparatory schools, while giving aid to the universities. I was also encouraged by Sir Edmund and Cartier to confer with the Superintendent of Education and the governors of McGill on my return to Montreal with reference to the establishment of a Normal School in connection with the university, which was successfully carried out in the following year. I may here remark, in passing, that the McGill Normal school has, in my judgment, been one of the most successful institutions of its kind. It has proved indispensable to the growth of our provincial education of every grade, has indirectly aided the university, has been deservedly popular throughout the country, and has had the good will and support of the successive superintendents of education, and of the provincial governments of both political parties.

#### AN APPEAL TO MONTREAL.

The direct aid, however, which could be obtained from the Government was

small, and the next movement of the board of governors was our first appeal to the citizens of Montreal, resulting in the endowment of the Molson chair of English language and literature with \$20,000 (subsequently augmented to \$40,000 by Mr. J. H. R. Molson), and \$35,000 from other benefactors. This was a great help at the time and the beginning of a stream of liberality which has floated our university barque up to the present date. In connection with this should be placed the gift of the Henry Chapman gold medal, the first of our gold medals. The liberality of the citizens in 1857 encouraged the board of governors to strengthen and extend the teaching staff in arts by the appointment of Professors Johnson and Cornish, and shortly afterward of Professor Darey, who still, after all these years of arduous and faithful service, remain to the university, and are now the senior members of its professoriate.

#### A LOSS BY FIRE.

To counterbalance these successes and advantages, in the early part of 1856 the building occupied by the High school and by the Faculty of Arts was destroyed by fire, along with some of the few books which had been collected and some of our apparatus, and a large part of my private collections which I had been using for my lectures. The specimens, apparatus and books were not insured, and the insurance on the building was quite insufficient to replace it, so that this was a great pecuniary loss, but one which our governors bore with admirable fortitude and equanimity and took immediate steps to repair. For the remainder of the session the college classes were transferred in part to the original college buildings above Sherbrooke street, and in part to the medical faculty's building on Cote street. The classes were not interrupted, and plans were at once prepared for the erection of a new and better building.

#### ADDITIONS AND IMPROVEMENTS.

The year 1857 was signalized not only by the opening of the McGill Normal school and by the additions to our staff already noted, but by the institution of a chair of civil engineering, the first small beginning of our Faculty of Applied Science. At the same time, in the hope that the Faculty of Arts might be able before

many years to occupy permanently the college buildings, the improvement of the grounds was begun, by planting, draining and making walks. At first I did this at my own cost, as a labor of love, with the aid of the late Mr. Sheppard in laying out the walks, merely asking permission of the Board. Dr. Howe, who resided at that time in the centre building, gave some aid, and the new secretary, Mr. Baynes, took a deep interest in the matter. The graduates undertook to plant trees along one of our walks, and eventually the Board gave small sums toward this object, and at a later date appointed a caretaker, for whom a lodge was erected by a subscription among our friends.

THE OLD BUILDING OCCUPIED, AND COMPLETED BY MR. W. MOLSON.

We had proposed that so soon as the students in arts should exceed fifty we would venture to occupy the old building. This happened in 1860, and we accordingly proceeded to move up and take possession of the centre block, the east wing being used for residences. The movement was a fortunate one, for it suggested to our friend, Mr. William Molson, the erection of a third block, corresponding to the eastern one, to be named the William Molson Hall, and which was to contain the convocation room and library. This was the original limit of Mr. Molson's intention; but, driving up one day in company with Mrs. Molson to note the progress of the work, she suggested that it would be a pity to leave it unfinished, and that it would be well at once to connect the three blocks of buildings in one pile, according to the original plan. The hint was taken, plans were prepared, and one of the connecting buildings became our first museum, while the other provided a chemical and natural science class room and laboratory. Both buildings, as well as the library, were seeds of greater things. The Library was provided with shelves for 20,000 volumes, while we possessed less than 2,000, and at first it was distressing to see its emptiness, but the time has long passed when, after crowding it with additional book-cases and extending it into an adjoining room, we began to desire larger space, now happily supplied by the magnificent Peter Redpath Library. The Museum, equally empty, received in the first instance a portion of my own collections,

and others obtained in exchange and by purchase from my own resources. In this way it was possible almost from the first to fill it respectably, for a museum without specimens is even more forlorn than a library without books. Dr. Carpenter's magnificent collection of shells was added in 1869. The whole furnished the nucleus for the Peter Redpath Museum, which stands at the head of Canadian educational museums. The other connecting building became the home of our chemistry and assaying, in which Dr. Harrington, with the aid for a time of the late Dr. Sterry Hunt, built up our schools of Practical Chemistry and of Mining and Assaying, which have trained so many young men for useful chemical and manufacturing employment, for mining enterprises and for the Geological Survey, and have sustained indirectly the honour course in geology in the Faculty of Arts. Thus our resuming possession of the old buildings was successful and fruitful of new enterprise, and Mr. Molson's timely aid laid the foundation of greater successes in the following years.

GRADUATES' SOCIETY.

About this time a number of our graduates resident in Montreal formed themselves into the nucleus of a university society, which has continued to grow and expand up to the present time, and has still room for further extension, more especially by the formation of branch or local associations, of which the Ottawa Valley Graduates' society has set the first and a brilliant example. One of the early efforts of this society, at the time under the presidency of Brown Chamberlin, M.A., D.C.L., was the institution of the Founders' Festival, a social gathering on Mr. McGill's birthday. It was continued with spirit for some years, but failed to attract graduates from a distance and was ultimately dropped in favor of other movements. The time may shortly come for its revival.

THE AFFILIATED COLLEGES.

In 1860 we entered on the new departure of affiliating colleges in arts, by the affiliation of St. Francis college, Richmond, and this was followed in a year or two by Morrin college, Quebec. In this matter the president of the Board of Governors, Judge Day, and the Hon. Judge Dunkin were very earnest, believing that

these affiliated colleges might form important local centres of the higher education, and might give strength to the university. They have not, it is true, grown in magnitude as we had hoped; but so far they have maintained a useful existence, and have unquestionably done educational good; and, more especially, have enabled some deserving and able men to obtain an academical education which would otherwise have been denied them. In the circumstances of the Protestant population of the province of Quebec, this is an end worthy of some sacrifice for its attainment. The only additional college of this class is that of Stanstead, added at a comparatively recent date. In 1865 the Congregational College of British America, an institution for theological education only, was removed to Montreal and became affiliated to the university, and has been followed by three other Theological Colleges. The value of these to the university no one can doubt. They not only add to the number of our students in arts, but to their character and standing, and they enable the university to offer a high academical training to the candidates for the Christian ministry in four leading denominations, thus rendering it helpful to the cause of Protestant Christianity, and enabling us to boast that we have aided in providing for the scattered Protestant congregations of this province a larger number of well-educated pastors than they could possibly have obtained in any other way, while the ministers sent out into the country have more than repaid us by sending students to the classes in all our faculties. Our system in this respect, which has been imitated elsewhere, presents, for colonial communities at least, the best solution of the question how to combine Christian usefulness with freedom from denominational control.

#### THE EDUCATION OF WOMEN.

The year 1870 brings me to the beginning of a most important movement not yet completed, but which has already proved itself a marked success—that for the higher education of women, respecting which a few chronological statements may be in place here. At a meeting of citizens convened by the Board of Governors in the early part of the year 1870 for the purpose of soliciting additional

endowments, a resolution was moved by the late Rev. Dr. Wilkes, and unanimously adopted, to the effect that the university should at as early a date as possible extend its benefits to women. It is true that no special endowments for the purpose were at this time offered, nor were there any applicants for admission, but in spending the summer of 1870 in England, my wife and I made it our business to collect information respecting the movements in this matter then in progress in the mother country. The conclusion at which we arrived was that in our circumstances the methods of the Ladies' Educational Association of Edinburgh were the most suitable; and seconded by Mrs. G. W. Simpson, whose experience and influence as an educator were of the highest value, we endeavored to promote such an organization in Montreal. At a meeting of ladies, convened by our friend Mrs. Molson, of Belmont hall, in her drawing-room, the preliminaries were agreed on, and the classes were opened in October, 1871, on which occasion I delivered the introductory lecture. This association conducted an admirable and most useful work for fourteen years, until its place was taken by the Donalds Special Course for Women.

About the same time, with the organization of the Ladies' Educational Association, two other movements occurred bearing on the same question. One was the foundation by former pupils of Miss Hannah Willard Lyman of an endowment in commemoration of that gifted lady, and the income of which was to be expended to found a scholarship or prize "in a College for Women" affiliated to the university, or in classes for women approved by it. This endowment was used in the first instance for prizes in the classes of the association, and its terms furnished an indication as to the prevailing sentiment with respect to the education of women, and were in accordance with the fact that Miss Lyman had been the lady principal of one of the greatest and most successful colleges for women in the United States. The other, and practically more important, was the establishment of the Girls' High School of Montreal. This was suggested by the Rev. Dr. Jenkins, the chairman of the Protestant commissioners of schools, in his report



for 1871, and after some delays, owing to the claims of other objects, I moved, as a member of the Board, in February, 1874, the appointment of a committee with power to establish such a school. The committee acted promptly, prepared a plan, recommended teachers, and engaged a temporary building, and the school came into operation in the autumn of 1874. In moving in this matter I fully expected that the establishment of a school giving the training necessary for our matriculation examination would lead in a few years to a demand for college education on behalf of the passed pupils of the school, but trusted that means would be found to meet this when it should arise, though I deprecated any premature action on the part of the university itself in this direction. The attention of the corporation was directed to the subject by the Rev. Dr. Clark Murray in 1882, and the matter was referred to a committee to collect information; but the demand did not actually develop itself till 1884, when several pupils of the Girls' High school had distinguished themselves in the examinations for associate in arts, and formal application was made by eight qualified candidates for admission to university privileges. At first the only resource seemed to be to appeal to the public for aid in this new departure; but at the moment when the difficulty pressed, Sir Donald A. Smith voluntarily came forward with an offer of \$50,000 to provide separate classes in Arts for women for the first and second years, leaving the question of how their education was to be continued afterwards in abeyance. This generous offer was thankfully accepted by the university, and thus our classes for women were commenced in 1884. Subsequently the same liberal benefactor increased his gift to \$120,000 to continue the work over the third and fourth years, and besides contributed \$4,000 annually in aid of sessional lecturers, while the Corporation, without hesitation, admitted the women to all the privileges of examinations and degrees. Under these arrangements the Donald special course for women has been going on successfully for eight years; but it still remains to carry out the development of the liberal plans of the founder into a separate college for women affiliated to the Uni-

versity. In this form, and with a suitable building in proximity to the other buildings of the university, and aided by our library, museum and laboratories, it cannot fail to attract a much larger number of students and to become more than ever a leading department of the work of the university.

Reference has been made to the Examinations for Associate in Arts. These were established in 1865, and at first were limited to pupils of the High School. With the aid of the University of Bishops College and the Protestant Committee of the Council of Public Instruction, they have now been extended to all the Protestant Academies and High Schools, and have become an important factor in the higher education.

#### A SEMI-JUBILEE.

In 1880, on occasion of the twenty-fifth year of my tenure of office as principal, I endeavored to assemble its graduates at a banquet in the William Molson hall. Much labor was necessary to secure accurate information as to their addresses, and this was made the means of preparing the first directory of the graduates. Eight hundred and fifty cards of invitation were issued, and answers expressing sympathy and affection for Alma Mater were received from nearly all. The result was that 360 gentlemen, nearly all graduates of the university, were able to attend and to take their seat at the tables occupying the hall. At this entertainment, after a few words of welcome to the guests and the usual toasts, addresses were delivered by representatives of the different bodies and interests connected with the University, and by representatives of sister institutions. The topics were naturally those connected with the past history and present state of the University; and the part which its governors, principal and fellows, its benefactors and its graduates had taken in elevating it to the condition to which it had attained, and in advancing the interests of education. As to the future, the evening was signalized by the announcement of the intention of Peter Redpath, Esq., one of the governors, to erect a costly and capacious museum building on the college grounds, and that of the Principal to place therein, as a gift to the university, his own large geological collections, and the further announcement that the

graduates proposed to commemorate the the twenty-fifth year of the Principal's tenure of office by the erection of a university building to bear his name. The entertainment being a private one, reporters were not admitted, which, perhaps, was an error, as it would have been interesting now to have preserved a record of the addresses, more especially of those delivered by men who have since passed away. It had been hoped that entertainments of this kind might have been continued, but the labour and cost of meetings of scientific associations prevented this for the time.

#### THE AMERICAN AND BRITISH ASSOCIATIONS.

The university should, I think, take a large share of credit for the success of the meetings of the American Association for the Advancement of Science in Montreal in 1857 and 1882, and the still more important meeting of the British association in 1884. University men worked earnestly in aid of these meetings, the use of the college buildings contributed materially to their accommodation, and the results tended in many ways to the promotion of science in Canada. Such meetings, by bringing among us eminent men, widely known abroad, and by directing special attention to new scientific topics, contribute greatly to our advance in national improvement and in placing us abreast of the scientific movement in other countries. Each of these meetings has had its influence in these respects and has marked a distinct step in our upward progress.

#### THE UNIVERSITY'S FINANCES.

I have referred in these reminiscences to the financial affairs of the University. In this respect we have always been in straitened circumstances, but relief has often come just at our time of greatest need, though there have always been important fields of usefulness open to us, but which we had not room to enter on. Our last public appeal is thus referred to in a publication of the time: "At the close of the financial year 1880-'81, our income had ebbed in a most threatening manner. Being derived mainly from mortgages on real estate, it had run some risks and experienced a few losses in the commercial crisis of the preceding years. But when the tide

of commercial prosperity turned, a greater calamity befell us in the fall of the rate of interest, which reduced our revenue by nearly 20 per cent., and this at a time when no decrease of expenditure could be made without actual diminution of efficiency. In these circumstances the Board of Governors found it necessary to insist on most unwelcome retrenchments, injurious to our educational work, and which some of us would have been glad to avert even by much personal sacrifice and privation. At length, on the 13th of October, 1881, we convened a meeting, not happily of our creditors, but of our constituents, the Protestant citizens of Montreal, and our position and wants were laid before them most ably, and, I may say, even pathetically, by the chancellor, Judge Day and the non-ordinary treasurer, Mr. Ramsay. The meeting was a large and influential one, and I shall never cease to bear in grateful remembrance the response which it made. There was no hint of blame for our extravagance, no grudging of the claims of the higher education which we represented, but a hearty and unanimous resolve to sustain the university and to give it more than the amount which it asked. The result of the meeting was the contribution of \$28,500 to the endowment fund, besides \$26,335 to special funds, including the endowment of Mr. W. C. McDonald's scholarships, and of \$18,445 in annual subscriptions, most of them for five years. But this was not all, for it was followed by two of those large and generous bequests of which this city may well be proud. Major Hiram Mills, an American gentleman, resident for twenty years in Montreal, and familiar with the struggles of the university, left us by will the handsome sum of \$43,000 to endow a chair in his name, as well as a scholarship and a gold medal. On this endowment the Governors have placed the chair of classical literature. More recently our late esteemed friend and fellow-citizen, Mr. David Greenshields, has added to the many kind actions of a noble and generous life the gift of \$40,000 for the endowment of a chair to be called by his name (the David J. Greenshields chair of chemistry).

#### THE LATEST GIFTS.

It is perhaps unnecessary that I should continue this subject further. The great

steps in advance of the last few years are known to nearly all who hear me. In so far as money is concerned these gifts include the following: The Thomas Workman endowment for mechanical engineering of \$117,000, supplemented by \$20,000 from Mr. W. C. McDonald; the W. C. McDonald Engineering Building, valued with its equipment at \$350,000, and an endowment of \$45,000 for its maintenance, and also the endowment of the chair of electrical engineering with the sum of \$40,000; the erection and equipment by the same gentleman of the Physics building, valued at \$300,000, and two chairs of physics with endowments amounting to \$30,000; the endowment of the Faculty of Law by the same benefactor with \$150,000, and the endowment of the Gale chair in the same faculty with \$25,000; the large gifts to the Medical Faculty by Sir D. A. Smith and Mr. J. H. R. Molson and other benefactors, amounting to \$269,000; the John Frothingham principal fund of \$40,000, founded by Mrs. J. H. R. Molson and the Rev. Fred'k Frothingham; the purchase of land valued at \$42,500 by Mr. J. H. R. Molson; the further endowment by the same gentleman of the chair of English Literature with \$20,000; the Philip Carpenter Fellowship with endowment of \$7,000; the Peter Redpath Library, valued at \$150,000, with \$5,000 annually for its maintenance. In the aggregate these gifts of citizens of Montreal within the past four years amounts to more than a million and a half of dollars. Many minor gifts also testify to the good will and liberality of the citizens generally. These great benefactions are not only a vast addition to our resources, but an earnest for the future, since it is not to be supposed that so great and useful endowments, attracting so many students and so highly appreciated by the public, shall ever be left to fall into decay, or fail to be supplemented by additional benefactions. It is to be observed also that the greater part of them have been given by men not graduates of the university, and it is to be expected that as our graduates increase in number, influence and wealth, some return will flow in from them for the benefits they have received. They need not think that their gifts will be declined. There are still great needs to be supplied. These may be ranged under the three

heads of the professional faculties, the academical faculty and the university as a whole.

#### ADDITIONAL AID REQUIRED.

In the former the Faculties of Law, Medicine and Veterinary Science are still deficient in regard to class rooms and laboratories. The Faculty of Applied Science is still unprovided with necessary outfit in reference to the departments of mining engineering and practical chemistry. It is, however, the Academical Faculty or Faculty of Arts that is in most need. It requires large additions to its staff, and more especially division of the heavier chairs. In this connection it should be observed that it is burdened with the general education of students of professional schools as well as with the training of its own students. It is also in great need of improved class rooms and extended accommodation of every kind for its work. The University as such needs a new Gymnasium, Lodging Houses and a Dining Hall, and an adequate Convocation Hall, with proper rooms for university Boards and general college societies and for university officers. It is not too much to say that in securing these ends the great benefactions already given might profitably be doubled. That these things will all be done in process of time I have no doubt, but it should be remembered that class after class of students is going forth into the world without having enjoyed these benefits. I have a large packet of papers labelled "Unfinished and Abortive Schemes" containing the details of these and other plans. I value these papers very highly, as representing creative thought not yet materialised, but I am quite willing to part with any of them to any benefactor who will carry it into actual effect. While personally it is necessarily a matter for regret that I cannot continue in office till the great improvements to which I have referred are realized, it is at least something, after our long and arduous journey through the wilderness of penury and privation, to see even afar off the goodly land into which my successors are entering, and in the enjoyment of which, I trust, they will forgive the shortcomings of those who had to lead the way, and will not forget the dangers and difficulties of the thorny paths through which we have passed.

## ORDER AND UNITY.

One feature, however, of our history for which we cannot be too deeply thankful, is the comparative peace and mutual forbearance which have prevailed in all the past years, and the united and earnest action of all the members of the university in every crisis of our long conflict. Nor have we had any reason for anxiety respecting our students. I confess that if there is anything I have feared and have constantly prayed to be exempt from, it has been the possible occurrence of those rebellions and disorders that have troubled so many colleges on this continent. For this exemption I do not take credit to myself. McGill has had an able and devoted governing Board, a body of competent, diligent and popular professors, derived from a large number of different universities on both sides of the Atlantic, and the Canadian student is on the whole a hard worker, good-natured and patriotic, and not too self-asserting. Nor is our system of college government a cast iron constitution which has been set up by an act of legislation. It has grown up under experience and careful adaptation of methods to needs. In McGill each faculty exercises jurisdiction over its own students, the executive officer being the dean of the faculty. The principal intervenes only when desired to give advice or assistance, or when any case arises affecting students of different faculties; and the power of expelling students resides only in the corporation—a body including the governors, the principal and all the deans of the faculties, with elective representatives of the faculties, of the affiliated colleges and of the graduates. Under this system it is understood that each professor is supreme in his own classroom, but his power of discipline is limited to a temporary suspension from lectures, which must be at once reported to the dean. If necessary, the dean may lay the case before the faculty, which, after hearing, may reprimand, report to parents or guardians, impose fines, suspend from classes, or in extreme cases, report to the corporation for expulsion. No case involving this last penalty has, however, yet occurred, and the effort has been to settle every case of discipline by personal influence and with as

little reference to laws and penalties as possible. With this machinery a simple code of rules is sufficient. It provides for orderly and moral conduct in the buildings and in going and coming, and for the safety of the property of the university, and prohibits all action likely to obstruct the work of the college or to interfere with the progress of other students. In the case of college societies it is required merely that their objects shall be consistent with those of the university, and that their laws and officers shall be communicated to and approved by the faculty in whose rooms they meet. Above and beyond all such machinery and rules lies the obligation on principal, deans and professors to watch the beginnings of evil and to counteract by wise and kindly advice anything that may lead to disorder. On the other hand, the effort of the student should be to exercise all that liberty which tends to make him self-reliant and fit for the battle of life, while he endeavors to avoid the formation of any habits inimical to the interests of his fellow students or injurious to himself. In all this I proceed on the assumption that it is the business of a university to train young men and women for noble lives, not so much to teach them to do something as to train them to be something. Perhaps the tendency most to be feared in our age and country is that towards practical and profitable work without the previous education that should develop fully the mental powers and form the character. This tendency it is the duty of the university by all means to counteract, as one that will lower our national character and thereby prevent our highest success. This principle being kept in view, the cultivation of interest and enthusiasm for college work at once secures progress and peace. In short, the control of young men or young women is to be exercised rather in the way of inducing them to like their work and duty than by any influence of the nature of coercion or restraint. In this way only can they be trained to control themselves and, when their turn comes, to control others. They who would rule must themselves learn willing obedience. Of course, there is place here for all the elevating influence of spiritual religion, and there is scope for that most important power which arises from the exam-

ple of punctuality, self-denial and honest work on the part of professors. I fervently pray that the good traditions of McGill in all these respects may ever be maintained.

#### THE RELIGIOUS LIFE

of McGill university has been of a quiet and unofficial character. We have not sought to make any parade of religious services as such, but by personal influence and example to foster piety among the students and to facilitate as far as possible their taking advantage of the religious privileges afforded in the city. In this connection I attach paramount importance to the spontaneous action of the students themselves, more especially as manifested in their Christian Associations. These have, I think, been sources of unmixed good and have largely contributed to maintain and extend religious life. I could wish that they should have from the university or its friends means to provide proper accommodation for meetings and social reunions, and that the utmost aid and countenance should be extended to them by the college authorities.

#### THE PRINCIPALSHIP OF THE FUTURE.

My function in this university has been that of a pioneer; and viewed in this light it has not been compatible with the dignity and the authority which are usually attached to the heads of more firmly established colleges in older countries. It is time, however, that this should be changed, and my successor should enter upon office under more favorable conditions than those of the feeble and struggling university of the past. In 1855 the University had twenty Professors and Lecturers and about eighty students. It now has seventy-four Professors and Lecturers and a thousand students. This fact alone is sufficient to indicate the increase in the work and responsibility of the officer who has to superintend and harmonize all these workers in many distinct departments. I would therefore more especially ask in his behalf that he should have means to support the dignity of the university in its social aspect, to entertain distinguished stran-

gers as well as the members of the university, and to take a place in society becoming the magnitude of the interests committed to his care. Under our constitution he cannot be an autocrat, since he can only enforce regulations enacted by the governors and corporation, but he should at least have full information as to all contemplated movements, and should be consulted respecting them, and should be recognized as the only official medium of communication between the different portions of the university. The operations of McGill are now so extensive and complicated that the dangers of disintegration and isolation have become greater than any others, and the Principal must always be the central bond of union of the university, because he alone can know it in all its parts and weigh the claims, needs, dangers, difficulties and opportunities of each of its constituent faculties and departments. Much of this must without doubt depend upon his personal qualities, and I trust those who are to succeed me in this office may be men not only of learning, ability and administrative capacity, but of unselfish disinterestedness, of large sympathies and wide views, of kindly, generous and forgiving disposition, and of that earnest piety which can alone make them safe advisers of young men and women entering on the warfare of life.

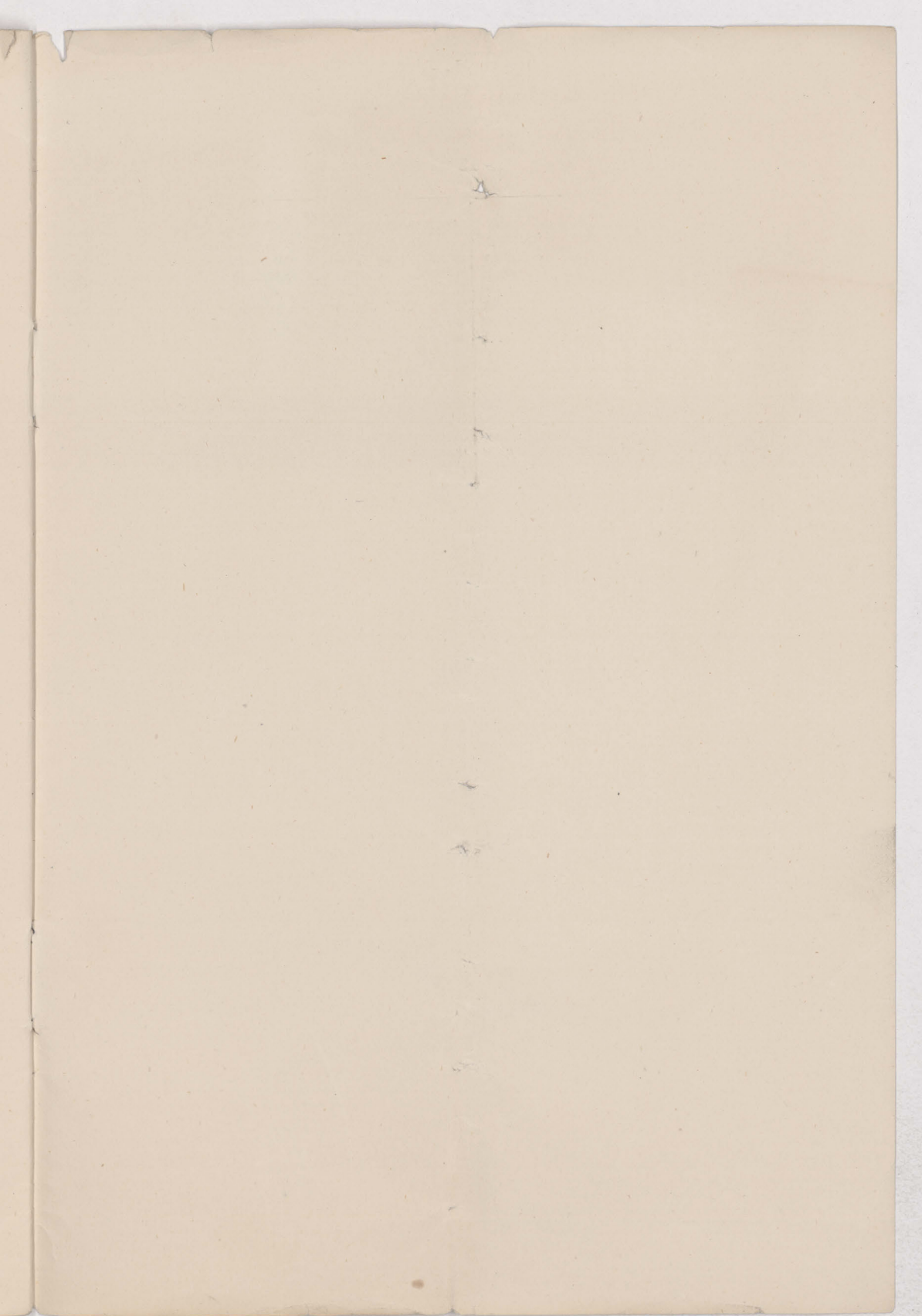
#### SOME PERSONAL REMARKS.

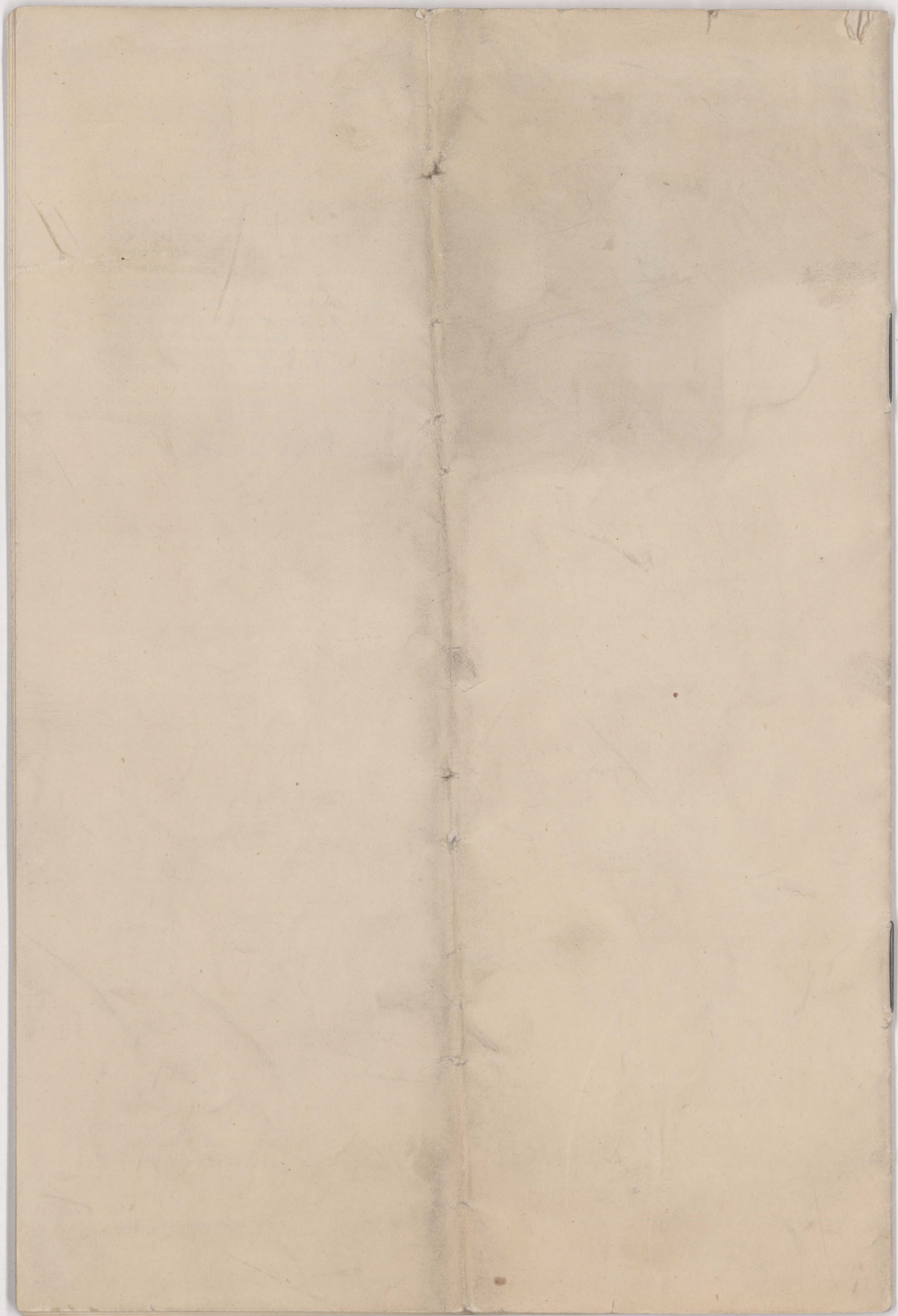
In conclusion, let me say a word as to myself and my retirement from office. My connection with this university for the past thirty-eight years has been fraught with that happiness which results from the consciousness of effort in a worthy cause, from the aid and support of my dear wife, who has cheered and sustained me in every difficulty, and from association with such noble and self-sacrificing men as those who have built up McGill College. But it has been filled with anxieties and cares and with continuous and almost unremitting labor. I have been obliged to leave undone or imperfectly accomplished many cherished schemes by which I had hoped to benefit my fellow-men, and leave footprints of good on the sands of time. Age is advan-

cing upon me, and I feel that if I am fittingly to bring to a close the business of my life I must have a breathing space to gird up my loins and refresh myself for what remains of the battle. I have, besides, as you know, been somewhat abruptly deprived by a serious illness of my accustomed strength, and in this I recognize the warning of my Heavenly Father that my time of active service is nearly over. In retiring from my official duty I can leave all my work and all the interests of this university with the confidence that, under God's blessing, they will continue to be successful and progressive. The true test of educational

work well done is that it shall have life and power to continue and extend itself after those who established it are removed. I believe that this is the character of our work here, and I shall leave it with the confident expectation that it will be quite as successful in my absence as in my presence. Such a result I shall regard as the highest compliment to myself. To this end I ask your earnest consideration of the sketch of our progress which I have endeavored to present, and I pray that the blessing of God may rest on the university and on every part of it, and that it may be strengthened with His power and animated with His spirit.











The Governors of McGill University  
request the pleasure of the company of  
Miss M. Murphy, B.A.  
at a reception to be held  
in the University Buildings and Grounds,  
upon the evening of Friday,  
the third of September at 9 o'clock,  
to meet the Members and Guests of the  
British Medical Association.

The favour of an early answer is requested addressed to  
Professor McLeod, McGill University.

MCGILL UNIVERSITY	
ARCHIVES	
ACC. NO.	12-16
REF.	Item 7

# WOMEN'S WORK

## MCGILL ALUMNAE HONORS PIONEERS

### Entrance of Women to University 50 Years Ago Recalled

An assembly of some 250 observed the fiftieth anniversary of the opening of McGill University to women on Saturday at a luncheon given by the McGill Alumnae Society in Tudor Hall, when honor was paid to five members of the pioneer class, and tribute to the memory of Lord Strathcona, who gave \$120,000 for women's higher education. A group of ten women students entered in Arts fifty years ago; now there are some 600 in the university, including those of the degree course and at Macdonald College and the Graduate School.

The story of the admission of women to the university was told by Dr. Grace Ritchie England, who gave a graphic account of conditions as they were then. She replied to the toast to the pioneer class, proposed by Miss Elma Ferrigard of the class of '34.

The question of higher education for women was first raised in 1870 by the Rev. Dr. Wilkes. Dr. Clark Murray was another champion of the women students, Dr. England recalled.

Two girls at the High School, Rosalie McLea and Octavia Grace Ritchie, now Dr. England, fifty years ago, headed the list in the A.A. examinations. They had been able to compete by working out of school at subjects which were taught to the boys but not to the girls. Their success lent weight to their plea to be admitted to the university, but Principal Dawson, while sympathetic, had to tell them that there was no provision for the collegiate education of women. Then came Donald A. Smith, later to be Lord Strathcona, with his gift of \$30,000 later augmented. Four girls from the High School, were among the group who entered the university in the autumn of 1884, Rosalie McLea, Octavia Ritchie, Heleen Reid and Alice Murray.

Later in her address, Dr. England added the name of Mary Simpson, whose mother was an officer of the Ladies' Educational Association, which took the first step towards university education for women by organizing lectures given under the auspices of McGill.

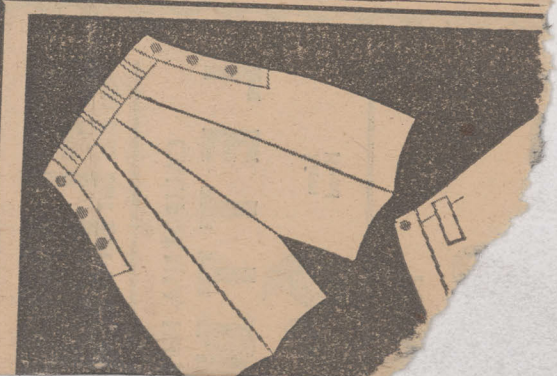
Mrs. Walter Vaughan, proposing the toast to the Alma Mater, remarked that if the numbers of students increase at the rate of the past 25 years, another benefactor will be needed. There will have to be a larger staff, so that instead of "haranguing a multitude and calling that education," teaching may be done in small groups.

Mrs. Vaughan questioned whether the university was doing enough for the student different from the average. Rather than mass production the aim should be to have care for the student who showed inclination to be different from the crowd.

"We must admit that the Alma Mater is sending out students today some of whom have received a superficial education," she said. Something had been done towards collecting funds for scholarships, but far more was required.

"One of the boys" of the class of 1884, Dr. Charles F. Martin, dean of the Medical Faculty, replied to the toast to the Alma Mater, and recalled his defeat at the hands of the girls in the A.A. examinations. He paid tribute to the members of the pioneer class, to Miss Hunter, as head of the High School for Girls for many years, to Dr. Helen R. Y. Reid, as the outstanding authority in Canada on social welfare work, and also to Dr. Maude Abbott, an early graduate though not a member of the pioneer class, for her international reputation in a branch of medical research.

George S. Currie, introduced as



### Women's Meeting

**TUESDAY, OCTOBER 1**  
Woman's Art Society in Hall, 11 a.m.  
Montreal City sub-division C. W. L. in the Windsor F. p.m. Study Club at 2.30 p.m. Side on program.  
Temple Emanu-El Sisterhood Women's Guild of St. Church, in the parish room Stanley street, 11 a.m.  
Franklin Hall Chapter I. of the home of Mrs. W. S. H. avenue, 3 p.m.  
Nolan-Cornell Chapter I. of the home of Mrs. H. V. I. dington avenue, 2.45 p.m.  
Women's Missionary Society First Presbyterian Church in the lecture hall, 8 p.m.  
St. Lambert Women's Fellowship in St. Andrew's Church hall 3 p.m.  
Church of the Ascension Guild, in the church hall Notre Dame de Grace S. 923 Girouard avenue, 8 p.m.  
Rosemount Women's Club's masquerade party Hall, 8 p.m.

Woman's Auxiliary of Mount Y.M.C.A., tea and 3 p.m.  
St. Stephen's Senior Club, at 3 p.m.  
Fidells Auxiliary, meeting in Fairmount-St. Giles Club parlor, 8 p.m.  
St. James the Apostle V. parish hall at 2.30 p.m.  
Trinity Memorial Church Association, Group No. 7 North District Auxiliary V.O.N., monthly meeting North Branch Y.M.C.A., Kitchener Chapter I.C. in Room 1122, Mount tel. at 10 a.m.  
The I. H. N. Society, 3576 Marlowe Avenue, 10

### PROGRAM FOR BUSIN

The Business and Women's Club will hold a bazaar of the Ephraim Scott Windsor Hotel on Saturday, October 27, at 8.15 o'clock members will have the of hearing songs and Miss Pattie Price. A.R.C.M. A tea causerie place at the club house 6 o'clock next Sunday after Hazel E. McCain will speak Women's Institutes—a organization.

### SHOWER FOR BAZA

A shower for the fancy lingerie booth at the fort will be held on Wednesday noon, October 24, from 3 to 5 at the church. Conveners a Currie, Mrs. Walker, Mrs. and Mrs. Jamieson; soloist James Bob. There will also table of home cooking.

### CHAPTER ELECTIONS

At a meeting of the Jeffrey Burland Chapter I. O. D. E. recently, Mrs. J. S. Garland elected honorary treasurer, and R. P. Kember, wool convener. secretary read Mrs. W. C. Hodges report on the national annualing, also the report on the of Nations.

### FOOD SALE AND BRIDGE

The food sale and bridge, scheduled to take place Wednesday afternoon under the auspices of the Young Ladies' Zionist Chapter Hadassah, at Zionist headquarters 384 Sherbrooke street west, has been changed to Tuesday afternoon October 23.

### BRIDGE, TEA AND SALE

The St. Matthias Girls' Branch W. A. is holding a bridge, tea and food sale in the church hall, Cote St. Antoine road, on Tuesday afternoon, October 30, from 3 to 6 o'clock.

The only governor of the university whose parents were both graduates of McGill, spoke briefly. John Hackett, K.C., M.P., president-designate of the Graduates' Society, also spoke.

Miss Louisa Fair, president of the Alumnae Society, presided. The members of the pioneer class, seated at the head table were Dr. England, Dr. Reid, Miss Hunter, Miss Jane Palmer and Mrs. D. G. Yates, the last-named of New York. Also honored, as pioneer women professors, were Prof. Carrie Derick and Dr. Maude Abbott. Greetings were received from two members of the first class now in California, Dr. Donald McFee, the first woman graduate of McGill to receive a Ph.D. degree, and from Miss Alice Murray, Mrs. W. H. Brethaupt, of Kitchener, Ont.

### EDUCATIONAL DISCUSSION

The opening meeting of the Cote des Neiges and Snowdon Women's Club will be held on Wednesday, October 24, at 3 o'clock in the Notre Dame de Grace Community Hall. The speaker, Miss Catherine I. Mackenzie, principal of the Girls' High School of Montreal, will discuss topics. The soloist will

**K.**  
The King's lecture Church 3 o'clock. the summer meetings 1

### GUILD H

Under aus Guild of St. drive will be Hamilton str noon, October. This is in aid ba'par. Tea

### RECEIPT

A Barnitzval of a number home, will be Auxiliary of th Orphans' Home noon, October institution are in

### HALLOWE

The Ladies' A Hallowe'en social Masson street, at evening. Prizes refreshments serv

"WHITE ELEPH Group B of the of St. Matthew's

1888.

McGill College, Montreal.

30TH APRIL.

THE ADDRESS OF THE FIRST CLASS  
OF LADY GRADUATES AND THE  
PRINCIPAL'S REPLY.

THE LADIES' VALEDICTORY.

The valedictory for the Donalda department was read by Octavia G. Ritchie, B. A., with grace and ease, and was received with cheers. She began by giving a short sketch of how ladies were first admitted to McGill and of their life since entering it. Five years ago very little was heard of a university course for women. At that time a few scholars in the High school were anxiously waiting for what the future would bring. Their brothers might go up to McGill, but they who were filled with the same longings for greater knowledge, were excluded from this course merely because they were girls. At that time the prize list was headed by a girl, and the same evening several of her classmates met to discuss the prospects for higher education and still remained sanguine in spite of the opposition of older heads. The college might be opened in the dim future, but not that year. Early in July the Principal was waited on to find out if there was any hope of the sacred portals being opened to women; he replied that it would hardly be that year. The names of eight candidates were sent in and two months of suspense were passed until in September the well-known endowment was given. To this generosity is due the graduating of the present class of women. It was in October, 1884, that the classes were first opened in the Peter Redpath museum, where the first delights of higher education were felt. Except in the honor courses the classes have been separate, and the greatest courtesy was always shown. The various clubs were mentioned, the Lawn Tennis, the Delta Sigma, the Converzazione and the Theodora Society. The

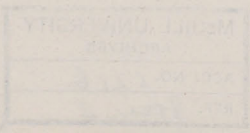
MCGILL UNIVERSITY ARCHIVES
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important question of medical education for women was brought up, and the need of some provision insisted on. Medical women are needed at home, but it is the Eastern countries that are calling loudly. A lady missionary, with a thorough medical training, has a wonderful field before her. She alone can gain admission to her suffering sisters; and it is often by her power to heal their physical infirmities that she first has an opportunity to enlighten the darkness of their souls. A medical course should be provided for the women of this city and province, and some time it must be done. The question is when. The gentlemen students were thanked for their kindly feeling and courteous behaviour. While there is a spirit of rivalry, it is a frank and generous feeling. The ladies also were loyal to their country and university, and grateful to the professors for their kindness and patience, and they, too, go out from their Alma Mater with heavy hearts, bidding her farewell.

At the close of her address Miss Ritchie was presented with a bouquet by the gentlemen students.

SIR WM. DAWSON'S REPLY.

Sir Wm. Dawson replied as follows: Ladies,—I beg to acknowledge on behalf of the university the address which you have been so kind as to present and which reflects credit both on you and on us. I cannot better congratulate you on the proud historical position which you occupy to-day, as the first graduating class of women in this university, than by referring to the circumstances which you recall to memory in connection with the opening of the Donalda Special course. While it has been the policy of this university to husband its resources for the essentials of its work, and to avoid new and untried experiments, it has always been prompt to respond to any true educational want, and hence it has often been in advance of other universities of this Dominion, and perhaps in some sense in advance of the time, in entering on and cultivating new fields. I may refer in this connection to the early development of its medical and law schools, its faculty of applied science, its affiliation of theological colleges, and its examinations for associate in arts, the latter of which have directly led to the institution of our classes for women. When, four years ago, the representatives of this class called on me with



reference to admission to the Faculty of arts, I was already in a position to say that the regulations of the university recognized the right of women to take the examinations for senior associate in arts, and, therefore, that if a sufficient class should offer and means could be found for its tuition, there could be no difficulty in the matter, in so far as preparation for the intermediate examination was concerned. When it was ascertained that eight young women, who had taken certificates as associates in arts, were prepared to enter, I considered the first condition to be met. But the second was one of greater difficulty, more especially as it was evident that if anything was to be done, it should be done well, and in a manner creditable to the university and likely to be permanent. In addition, therefore, to leading gentlemen in McGill, I consulted with the ladies who had been most influential in the Ladies' Educational association, and with my friend, Canon Norman, the vice-chancellor of Bishop's college, who had been acting with us on behalf of that university in the examinations of women as senior associates, and who, as chairman of the Commissioners of Schools, was interested in the High school pupils. The pressure incident to the preparations for the British association in the autumn of 1884, and the absence from town of leading members of the university, caused however some inevitable delay in giving the matter a definite form. But just at this time, and while the meeting of the association was in progress, I was one day called out of the geological section by Sir Donald Smith, who had come to intimate his intended gift of \$50,000 in aid of the higher education of women. No gift could have been more opportune, and in so far as I was concerned it was unsolicited. It placed us in a position at once to make arrangements for the classes, but in order to commence these in time for the expectant candidates, and to prevent them from losing a session, the details of the work of the first year had to be extemporized, and class rooms borrowed from the museum, in advance even of the formal deed of gift by which the endowment was transferred to the university. The eminent success which has attended the enterprise, and which I confess has been beyond my expectations, is the best justification of the prompt action of the university, and of the enlightened liberality of our benefactor in his original gift, and in the en-

largement of it to \$120,000, in order to allow the continuance of the classes to the fourth year, as well as in that farther enlargement which he is understood to contemplate, and and which will give us, in affiliation to the university, a college for women equal to those great institutions of the United States which we have hitherto regarded with envy; and indeed superior to them in the advantages to be derived from immediate association with a great university. When you entered the first year you could scarcely have anticipated what was before you, and it is pleasant to know that you are satisfied with what you have attained. You feel also that the position which you have now reached, while it affords ground for congratulation, carries with it also the obligation to use for good and high purposes the training you have received. Many will, no doubt, ask with some degree of scepticism in what respects college graduates are superior to other young ladies, but I trust that, with God's blessing, you will show in your future lives the benefits of the culture received here, and that you will be followed by many worthy successors, as good students as this class, I cannot wish for better. You speak of professional work. Some important professions are already open to you here and elsewhere. The question as to others, and as to opportunities here, is like that for education in arts, one of demand and supply. In conclusion, it is a matter of thankfulness that no injury to health has manifested itself in our women's classes, and that we have good evidence in the examinations just completed that the students in the junior years are likely to emulate your good example, and to attain to equally satisfactory standing. I do not think that it is necessary or indeed desirable to keep up any feeling of rivalry between the sexes in college work. We are satisfied to know, as the result of our four years' experience, that the work of the faculty of arts, as at present arranged, seems equally adapted to both, inasmuch as the honors and standing attained are pretty equally divided. It will be for the future, and when greater means are available, to decide what improvements or refinements, if any, in the interest of one or the other sex may be desirable. I need not say to you that we shall always take a special interest in our first graduating class of women, and that you leave us now with our sincere good wishes.

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**Girls' Club  Lunch Room**

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REPORT FOR 1894-95.

MONTREAL.

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McGILL UNIVERSITY  
ARCHIVES

ACC. NO. 1216

REF. ITEMS

# Girls' Club and Lunch Room

FOR

## WORKING GIRLS

84 BLEURY STREET, - - - MONTREAL.

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### Committee of Management.

- Miss Carrie M. Derick, President.  
Miss Ibez Botterell, - Vice-President.  
Miss Binmore, - - - Treasurer.  
Miss Kate Campbell, - Recording Secretary.  
Miss Helen R. Y. Reid, Corresponding Secretary.
- Miss Ethel Radford, - Ass't Corres. Sec.
- |                      |              |
|----------------------|--------------|
| Miss Cooper, - - - - | } Directors. |
| Miss Mair, - - - -   |              |
| Miss Langdon, - - -  |              |
| Miss Gosling, - - -  |              |
- Miss S. Armstrong, - Working Manager.

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## REPORT OF THE GIRLS' CLUB,

1894-95.

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The members of the Alumnae Society, composed of women graduates of McGill University, feeling strongly the needs of the working girls of Montreal, opened the Girls' Club and Lunch Room in May, 1891.

The first home of the Club was a small house on Jurors street. There, with varying success, the work was continued until May, 1894. It was then thought advisable to move to a larger house and develop the work in several directions. Accordingly, a shop at 84 Bleury Street was rented, and fitted up to serve both as restaurant and class-room.

A greater number of workers being needed, the Constitution was altered so as to admit Honorary and Associate Members.

An efficient working manager was also employed.

The events of the past year have justified the changes. Success has rewarded the efforts of those interested in the Club, and all the members are convinced that in order to be of the greatest benefit to working girls, the work needs further development only.

During the year 25,474 meals were served, 74 per cent. of these being dinners, of which the average price was  $9\frac{1}{2}$  cts.; the average daily attendance was 83, and the numbers attending the Club have been constantly increasing. Notwithstanding the very low price at which good meals were served, the receipts of the lunch room itself exceeded the actual running expenses by \$57.99.

The Evening Classes in singing, gymnastics and Bible study, the socials, and other entertainments were fairly well attended, a greater interest having been shown in them as the winter advanced. Lectures by Mrs. D. P. Penhallow on Japan and by Mr. Nevil Norton Evans on "A trip through England," were much appreciated by good audiences. The Glee Club did such good work that the members, assisted by friends, gave a most successful concert, the proceeds of which were devoted to the Piano Fund. This fund, which

was established by a country concert, has been so generously supported by friends that a deficit of \$30 alone prevents the piano from being the property of the Club.

Her Excellency, the Countess of Aberdeen, visited the Club January 19th, and, expressing much approval of the work, addressed a few earnest, helpful words to the members present.

Christmas Day the members gave a Christmas Tree to more than a hundred poor children, each of whom received clothing, toys, and refreshments. A small percentage of the receipts of the lunch room has been regularly set aside for the help of those who are ill or without work.

The success of the Club during the year was such that the members had no hesitation in undertaking new responsibilities. In May, 1895, they rented the dwelling over their shop, thus providing rooms for the manager and workers, a cosy sitting room, and four bedrooms rented to working girls. Owing to the generous gift of Mr. G. W. Stephens, these rooms are all newly and prettily furnished. But the need of a large building especially suited to Club work is greatly felt, and it is

hoped that an Endowment Fund will soon be established, which will in time enable the members to realize their ideal of a self-supporting Club for Working Women. In order to accomplish this result the Committee ask for the kind co-operation of all the graduates of McGill University and their friends.

Before closing this report, the Committee wish to thank sincerely all those who have helped in the work of the Club, either by gifts of money, furniture, or books, and especially those who have so faithfully "served" during the lunch hour, and assisted at concerts and socials. At the same time it is hoped that those who have so efficiently helped the Club in the past will continue to do so in the future, that the work may develop as rapidly as the demands increase.



All communications should be addressed to the Corresponding Secretary, Miss REID, 57 Union Avenue.

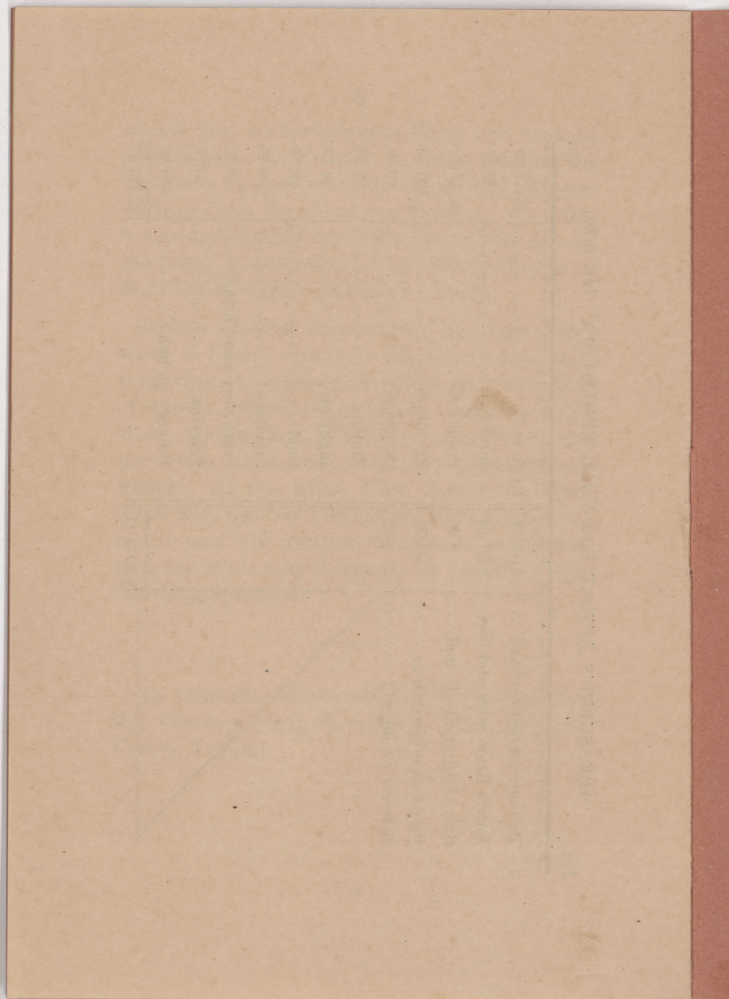
TREASURER'S REPORT FOR YEAR ENDING MAY 1ST, 1895.

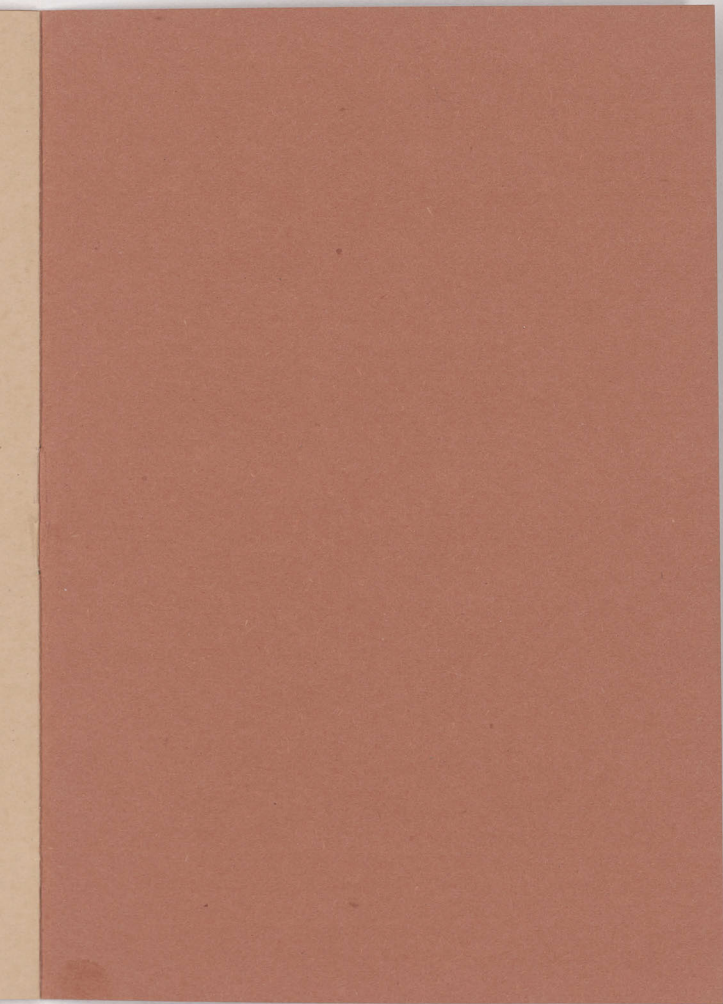
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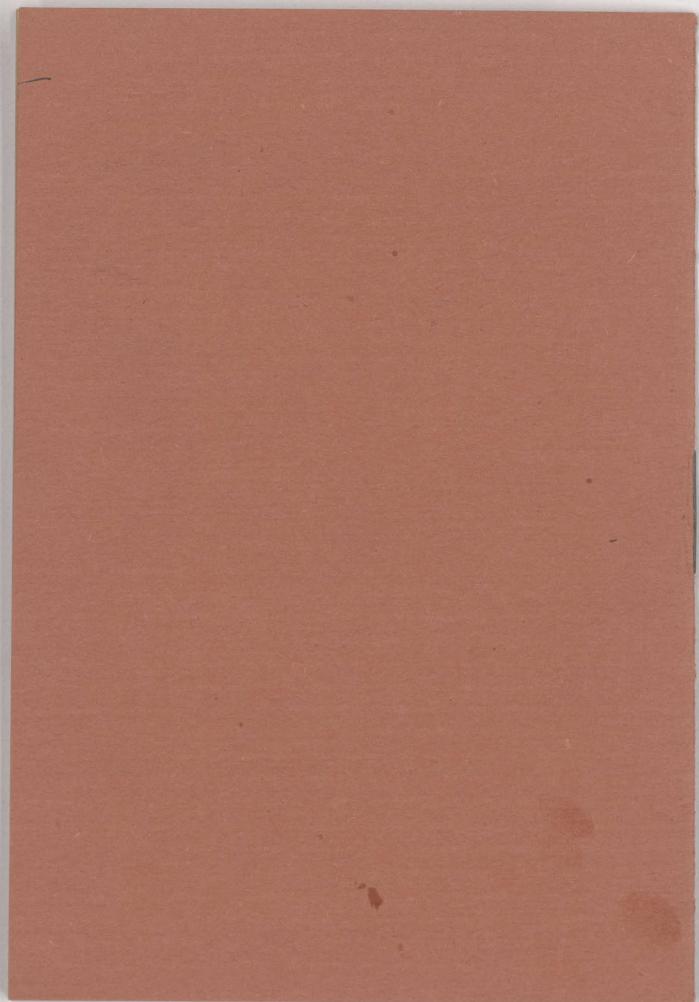
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To Balance carried forward . . . . .	\$116 68	By Rent . . . . .	\$467 00
Lunch Room sales and fees . . . . .	2,451 54	Service . . . . .	282 17
Sale of Juror Street coal . . . . .	6 00	Provisions . . . . .	1,375 24
Fees and subscriptions . . . . .	137 73	Furniture . . . . .	125 79
Interest on deposit . . . . .	3 22	Carpentry . . . . .	42 38
		Tinting . . . . .	9 73
		Lighting . . . . .	24 75
		Fuel . . . . .	99 88
		Sundries . . . . .	153 75
		Stationery and Postage . . . . .	9 79
		Printing . . . . .	20 75
		Balance on hand . . . . .	103 94
	<u>\$2,715 17</u>		<u>\$2,715 17</u>











McGill University  
Faculty of Arts  
Undergraduates Conversazione

UNDER THE PATRONAGE OF  
His Excellency the Governor General.      The Chancellor and Principal.  
The Professors in the Faculty of Arts.

in the Peter Redpath Museum,  
Monday 6th, February, 1888, at 8 o'clock.

*To Miss M. Murphy*



Programme  
and  
Committee.





McGill Un  
Faculty of  
Undergraduates

UNDER THE PATRON  
His Excellency the Governor General.

The Professors in the Fa

in the Peter Redpa

Monday 6th, February, 1

To Miss M. M.

COMMITTEE.

President.

J. A. MacPhail.

Vice-Presidents.

Prof. J. Clark Murray,  
L. L. D.

Prof. B. J. Harrington,  
Ph. D.

H. Pedley, Treasurer.

R. McDougall, Sec'y.

J. E. LeRossignol, '88.

J. Robertson, '89.

W. E. Deeks, '89.

L. P. MacDuffee, '90.

G. W. MacDougall, '91.

A. R. Holder, '91.

Programme of Music.

- 1 Alexander March  
WIENGARTEN.
- 2 Jolly Robbers, Overture  
SUPPE.
- 3 Douces Paroles, Waltz  
WALDTEUFEL.
- 4 Flute Solo, Barcarolle  
MR. H. BAKER. SCHUBERT.
- 5 Selection, Ermizie  
JACOBOWSKI.
- 6 Benzodresse, Waltz  
WALDTEUFEL.
- 7 College Songs, Overture  
TOBANI.
- 8 Rose of Erin, Gavotte  
THEO MOSES.
- 9 Corset Solo,  
MR. H. FEAUTEUX.
- 10 Galop, Ghid  
KOPFITZ.
- 11 Boulanger March,  
DESORMES.
- 12 Love Letters, Polka  
EILENBERG.
- 13 Enchantment, Overture  
BOETTGER.
- 14 Home from Camp, March  
WALLACE.

God Save the Queen.

PATTON'S ORCHESTRA.

The Refreshment Room will be Open from 9 o'clock.

MCGILL UNIVERSITY ARCHIVES	
ACC. NO.	1216
REF.	Item 2

1888.

McGill College, Montreal.

30TH APRIL.

THE ADDRESS OF THE FIRST CLASS  
OF LADY GRADUATES AND THE  
PRINCIPAL'S REPLY.

THE LADIES' VALEDICTORY.

The valedictory for the Donalda department was read by Octavia G. Ritchie, B. A., with grace and ease, and was received with cheers. She began by giving a short sketch of how ladies were first admitted to McGill and of their life since entering it. Five years ago very little was heard of a university course for women. At that time a few scholars in the High school were anxiously waiting for what the future would bring. Their brothers might go up to McGill, but they who were filled with the same longings for greater knowledge, were excluded from this course merely because they were girls. At that time the prize list was headed by a girl, and the same evening several of her classmates met to discuss the prospects for higher education and still remained sanguine in spite of the opposition of older heads. The college might be opened in the dim future, but not that year. Early in July the Principal was waited on to find out if there was any hope of the sacred portals being opened to women; he replied that it would hardly be that year. The names of eight candidates were sent in and two months of suspense were passed until in September the well-known endowment was given. To this generosity is due the graduating of the present class of women. It was in October, 1884, that the classes were first opened in the Peter Redpath museum, where the first delights of higher education were felt. Except in the honor courses the classes have been separate, and the greatest courtesy was always shown. The various clubs were mentioned, the Lawn Tennis, the Delta Sigma, the Converzazione and the Theodora Society. The

McGILL UNIVERSITY ARCHIVES
ACC. NO. 1216
REF. ITEM 3

important question of medical education for women was brought up, and the need of some provision insisted on. Medical women are needed at home, but it is the Eastern countries that are calling loudly. A lady missionary, with a thorough medical training, has a wonderful field before her. She alone can gain admission to her suffering sisters, and it is often by her power to heal their physical infirmities that she first has an opportunity to enlighten the darkness of their souls. A medical course should be provided for the women of this city and province, and some time it must be done. The question is when. The gentlemen students were thanked for their kindly feeling and courteous behaviour. While there is a spirit of rivalry, it is a frank and generous feeling. The ladies also were loyal to their country and university, and grateful to the professors for their kindness and patience, and they, too, go out from their Alma Mater with heavy hearts, bidding her farewell.

At the close of her address Miss Ritchie was presented with a bouquet by the gentlemen students.

SIR WM. DAWSON'S REPLY.

Sir Wm. Dawson replied as follows: Ladies,—I beg to acknowledge on behalf of the university the address which you have been so kind as to present and which reflects credit both on you and on us. I cannot better congratulate you on the proud historical position which you occupy to-day, as the first graduating class of women in this university, than by referring to the circumstances which you recall to memory in connection with the opening of the Donalds Special course. While it has been the policy of this university to husband its resources for the essentials of its work, and to avoid new and untried experiments, it has always been prompt to respond to any true educational want, and hence it has often been in advance of other universities of this Dominion, and perhaps in some sense in advance of the time, in entering on and cultivating new fields. I may refer in this connection to the early development of its medical and law schools, its faculty of applied science, its affiliation of theological colleges, and its examinations for associate in arts, the latter of which have directly led to the institution of our classes for women. When, four years ago, the representatives of this class called on me with



reference to admission to the Faculty of arts, I was already in a position to say that the regulations of the university recognized the right of women to take the examinations for senior associate in arts, and, therefore, that if a sufficient class should offer and means could be found for its tuition, there could be no difficulty in the matter, in so far as preparation for the intermediate examination was concerned. When it was ascertained that eight young women, who had taken certificates as associates in arts, were prepared to enter, I considered the first condition to be met. But the second was one of greater difficulty, more especially as it was evident that if anything was to be done, it should be done well, and in a manner creditable to the university and likely to be permanent. In addition, therefore, to leading gentlemen in McGill, I consulted with the ladies who had been most influential in the Ladies' Educational association, and with my friend, Canon Norman, the vice-chancellor of Bishop's college, who had been acting with us on behalf of that university in the examinations of women as senior associates, and who, as chairman of the Commissioners of Schools, was interested in the High school pupils. The pressure incident to the preparations for the British association in the autumn of 1884, and the absence from town of leading members of the university, caused however some inevitable delay in giving the matter a definite form. But just at this time, and while the meeting of the association was in progress, I was one day called out of the geological section by Sir Donald Smith, who had come to intimate his intended gift of \$50,000 in aid of the higher education of women. No gift could have been more opportune, and in so far as I was concerned it was unsolicited. It placed us in a position at once to make arrangements for the classes, but in order to commence these in time for the expectant candidates, and to prevent them from losing a session, the details of the work of the first year had to be extemporized, and class rooms borrowed from the museum, in advance even of the formal deed of gift by which the endowment was transferred to the university. The eminent success which has attended the enterprise, and which I confess has been beyond my expectations, is the best justification of the prompt action of the university, and of the enlightened liberality of our benefactor in his original gift, and in the en-

largement of it to \$120,000, in order to allow the continuance of the classes to the fourth year, as well as in that farther enlargement which he is understood to contemplate, and and which will give us, in affiliation to the university, a college for women equal to those great institutions of the United States which we have hitherto regarded with envy; and indeed superior to them in the advantages to be derived from immediate association with a great university. When you entered the first year you could scarcely have anticipated what was before you, and it is pleasant to know that you are satisfied with what you have attained. You feel also that the position which you have now reached, while it affords ground for congratulation, carries with it also the obligation to use for good and high purposes the training you have received. Many will, no doubt, ask with some degree of scepticism in what respects college graduates are superior to other young ladies, but I trust that, with God's blessing, you will show in your future lives the benefits of the culture received here, and that you will be followed by many worthy successors, as good students as this class, I cannot wish for better. You speak of professional work. Some important professions are already open to you here and elsewhere. The question as to others, and as to opportunities here, is like that for education in arts, one of demand and supply. In conclusion, it is a matter of thankfulness that no injury to health has manifested itself in our women's classes, and that we have good evidence in the examinations just completed that the students in the junior years are likely to emulate your good example, and to attain to equally satisfactory standing. I do not think that it is necessary or indeed desirable to keep up any feeling of rivalry between the sexes in college work. We are satisfied to know, as the result of our four years' experience, that the work of the faculty of arts, as at present arranged, seems equally adapted to both, inasmuch as the honors and standing attained are pretty equally divided. It will be for the future, and when greater means are available, to decide what improvements or refinements, if any, in the interest of one or the other sex may be desirable. I need not say to you that we shall always take a special interest in our first graduating class of women, and that you leave us now with our sincere good wishes.

Mattie C. Murphy -  
1570 St. Catherine St. -

THOUGHTS - Montreal -

ON THE

# HIGHER EDUCATION OF WOMEN.

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THE INTRODUCTORY LECTURE TO THE FIRST SESSION OF  
THE CLASSES OF THE LADIES' EDUCATIONAL  
ASSOCIATION OF MONTREAL, OCT., 1871.

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

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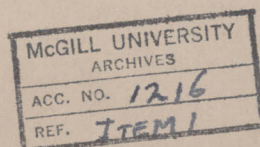
PUBLISHED BY REQUEST OF THE EXECUTIVE COMMITTEE OF THE ASSOCIATION.

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MONTREAL:

GAZETTE PRINTING HOUSE, CORNER ST. FRANCOIS XAVIER AND CRAIG STREETS.

1871.



THE HISTORY OF THE  
CITY OF BOSTON  
FROM 1630 TO 1800

The history of the city of Boston from 1630 to 1800 is a story of growth and change. It begins with the arrival of the first settlers in 1630, who founded the city as a center of Puritanism. Over the years, Boston became a major port and a center of commerce and industry. The city's growth was marked by the construction of the Faneuil Hall market and the establishment of the first public school. The city's role in the American Revolution is also a significant part of its history, as it was the site of the Boston Tea Party and the Battle of the Clouds. The city's history is a testament to the resilience and spirit of its people.

# THOUGHTS

ON THE

## HIGHER EDUCATION OF WOMEN.

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### INTRODUCTORY LECTURE.

The ancient stoics, who derived much of their philosophy from Egypt and the East, believed in a series of great cosmical periods, at the end of each of which the world and all things therein were burned by fire, but only to re-appear in the succeeding age on so precisely the same plan that one of these philosophers is reported to have held that in each succeeding cycle there would be a new Xantippe to scold a new Socrates. I have sometimes thought that this illustration expressed not merely their idea of cosmical revolutions, but also the irrepressible and ever recurring conflict of the rights and education of women. Notwithstanding all that may be said to the contrary, I believe that Xantippe was as good a wife as Socrates or any of his contemporary Greeks deserved. She no doubt kept his house in order, prepared his dinners, and attended to his collars and buttons if he used such things, and probably had a general love and respect for the good man. But she was quite incapable of seeing any sense or reason in his philosophy; and must have regarded it as a vexatious waste of time, and possibly as a chronic source of impecuniosity in family affairs. The educated Greek of her day had small respect for woman, and no idea of any other mission for her than that of being his domestic drudge. No one had ever taught Xantippe philosophy. Hence she despised it; and being a woman of character and energy, she made herself felt as a thorn in the flesh of her husband and his associates. In this way Xantippe derived from her husband's wisdom only a provocation of her bad temper, and he lost all the benefit of the loving sympathy of a kindred soul; and so the best and purest of heathen philosophers found no help-meet for him.

Xantippe thus becomes a specimen of the typical uneducated woman in her relation to the higher departments of learning and human progress.

Thoughtless, passionate, a creature of impulses for good or evil, she may, according to circumstances, be

“Uncertain, coy and hard to please,”

or, after her fashion a “ministering angel,” but she can never rise to the ideal of the

“Perfect woman nobly planned  
To warn, to comfort and command.”

In ordinary circumstances she may be a useful household worker. If emancipated from this, she may spread her butterfly wings in thoughtless frivolity; but she treats the higher interests and efforts of humanity with stolid unconcern and insipid levity, or interferes in them with a capricious and clamorous tyranny. In what she does and in what she leaves undone she is equally a drag on the progress of what is good and noble, and the ally and promoter of what is empty, useless and wasteful. If the stoics anticipated a perpetual succession of such women they might well be hopeless of the destinies of mankind, unless they could find in their philosophy a remedy for the evil.

But the stoics wanted that higher light as to the position and destiny of woman which the Gospel has given to us; and it is a relief to turn from their notions to the higher testimony of the Word of God. The Bible has some solution for all the difficult problems of human nature, and it has its own theory on the subject of woman's relations to man.

In the old record in Genesis, Adam, the earth-born, finds no helpmeet for him among the creatures sprung, like himself, from the ground; but he is given that equal helper in the woman made from himself. In this new relation he assumes a new name. He is no longer *Adam*, the earthy, but *Ish*, lord of creation, and his wife is *Isha*—he the king and she the queen of the world. Thus in Eden there was a perfect unity and equality of man and woman, as both Moses and our Saviour, in commenting on this passage indicate, though Milton, usually so correct as an interpreter of Genesis, seems partially to overlook this. But a day came when *Isha*, in the exercise of her independent judgment, was tempted to sin, and tempted her husband in turn. Then comes a new dispensation of labour and sorrow and subjection, the fruit, not of God's original arrangements, but of man's fall. Simple as a nursery tale, profounder than any philosophy, this is the Bible theory of the subjection of woman, and of that long series of wrong and suffering and self-abnegation which has fallen to her lot as the partner of man in the struggle for existence in a sin-cursed world. But even here there is a gleam of light. The Seed of the woman is to bruise the head of the serpent, and *Isha* receives a new name, *Eve*—the mother of life. For in her, in every generation, from that of *Eve* to that of *Mary* of Bethlehem, resided the glorious possibility of bringing forth the Deliverer from the evils of the fall. This great prophetic destiny

formed the banner of woman's rights, borne aloft over all the generations of the faithful, and rescuing woman from the degradation of heathenism, in which, while mythical goddesses were worshipped, the real interests of living women were trampled under foot.

The dream of the prophets was at length realized, and in Christianity for the first time since the gates of Eden closed on fallen man, woman obtained some restoration of her rights. Even here some subjection remains, because of present imperfection, but it is lost in the grand status of children of God, shared alike by man and woman; for according to St. Paul, with reference to this Divine adoption, there is, in Jesus Christ "neither male nor female." The Saviour himself had given to the same truth a still higher place, when in answer to the quibble of the Sadducees, he uttered the remarkable words,—“They who shall be accounted worthy to obtain that world, neither marry nor are given in marriage, for they are equal to the angels.” If both men and women had a higher appreciation of the dignity of children of God, if they would more fully realize “that world” which was so shadowy to philosophic Sadducee and ritualistic Pharisee, though so real to the mind of Christ, we should have very little disputation about the relative rights here of men or women, and should be more ready to promote every effort, however humble, which may tend to elevate and dignify both. Nor need we fear that we shall ever, by any efforts we can make, approach too near to that likeness to the angels which embraces all that is excellent in intellectual and moral strength and exemption from physical evil.

But what bearing has all this on our present object? Much in many ways; but mainly in this, that while it removes the question of the higher training of women altogether from the sphere of the silly and flippant nonsense so often indulged in on the subject, it shows the heaven-born equality of man and woman as alike in the image and likeness of God, the evil origin of the subjection and degradation inflicted on the weaker sex, the restored position of woman as a child of God under the Gospel, and as an aspirant for an equal standing, not with man only, but with those heavenly hosts which excel in strength. In this light of the Book of books, let us proceed to consider some points bearing on our present duty in reference to this great subject.

There are some of us who, in younger days, may have met with specimens of those absurd pedants, now happily extinct, who, misled by old views handed down from times of greater barbarism, used to prate of the inferiority of woman and her incapacity for the higher learning. No one now holds such views, though all admit that there is a certain difference of intellectual and æsthetic temperment in the sexes, requiring to be regarded in their education.

“For woman is not undeveloped man, but diverse.”

There are, however, still those who, in a limited and partial way, retain

some skepticism as to the capacity of woman for the severer studies, and as to the utility in her case of that deep and systematic culture which is considered necessary in the case of educated men. There is also much confusion of ideas as to the proper range and extent of the education of women, in connection with very different questions as to the right of the softer sex to enter upon certain kinds of professional training. Let us endeavour to get rid of some of these misconceptions. In the first place, no one denies the right to an equality of the sexes in all the elementary education given in ordinary schools. This is admitted to be an essential preparation in the case of all persons of both sexes and of all grades of social position for the ordinary work of life. But when we leave the threshold of the common school, a divergency of opinion and practice at once manifests itself.

Only a certain limited proportion either of men or women can go on to a higher education, and those who are thus selected are either those who by wealth and social position are enabled or obliged to be so, or those who intend to enter into professions which are believed to demand a larger amount of learning. The question of the higher education of women in any country depends very much on the relative numbers of these classes among men and women, and the views which may be generally held as to the importance of education for ordinary life, as contrasted with professional life. Now in this country, the number of young men who receive a higher education merely to fit them for occupying a high social position is very small. The greater number of the young men who pass through our colleges do so under the compulsion of a necessity to fit themselves for certain professions. On the other hand, with the exception of those young women who receive an education for the profession of teaching, the great majority of those who obtain what is regarded as higher culture, do so merely as a means of general improvement and to fit themselves better to take their proper place in society. Certain curious and important consequences flow from this. An education obtained for practical professional purposes is likely to partake of this character in its nature, and to run in the direction rather of hard utility than of ornament: that which is obtained as a means of rendering its possessor agreeable, is likely to be æsthetical in its character rather than practical or useful. An education pursued as a means of bread-winning is likely to be sought by the active and ambitious of very various social grades: but that which is thought merely to fit for a certain social position, is likely to be sought almost exclusively by those who move in that position. An education intended for recognized practical uses, is likely to find public support, and at the utmost to bear a fair market price: that which is supposed to have a merely conventional value as a branch of refined culture, is likely to be at a fancy price. Hence it happens that the young men who receive a higher education, and by means of this attain to positions of respectability and eminence, are largely drawn from the humbler strata of



society, while the young women of those social levels rarely aspire to similar advantages. On the other hand, while numbers of young men of wealthy families are sent into business with a merely commercial education at a very early age, their sisters are occupied with the pursuit of accomplishments of which their more practical brothers never dream. When to all this is added the frequency and rapidity in this country of changes in social standing, it is easy to see that an educational chaos must result, most amusing to any one who can philosophically contemplate it as an outsider, but most bewildering to all who have any practical concern with it; and more especially, I should suppose, to careful and thoughtful mothers, whose minds are occupied with the connections which their daughters may form, and the positions which they may fill in society.

The educational problem which these facts present admits, I believe, of but two general solutions. If we could involve women in the same necessities for independent exertion and professional work with men, I have no doubt that in the struggle for existence they would secure to themselves an equal, perhaps greater share of the more solid kinds of the higher education. Some strong-minded women and chivalrous men in our day favour this solution, which has, it must be confessed, more show of reason in older countries where, from unhealthy social conditions, great numbers of unmarried women have to contend for their own subsistence. But it is opposed by all the healthier instincts of our humanity; and in countries like this where very few women remain unmarried, it would be simply impracticable. A better solution would be to separate in the case of both sexes professional from general education, and to secure a large amount of the former of a solid and practical character for both sexes, for its own sake, and because of its beneficial results in the promotion of our well-being considered as individuals, as well as in our family, social and professional relations. This solution also has its difficulties, and it cannot, I fear, ever be fully worked out, until either a higher intellectual and moral tone be reached in society, or until nations visit with proper penalties the failure, on the part of those who have the means, to give to their children the highest attainable education, and with this also provide the funds for educating all those who, in the lower schools, prove themselves to be possessed of eminent abilities. It may be long before such laws can be instituted, even in the more educated communities; and in the mean time in aid of that higher appreciation of the benefits of education which may supply a better if necessarily less effectual stimulus, I desire to direct your attention to a few considerations which show that young women, viewed not as future lawyers, physicians, politicians, or even teachers, but as future wives and mothers, should enjoy a high and liberal culture, and which may help us to understand the nature and means of such culture.

The first thought that arises on this branch of the subject, is that woman was intended as the help-meet of man. And here I need not speak

of that kind and loving ministry of women, which renders life sweet and mitigates its pains and sorrows, and which is to be found not solely among the educated and refined, but among the simplest and least cultured,—a true instinct of goodness, needing direction, but native to the heart of woman, in all climes and all states of civilization. Yet it is sad to think how much of this holy instinct is lost and wasted through want of knowledge and thought. How often labour and self-sacrifice become worse than useless, because not guided by intelligence; how often an influence that would be omnipotent for good becomes vitiated and debased into a power that enervates and enfeebles the better resolutions of men, and involves them and their purposes in its own inanity and frivolity. No influence is so powerful for good over young men as that of educated female society. Nothing is so strong to uphold the energies or to guide the decisions of the greatest and most useful men, as the sympathy and advice of her who can look at affairs without, from the quiet sanctuary of home, and can bring to bear on them the quick tact and ready resources of a cultivated woman's mind. In this, the loftier sphere of domestic duty, in her companionship and true co-partnership with man, woman requires high culture quite as much as if she had alone and unshielded to fight the battle of life.

It may be said that, after all, the intelligence of the average woman is quite equal to that of the average man, and that highly educated women would not be appreciated by the half-educated men who perform most of the work of the world. Granting this, it by no means follows that the necessity for the education of women is diminished. Every Xantippe cannot have a Socrates; but every wise and learned woman can find scope for her energies and abilities. If need be, she may make something even of a very commonplace man. She can greatly improve even a fool, and can vastly enhance the happiness and usefulness of a good man, should she be so fortunate as to find one.

But it is in the maternal relation that the importance of the education of women appears most clearly. It requires no very extensive study of biography to learn that it is of less consequence to any one what sort of father he may have had than what sort of mother. It is indeed a popular impression that the children of clever fathers are likely to exhibit the opposite quality. This I do not believe, except in so far as it results from the fact that men in public positions or immersed in business are apt to neglect the oversight of their children. But it is a noteworthy fact that eminent qualities in men may almost always be traced to similar qualities in their mothers. Knowledge, it is true, is not hereditary, but training and culture and high mental qualities are so, and I believe that the transmission is chiefly through the mother's side. Farther, it is often to the girls rather than to the boys, and it frequently happens that if a selection were to be made as to the members of a family most deserving of an elaborate and costly education, the young women would be chosen

rather than the young men. But leaving this physiological view, let us look at the purely educational. Imagine an educated mother, training and moulding the powers of her children, giving to them in the years of infancy those gentle yet permanent tendencies which are of more account in the formation of character than any subsequent educational influences, selecting for them the best instructors, encouraging and aiding them in their difficulties, sympathising with them in their successes, able to take an intelligent interest in their progress in literature and science. How ennobling such an influence, how fruitful of good results, how certain to secure the warm and lasting gratitude of those who have received its benefits, when they look back in future life on the paths of wisdom along which they have been led. What a contrast to this is the position of an untaught mother—finding her few superficial accomplishments of no account in the work of life, unable wisely to guide the rapidly developing mental life of her children, bringing them up to repeat her own failures and errors, or perhaps to despise her as ignorant of what they must learn. Truly the art and profession of a mother is the noblest and most far-reaching of all, and she who would worthily discharge its duties must be content with no mean preparation. It is perhaps worth while also to say here that these duties and responsibilities in the future are not to be measured altogether by those of the past. The young ladies of to-day will have greater demands made on their knowledge than those which were made on that of their predecessors. I saw this amusingly illustrated lately in a collection of nursery rhymes of the future, which, if my memory serves me, ran in this wise :

“ Twinkle twinkle solar star,  
Now we've found out what you are,  
When unto the noonday sky,  
We the spectroscope apply.”

and so on. Or again

Little Jack Horner, of Latin no scorer,  
In the second declension did spy,  
How of nouns there are some  
That ending in “um,”  
Do not form the plural in “i.”

Under these little bits of nonsense lies the grave truth that the boys and girls of the future will know more and learn more, and for that very reason will require more wise and enlightened management than their predecessors.

But the question has still other aspects. A woman may be destined to dwell apart—to see the guides and friends of youth disappearing one by one, or entering on new relations that separate them from her, and with this isolation may come the hard necessity to earn bread. How many thus situated must sink into an unhappy and unloved dependance? How much better to be able to take some useful place in the world, and to gain an

honourable subsistence. But to do so, there must be a foundation of early culture, and this of a sound and serviceable kind. Or take another picture. Imagine a woman possessing abundance of this world's goods, and free from engrossing cares. If idle and ignorant, she must either retire into an unworthy insignificance, or must expose herself to be the derision of the shrewd and clever, and the companion of fools. Perhaps, worse than this, she may be a mere leader in thoughtless gaiety, a snare and trap to the unwary, a leader of unsuspecting youth into the ways of dissipation. On the other hand, she may aspire to be a wise steward of the goods bestowed on her, a centre of influence, aid and counsel in every good work, a shelter and support to the falling and despairing, a helper and encourager of the useful and active; and she may be all this and more, in a manner which no man, however able or gifted, can fully or effectually imitate. But to secure such fruits as these, she must have sown abundantly the good seeds of mental and moral discipline in the sunny spring time of youth. Lastly, with reference to this branch of the subject, it may be maintained that liberal culture will fit a woman better even for the ordinary toils and responsibilities of household life. Even a domestic servant is of more value to her employer if sufficiently intelligent to understand the use and meaning of her work, to observe and reason about the best mode of arranging and managing it, to be thoughtful and careful with reference to the things committed to her charge. How much more does this apply to the head of the house, who in the daily provisioning and clothing of her little household army, the care of their health, comfort, occupations and amusements, the due and orderly subordination of the duties and interests of servants, children and friends, and the arrangement of the thousand difficulties and interferences that occur in these relations, has surely much need of system, tact, information and clearness of thought. We realize the demands of her position only when we consider that she has to deal with all interests from the commonest to the highest, with all classes of minds, from the youngest and most untutored to the most cultivated; and that she may be required at a moment's notice to divert her thoughts from the gravest and most serious concerns to the most trifling details, or to emerge from the practical performance of the most commonplace duties into the atmosphere of refined and cultivated society.

But it would be unfair to omit the consideration of still another aspect of this matter. Woman has surely the right to be happy as well as to be useful, and should have fully opened to her that exalted pleasure which arises from the development of the mind, from the exploration of new regions of thought, and from an enlarged acquaintance with the works and ways of God. The man who has enjoyed the gratification of exercising his mental powers in the field of scientific investigation or literary study—of gathering their flowers and gems, and of breathing their pure and bracing atmosphere, would surely not close the avenues to such high enjoyment against women.

The desire to do so would be an evidence of sheer pedantry or moral obliquity of which any man should be ashamed. On the contrary every educated man and woman should in this respect be an educational missionary, most desirous that others should enjoy these pleasures and privileges, both as a means of happiness and as a most effectual preventive of low and pernicious tastes and pursuits.

But, objects Paterfamilias, I have attended to all this. I have sent my daughters to the best schools I can find, and have paid for many masters beside ; and just as I take their brothers from school and put them to the desk, I take my daughters also from school with their education finished, and hand them over to their mamma to be "brought out." What can I do more for them ? The answer to this question opens the whole subject of the higher education, and as there is just as much misunderstanding of this subject in the case of boys as in the case of girls, I am not sorry to ask your attention to it for a few moments.

What is our idea of a college as distinguished from a school ? Many think that it is merely a higher kind of school adding a few more years to the school-boy's drudgery. Some think it a place of social improvement, where a man by idling a few years in a literary atmosphere may absorb a sort of aroma of learning, as his garments would absorb that of tobacco in a smoking room. Some think it a place to prepare young men for certain learned professions. All are wrong or only partly right. The college differs essentially from the school, inasmuch as the schoolboy becomes a student, that is, he is to take an active and not merely a passive part in his own education. He must begin to put away childish things, and become a man in independent effort, while still submitting himself to the guidance of more mature minds. He must now learn habits of self-reliance, study, and thought, must have the caterpillar growth of the school-room exchanged for the winged intellectual life which is to lead him forth into the world. The college further differs from the school in the fact that it uses the school elements as a basis whereon to build a superstructure of literature and science, attainable only by the more matured mind of the student. The school-boy has certain foundation walls laid ; but his education is roofed in and finished only by the farther discipline of the College, and without this it is likely to become a ruin without ever being inhabited. The College further differs from the school in that it attracts to itself for teachers, specialists in many departments of useful knowledge—men who have devoted themselves to these special branches, and have perhaps been original workers therein ; and thus it brings the schoolboy within reach of a new educational experience, and introduces him into those workshops of literature and science where the products exhibited to him in the school-room have actually been made. In short, the school-boy who leaves school directly for the business of life, is usually permanently fixed in an immature mental condition. He remains intellectually what he would be physically

if we could arrest his growth at the age of fifteen or sixteen, and not allow him to attain any further development.

This fate unhappily befalls a large proportion of young men, even of those in whose case this arrest of development is not excused by the want of means to do better. It is almost universal in women, in whose case also there is not that hardening of the stunted mental constitution which even uneducated men acquire in the business of life. And so the prevalent tone of the feminine mind has come to be proverbially feeble. Men smile at woman's logic, and think it quite out of place to discuss any of the graver or deeper questions of practical science or business in her presence; and a woman of any power and culture is pointed at as a strong-minded woman, or a blue-stocking, even by the poor fools who feel their own inferiority, or who cannot appreciate the value of pursuits which they do not understand. It is time that such false notions were at an end, and the effort which is now being inaugurated will, I hope, tend directly to this, in so far as Montreal is concerned.

We cannot as yet boast of a Ladies' College; but our classes for the present session will provide for substantial instruction in the structure and literature of the two most important languages in this country, and for an introduction to that great department of science which relates to inorganic nature. I think we have reason to congratulate ourselves on the nature of the course and to be hopeful of the results. It is further to be noticed in this connection that the efforts of the Committee, and especially of the Honorary Secretary, have been most zealous and untiring, and have been conducted with an amount of judicious care and foresight which should inspire the utmost confidence in the future management of the undertaking, and should entitle them to the warmest thanks of every friend of education.

Several features of the present movement afford, I think, especial reasons for congratulation. One is that this is an Association of Ladies for educational purposes—originating with ladies, carried on by them, supported by their contributions. Another is, that the movement is self-supporting, and not sustained by any extraneous aid. It will, I hope, attract to itself endowments which may give it a stronger and higher character, but its present position of independence is the best guarantee for this, as well as for all other kinds of success. Another is that the Association embraces nearly all that is elevated in social and educational standing in our city, and has thus the broadest and highest basis that can be attained among us for any effort whatever. Still another is that we are not alone, nor are we indeed in the van of this great work. I need not speak of the United States, where the magnificent Vassar College, with which the name of one of our excellent and learned women was connected so usefully, and the admission of ladies to Cornell University, the University of Michigan and others, have marked strongly the popular sentiment as to

the education of women. In Canada itself, Toronto, and even Quebec and Kingston, have preceded us, though I think in the magnitude of our success we may hope to excel them all. In the mother country, the Edinburgh Association has afforded us the model for our own; and the North of England Educational Council, the Bedford College in London, the Hitchin College, the Cambridge Lectures for Ladies, the Alexandra College in Dublin, the admission of ladies to the middle-class examinations of the universities, are all indications of the intensity and direction of the current. On the continent of Europe, Sweden has a state college for women. The Victoria Lyceum at Berlin has the patronage of the Princess Royal; the University of Paris has established classes for ladies, and St. Petersburg has its university for women. All these movements have originated not only in our own time but within a few years, and they are evidently the dawn of a new educational era, which, in my judgment, will see as great an advance in the education of our race as that which was inaugurated by the revival of learning and the establishment of universities for men in a previous age. It implies not only the higher education of women, but the elevation, extension and refinement of the higher education of men. Colleges for women will, as new institutions, be free from many evil traditions which cling about the old seats of learning. They will start with all the advantages of our modern civilization. They will be animated by the greater refinement and tact and taste of woman. They will impress many of these features upon our older colleges, with which, I have no doubt, they will become connected under the same university organizations. They will also greatly increase the demand for a higher education among young men. An Edinburgh professor is reported to have said to some students who asked ignorant questions—"Ask your sisters at home; they can tell you"—a retort which, I imagine, few young men would lightly endure; and so soon as young men find they must attain to higher culture before they can cut a respectable figure in the society of ladies, we shall find them respecting science and literature almost as much as money, and attaching to the services of the college professor as much importance as to those of their hair-dresser or tailor.

In order, however, to secure these results, I cannot too strongly urge upon the young ladies who may attend these lectures, that they must be actual students, applying their minds vigorously to the work of the classroom, performing such exercises as may be prescribed, and preparing themselves by continuous and hard study for the examinations. I would also urge that perseverance is essential to success, and that not only should the students be prepared to follow out the lectures to their close, but those who have aided in the effort thus far should be prepared for the necessity of equal efforts to sustain it in succeeding sessions.

And now, ladies, if I have dwelt on grave themes, it is because I have felt that I am in the presence of those who have a serious work in hand,

and who, being alive to its importance and responsibility, will not be unwilling to hear the views of one who has long looked on this matter with interest, though from a somewhat different point of view. I can assure you that I shall always regard it as no small honour to have been called on to deliver the opening lecture of the first session of this Association; and I trust that, with God's blessing, we shall have cause to look back on this day as one marked by an event fraught with the most important and beneficial consequences to this community. That it may be so requires that we shall appreciate the full responsibility of the step we have taken, and pursue our course with vigour and energy. With reference to these points I cannot better close than with an extract from the introductory lecture of my friend, Dr. Wilson, of Toronto, delivered two years ago, at the opening of the classes for ladies which have proved so successful in our sister city, and in which he brings up two of the most important topics to which I have directed your attention:—

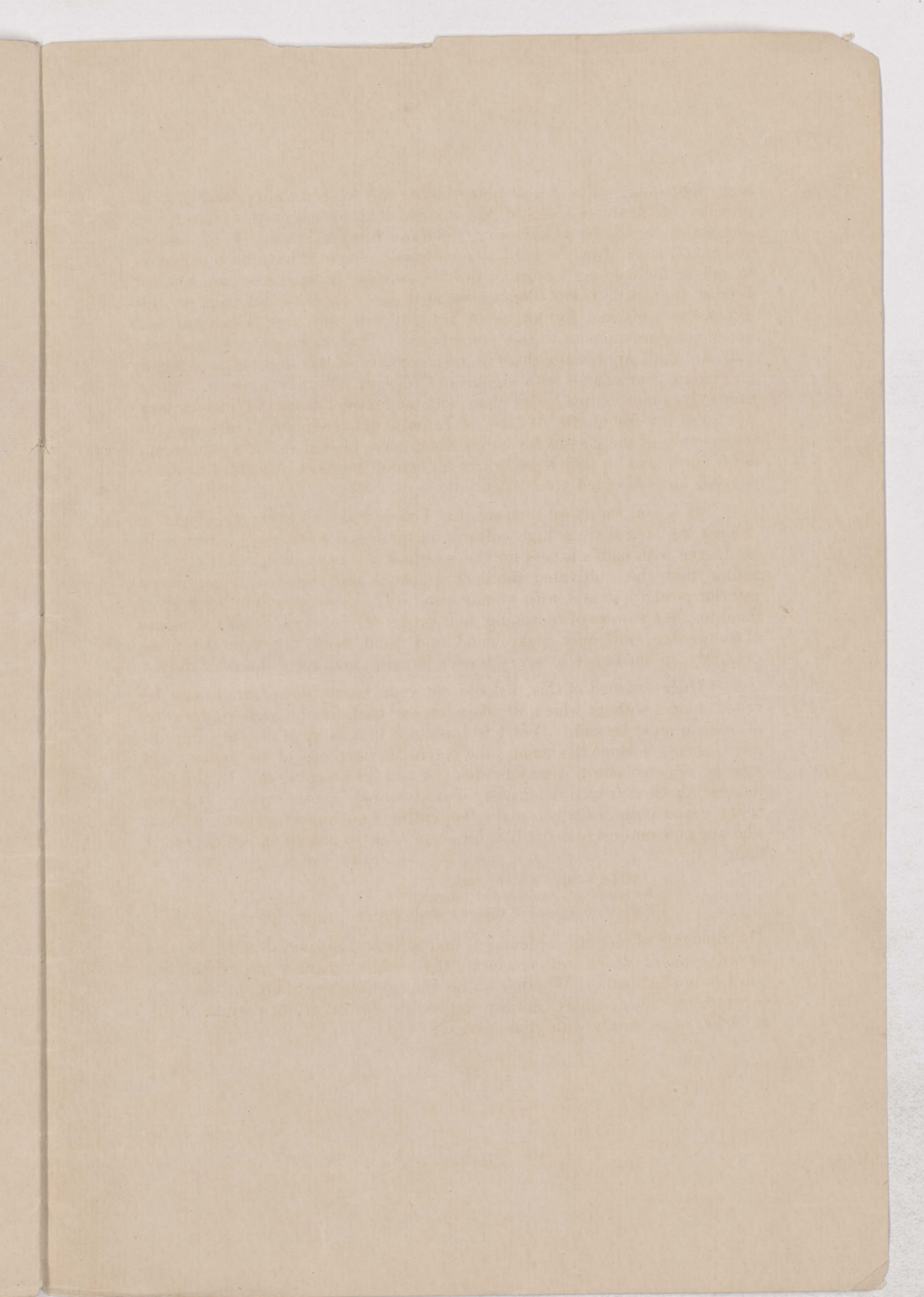
“ It is not, therefore, unmeet that I should aim by every argument to enforce the idea that, as high culture and profound scholarship interfere in no degree with man's fitness for the roughest and most prosaic duties; but rather that the cultivated intellect quickens into renewed vigor every inferior power: so is it with woman also. The development of her highest faculties, her powers of reasoning, her range of observation, and compass of knowledge, will only make mind and hand work together the more promptly, in obedience to every tender impulse, and every voice of duty.

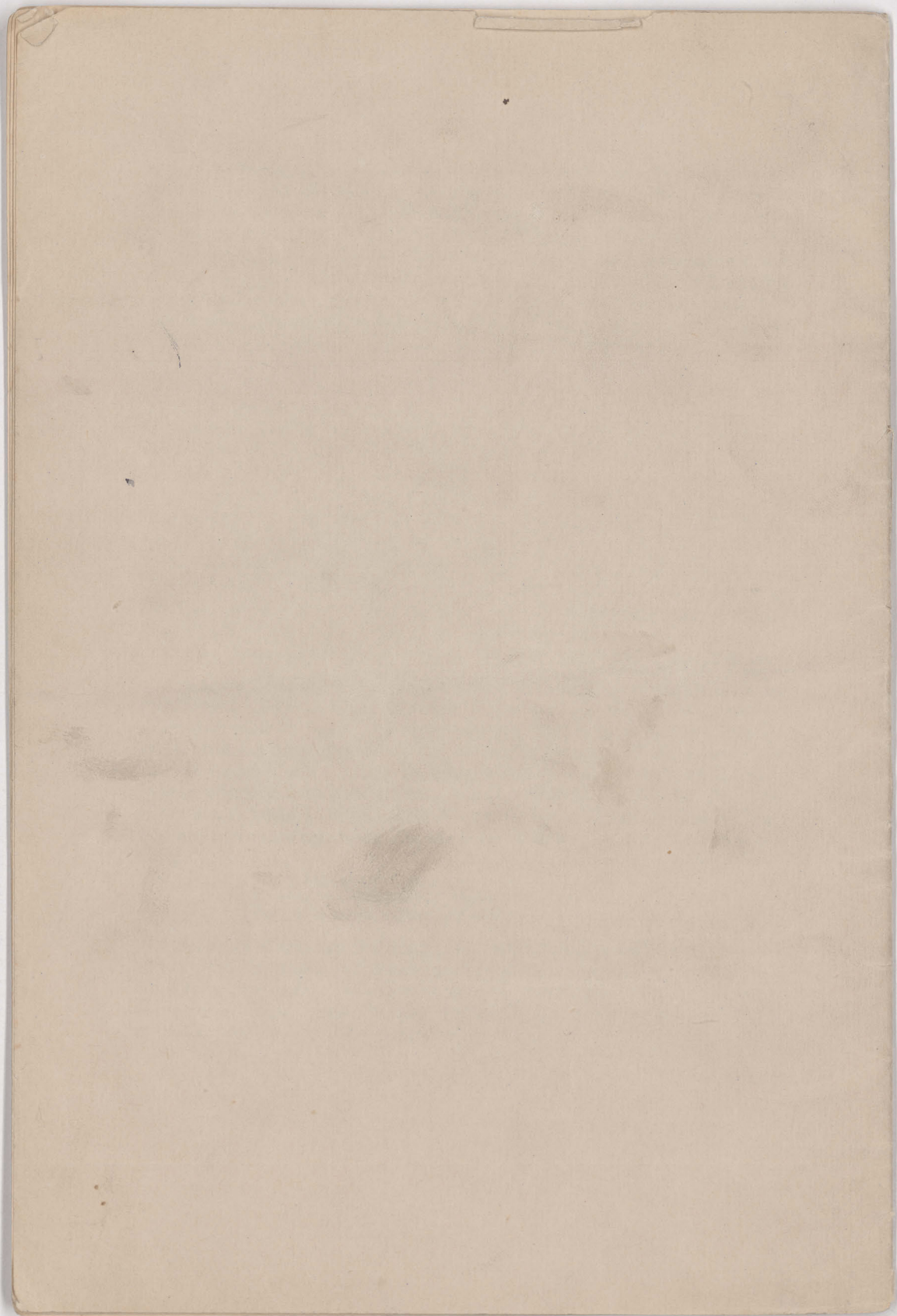
“ Once satisfied of this, I doubt not your hearty co-operation may be relied upon; without which all efforts on our part for the higher education of woman must be vain. Yet I feel assured that, in spite of every impediment, such a scheme lies among the inevitable purposes of the future. It may be rejected now; it may be delayed and frowned on still, by the prejudices inherited from a dead past; but it cannot be prevented. It is one of the grand promises which make thoughtful men almost envious of those who are now entering on the life, for some of us so nearly an accomplished thing.

‘Its triumph will be sung,  
By some yet unmoulded tongue,  
Far on in summers that we shall not see.’

The thoughts of men are widening; and we stand in special need of this as an element which will accelerate the world's progress onward and upward to noblest ends. Whether or no this generation shall, in our own province at least, share in any degree in the effort, or partake of its rewards, rests mainly with yourselves.”







H. S. G



THOUGHTS

ON THE

HIGHER EDUCATION OF WOMEN.

THE INTRODUCTORY LECTURE TO THE FIRST SESSION OF  
THE CLASSES OF THE LADIES' EDUCATIONAL  
ASSOCIATION OF MONTREAL, OCT., 1871.

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

PUBLISHED BY REQUEST OF THE EXECUTIVE COMMITTEE OF THE ASSOCIATION.

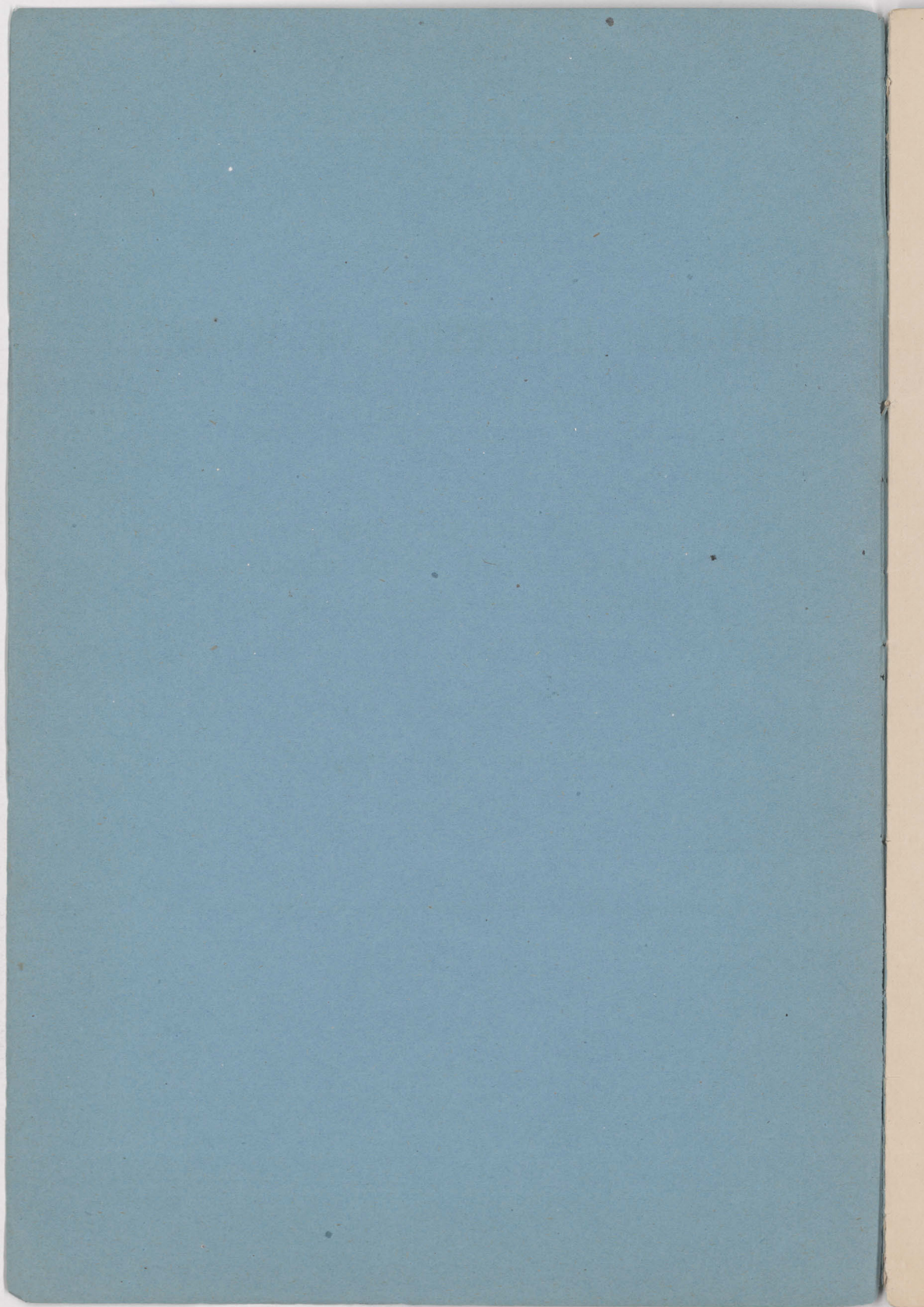
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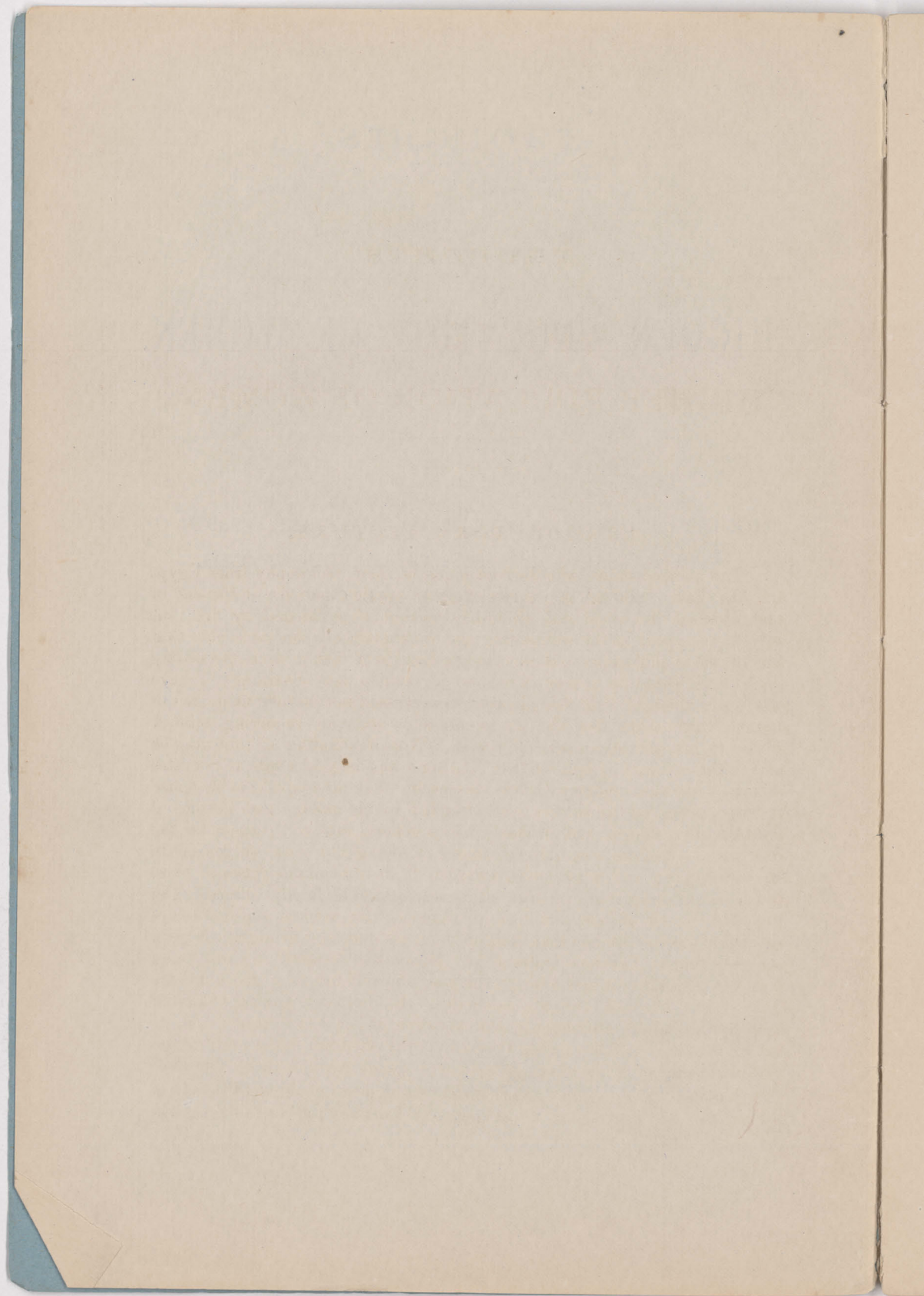
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# THOUGHTS

ON THE

## HIGHER EDUCATION OF WOMEN.

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### INTRODUCTORY LECTURE.

The ancient stoics, who derived much of their philosophy from Egypt and the East, believed in a series of great cosmical periods, at the end of each of which the world and all things therein were burned by fire, but only to re-appear in the succeeding age on so precisely the same plan that one of these philosophers is reported to have held that in each succeeding cycle there would be a new Xantippe to scold a new Socrates. I have sometimes thought that this illustration expressed not merely their idea of cosmical revolutions, but also the irrepressible and ever recurring conflict of the rights and education of women. Notwithstanding all that may be said to the contrary, I believe that Xantippe was as good a wife as Socrates or any of his contemporary Greeks deserved. She no doubt kept his house in order, prepared his dinners, and attended to his collars and buttons if he used such things, and probably had a general love and respect for the good man. But she was quite incapable of seeing any sense or reason in his philosophy; and must have regarded it as a vexatious waste of time, and possibly as a chronic source of impecuniosity in family affairs. The educated Greek of her day had small respect for woman, and no idea of any other mission for her than that of being his domestic drudge. No one had ever taught Xantippe philosophy. Hence she despised it; and being a woman of character and energy, she made herself felt as a thorn in the flesh of her husband and his associates. In this way Xantippe derived from her husband's wisdom only a provocation of her bad temper, and he lost all the benefit of the loving sympathy of a kindred soul; and so the best and purest of heathen philosophers found no help-meet for him.

Xantippe thus becomes a specimen of the typical uneducated woman in her relation to the higher departments of learning and human progress.

Thoughtless, passionate, a creature of impulses for good or evil, she may, according to circumstances, be

“Uncertain, coy and hard to please,”

or, after her fashion a “ministering angel,” but she can never rise to the ideal of the

“Perfect woman nobly planned  
To warn, to comfort and command.”

In ordinary circumstances she may be a useful household worker. If emancipated from this, she may spread her butterfly wings in thoughtless frivolity; but she treats the higher interests and efforts of humanity with stolid unconcern and insipid levity, or interferes in them with a capricious and clamorous tyranny. In what she does and in what she leaves undone she is equally a drag on the progress of what is good and noble, and the ally and promoter of what is empty, useless and wasteful. If the stoics anticipated a perpetual succession of such women they might well be hopeless of the destinies of mankind, unless they could find in their philosophy a remedy for the evil.

But the stoics wanted that higher light as to the position and destiny of woman which the Gospel has given to us; and it is a relief to turn from their notions to the higher testimony of the Word of God. The Bible has some solution for all the difficult problems of human nature, and it has its own theory on the subject of woman's relations to man.

In the old record in Genesis, Adam, the earth-born, finds no helpmeet for him among the creatures sprung, like himself, from the ground; but he is given that equal helper in the woman made from himself. In this new relation he assumes a new name. He is no longer *Adam*, the earthy, but *Ish*, lord of creation, and his wife is *Isha*—he the king and she the queen of the world. Thus in Eden there was a perfect unity and equality of man and woman, as both Moses and our Saviour, in commenting on this passage indicate, though Milton, usually so correct as an interpreter of Genesis, seems partially to overlook this. But a day came when *Isha*, in the exercise of her independent judgment, was tempted to sin, and tempted her husband in turn. Then comes a new dispensation of labour and sorrow and subjection, the fruit, not of God's original arrangements, but of man's fall. Simple as a nursery tale, profounder than any philosophy, this is the Bible theory of the subjection of woman, and of that long series of wrong and suffering and self-abnegation which has fallen to her lot as the partner of man in the struggle for existence in a sin-cursed world. But even here there is a gleam of light. The Seed of the woman is to bruise the head of the serpent, and *Isha* receives a new name, *Eve*—the mother of life. For in her, in every generation, from that of *Eve* to that of *Mary of Bethlehem*, resided the glorious possibility of bringing forth the Deliverer from the evils of the fall. This great prophetic destiny



formed the banner of woman's rights, borne aloft over all the generations of the faithful, and rescuing woman from the degradation of heathenism, in which, while mythical goddesses were worshipped, the real interests of living women were trampled under foot.

The dream of the prophets was at length realized, and in Christianity for the first time since the gates of Eden closed on fallen man, woman obtained some restoration of her rights. Even here some subjection remains, because of present imperfection, but it is lost in the grand status of children of God, shared alike by man and woman; for according to St. Paul, with reference to this Divine adoption, there is, in Jesus Christ "neither male nor female." The Saviour himself had given to the same truth a still higher place, when in answer to the quibble of the Sadducees, he uttered the remarkable words,—“They who shall be accounted worthy to obtain that world, neither marry nor are given in marriage, for they are equal to the angels.” If both men and women had a higher appreciation of the dignity of children of God, if they would more fully realize “that world” which was so shadowy to philosophic Sadducee and ritualistic Pharisee, though so real to the mind of Christ, we should have very little disputation about the relative rights here of men or women, and should be more ready to promote every effort, however humble, which may tend to elevate and dignify both. Nor need we fear that we shall ever, by any efforts we can make, approach too near to that likeness to the angels which embraces all that is excellent in intellectual and moral strength and exemption from physical evil.

But what bearing has all this on our present object? Much in many ways; but mainly in this, that while it removes the question of the higher training of women altogether from the sphere of the silly and flippant nonsense so often indulged in on the subject, it shows the heaven-born equality of man and woman as alike in the image and likeness of God, the evil origin of the subjection and degradation inflicted on the weaker sex, the restored position of woman as a child of God under the Gospel, and as an aspirant for an equal standing, not with man only, but with those heavenly hosts which excel in strength. In this light of the Book of books, let us proceed to consider some points bearing on our present duty in reference to this great subject.

There are some of us who, in younger days, may have met with specimens of those absurd pedants, now happily extinct, who, misled by old views handed down from times of greater barbarism, used to prate of the inferiority of woman and her incapacity for the higher learning. No one now holds such views, though all admit that there is a certain difference of intellectual and æsthetic temperment in the sexes, requiring to be regarded in their education.

“For woman is not undeveloped man, but diverse.”

There are, however, still those who, in a limited and partial way, retain

some skepticism as to the capacity of woman for the severer studies, and as to the utility in her case of that deep and systematic culture which is considered necessary in the case of educated men. There is also much confusion of ideas as to the proper range and extent of the education of women, in connection with very different questions as to the right of the softer sex to enter upon certain kinds of professional training. Let us endeavour to get rid of some of these misconceptions. In the first place, no one denies the right to an equality of the sexes in all the elementary education given in ordinary schools. This is admitted to be an essential preparation in the case of all persons of both sexes and of all grades of social position for the ordinary work of life. But when we leave the threshold of the common school, a divergency of opinion and practice at once manifests itself.

Only a certain limited proportion either of men or women can go on to a higher education, and those who are thus selected are either those who by wealth and social position are enabled or obliged to be so, or those who intend to enter into professions which are believed to demand a larger amount of learning. The question of the higher education of women in any country depends very much on the relative numbers of these classes among men and women, and the views which may be generally held as to the importance of education for ordinary life, as contrasted with professional life. Now in this country, the number of young men who receive a higher education merely to fit them for occupying a high social position is very small. The greater number of the young men who pass through our colleges do so under the compulsion of a necessity to fit themselves for certain professions. On the other hand, with the exception of those young women who receive an education for the profession of teaching, the great majority of those who obtain what is regarded as higher culture, do so merely as a means of general improvement and to fit themselves better to take their proper place in society. Certain curious and important consequences flow from this. An education obtained for practical professional purposes is likely to partake of this character in its nature, and to run in the direction rather of hard utility than of ornament: that which is obtained as a means of rendering its possessor agreeable, is likely to be æsthetical in its character rather than practical or useful. An education pursued as a means of bread-winning is likely to be sought by the active and ambitious of very various social grades: but that which is thought merely to fit for a certain social position, is likely to be sought almost exclusively by those who move in that position. An education intended for recognized practical uses, is likely to find public support, and at the utmost to bear a fair market price: that which is supposed to have a merely conventional value as a branch of refined culture, is likely to be at a fancy price. Hence it happens that the young men who receive a higher education, and by means of this attain to positions of respectability and eminence, are largely drawn from the humbler strata of

society, while the young women of those social levels rarely aspire to similar advantages. On the other hand, while numbers of young men of wealthy families are sent into business with a merely commercial education at a very early age, their sisters are occupied with the pursuit of accomplishments of which their more practical brothers never dream. When to all this is added the frequency and rapidity in this country of changes in social standing, it is easy to see that an educational chaos must result, most amusing to any one who can philosophically contemplate it as an outsider, but most bewildering to all who have any practical concern with it; and more especially, I should suppose, to careful and thoughtful mothers, whose minds are occupied with the connections which their daughters may form, and the positions which they may fill in society.

The educational problem which these facts present admits, I believe, of but two general solutions. If we could involve women in the same necessities for independent exertion and professional work with men, I have no doubt that in the struggle for existence they would secure to themselves an equal, perhaps greater share of the more solid kinds of the higher education. Some strong-minded women and chivalrous men in our day favour this solution, which has, it must be confessed, more show of reason in older countries where, from unhealthy social conditions, great numbers of unmarried women have to contend for their own subsistence. But it is opposed by all the healthier instincts of our humanity; and in countries like this where very few women remain unmarried, it would be simply impracticable. A better solution would be to separate in the case of both sexes professional from general education, and to secure a large amount of the former of a solid and practical character for both sexes, for its own sake, and because of its beneficial results in the promotion of our well-being considered as individuals, as well as in our family, social and professional relations. This solution also has its difficulties, and it cannot, I fear, ever be fully worked out, until either a higher intellectual and moral tone be reached in society, or until nations visit with proper penalties the failure, on the part of those who have the means, to give to their children the highest attainable education, and with this also provide the funds for educating all those who, in the lower schools, prove themselves to be possessed of eminent abilities. It may be long before such laws can be instituted, even in the more educated communities; and in the mean time in aid of that higher appreciation of the benefits of education which may supply a better if necessarily less effectual stimulus, I desire to direct your attention to a few considerations which show that young women, viewed not as future lawyers, physicians, politicians, or even teachers, but as future wives and mothers, should enjoy a high and liberal culture, and which may help us to understand the nature and means of such culture.

The first thought that arises on this branch of the subject, is that woman was intended as the help-meet of man. And here I need not speak

of that kind and loving ministry of women, which renders life sweet and mitigates its pains and sorrows, and which is to be found not solely among the educated and refined, but among the simplest and least cultured,—a true instinct of goodness, needing direction, but native to the heart of woman, in all climes and all states of civilization. Yet it is sad to think how much of this holy instinct is lost and wasted through want of knowledge and thought. How often labour and self-sacrifice become worse than useless, because not guided by intelligence; how often an influence that would be omnipotent for good becomes vitiated and debased into a power that enervates and enfeebles the better resolutions of men, and involves them and their purposes in its own inanity and frivolity. No influence is so powerful for good over young men as that of educated female society. Nothing is so strong to uphold the energies or to guide the decisions of the greatest and most useful men, as the sympathy and advice of her who can look at affairs without, from the quiet sanctuary of home, and can bring to bear on them the quick tact and ready resources of a cultivated woman's mind. In this, the loftier sphere of domestic duty, in her companionship and true co-partnership with man, woman requires high culture quite as much as if she had alone and unshielded to fight the battle of life.

It may be said that, after all, the intelligence of the average woman is quite equal to that of the average man, and that highly educated women would not be appreciated by the half-educated men who perform most of the work of the world. Granting this, it by no means follows that the necessity for the education of women is diminished. Every Xantippe cannot have a Socrates; but every wise and learned woman can find scope for her energies and abilities. If need be, she may make something even of a very commonplace man. She can greatly improve even a fool, and can vastly enhance the happiness and usefulness of a good man, should she be so fortunate as to find one.

But it is in the maternal relation that the importance of the education of women appears most clearly. It requires no very extensive study of biography to learn that it is of less consequence to any one what sort of father he may have had than what sort of mother. It is indeed a popular impression that the children of clever fathers are likely to exhibit the opposite quality. This I do not believe, except in so far as it results from the fact that men in public positions or immersed in business are apt to neglect the oversight of their children. But it is a noteworthy fact that eminent qualities in men may almost always be traced to similar qualities in their mothers. Knowledge, it is true, is not hereditary, but training and culture and high mental qualities are so, and I believe that the transmission is chiefly through the mother's side. Farther, it is often to the girls rather than to the boys, and it frequently happens that if a selection were to be made as to the members of a family most deserving of an elaborate and costly education, the young women would be chosen

rather than the young men. But leaving this physiological view, let us look at the purely educational. Imagine an educated mother, training and moulding the powers of her children, giving to them in the years of infancy those gentle yet permanent tendencies which are of more account in the formation of character than any subsequent educational influences, selecting for them the best instructors, encouraging and aiding them in their difficulties, sympathising with them in their successes, able to take an intelligent interest in their progress in literature and science. How ennobling such an influence, how fruitful of good results, how certain to secure the warm and lasting gratitude of those who have received its benefits, when they look back in future life on the paths of wisdom along which they have been led. What a contrast to this is the position of an untaught mother—finding her few superficial accomplishments of no account in the work of life, unable wisely to guide the rapidly developing mental life of her children, bringing them up to repeat her own failures and errors, or perhaps to despise her as ignorant of what they must learn. Truly the art and profession of a mother is the noblest and most far-reaching of all, and she who would worthily discharge its duties must be content with no mean preparation. It is perhaps worth while also to say here that these duties and responsibilities in the future are not to be measured altogether by those of the past. The young ladies of to-day will have greater demands made on their knowledge than those which were made on that of their predecessors. I saw this amusingly illustrated lately in a collection of nursery rhymes of the future, which, if my memory serves me, ran in this wise :

“ Twinkle twinkle solar star,  
Now we’ve found out what you are,  
When unto the noonday sky,  
We the spectroscope apply.”

and so on. Or again

Little Jack Horner, of Latin no scorer,  
In the second declension did spy,  
How of nouns there are some  
That ending in “um,”  
Do not form the plural in “i.”

Under these little bits of nonsense lies the grave truth that the boys and girls of the future will know more and learn more, and for that very reason will require more wise and enlightened management than their predecessors.

But the question has still other aspects. A woman may be destined to dwell apart—to see the guides and friends of youth disappearing one by one, or entering on new relations that separate them from her, and with this isolation may come the hard necessity to earn bread. How many thus situated must sink into an unhappy and unloved dependance? How much better to be able to take some useful place in the world, and to gain an

honourable subsistence. But to do so, there must be a foundation of early culture, and this of a sound and serviceable kind. Or take another picture. Imagine a woman possessing abundance of this world's goods, and free from engrossing cares. If idle and ignorant, she must either retire into an unworthy insignificance, or must expose herself to be the derision of the shrewd and clever, and the companion of fools. Perhaps, worse than this, she may be a mere leader in thoughtless gaiety, a snare and trap to the unwary, a leader of unsuspecting youth into the ways of dissipation. On the other hand, she may aspire to be a wise steward of the goods bestowed on her, a centre of influence, aid and counsel in every good work, a shelter and support to the falling and despairing, a helper and encourager of the useful and active; and she may be all this and more, in a manner which no man, however able or gifted, can fully or effectually imitate. But to secure such fruits as these, she must have sown abundantly the good seeds of mental and moral discipline in the sunny spring time of youth. Lastly, with reference to this branch of the subject, it may be maintained that liberal culture will fit a woman better even for the ordinary toils and responsibilities of household life. Even a domestic servant is of more value to her employer if sufficiently intelligent to understand the use and meaning of her work, to observe and reason about the best mode of arranging and managing it, to be thoughtful and careful with reference to the things committed to her charge. How much more does this apply to the head of the house, who in the daily provisioning and clothing of her little household army, the care of their health, comfort, occupations and amusements, the due and orderly subordination of the duties and interests of servants, children and friends, and the arrangement of the thousand difficulties and interferences that occur in these relations, has surely much need of system, tact, information and clearness of thought. We realize the demands of her position only when we consider that she has to deal with all interests from the commonest to the highest, with all classes of minds, from the youngest and most untutored to the most cultivated; and that she may be required at a moment's notice to divert her thoughts from the gravest and most serious concerns to the most trifling details, or to emerge from the practical performance of the most commonplace duties into the atmosphere of refined and cultivated society.

But it would be unfair to omit the consideration of still another aspect of this matter. Woman has surely the right to be happy as well as to be useful, and should have fully opened to her that exalted pleasure which arises from the development of the mind, from the exploration of new regions of thought, and from an enlarged acquaintance with the works and ways of God. The man who has enjoyed the gratification of exercising his mental powers in the field of scientific investigation or literary study—of gathering their flowers and gems, and of breathing their pure and bracing atmosphere, would surely not close the avenues to such high enjoyment against women.

The desire to do so would be an evidence of sheer pedantry or moral obliquity of which any man should be ashamed. On the contrary every educated man and woman should in this respect be an educational missionary, most desirous that others should enjoy these pleasures and privileges, both as a means of happiness and as a most effectual preventive of low and pernicious tastes and pursuits.

But, objects Paterfamilias, I have attended to all this. I have sent my daughters to the best schools I can find, and have paid for many masters beside ; and just as I take their brothers from school and put them to the desk, I take my daughters also from school with their education finished, and hand them over to their mamma to be "brought out." What can I do more for them ? The answer to this question opens the whole subject of the higher education, and as there is just as much misunderstanding of this subject in the case of boys as in the case of girls, I am not sorry to ask your attention to it for a few moments.

What is our idea of a college as distinguished from a school ? Many think that it is merely a higher kind of school adding a few more years to the school-boy's drudgery. Some think it a place of social improvement, where a man by idling a few years in a literary atmosphere may absorb a sort of aroma of learning, as his garments would absorb that of tobacco in a smoking room. Some think it a place to prepare young men for certain learned professions. All are wrong or only partly right. The college differs essentially from the school, inasmuch as the schoolboy becomes a student, that is, he is to take an active and not merely a passive part in his own education. He must begin to put away childish things, and become a man in independent effort, while still submitting himself to the guidance of more mature minds. He must now learn habits of self-reliance, study, and thought, must have the caterpillar growth of the school-room exchanged for the winged intellectual life which is to lead him forth into the world. The college further differs from the school in the fact that it uses the school elements as a basis whereon to build a superstructure of literature and science, attainable only by the more matured mind of the student. The school-boy has certain foundation walls laid ; but his education is roofed in and finished only by the farther discipline of the College, and without this it is likely to become a ruin without ever being inhabited. The College further differs from the school in that it attracts to itself for teachers, specialists in many departments of useful knowledge—men who have devoted themselves to these special branches, and have perhaps been original workers therein ; and thus it brings the schoolboy within reach of a new educational experience, and introduces him into those workshops of literature and science where the products exhibited to him in the school-room have actually been made. In short, the school-boy who leaves school directly for the business of life, is usually permanently fixed in an immature mental condition. He remains intellectually what he would be physically.

if we could arrest his growth at the age of fifteen or sixteen, and not allow him to attain any further development.

This fate unhappily befalls a large proportion of young men, even of those in whose case this arrest of development is not excused by the want of means to do better. It is almost universal in women, in whose case also there is not that hardening of the stunted mental constitution which even uneducated men acquire in the business of life. And so the prevalent tone of the feminine mind has come to be proverbially feeble. Men smile at woman's logic, and think it quite out of place to discuss any of the graver or deeper questions of practical science or business in her presence; and a woman of any power and culture is pointed at as a strong-minded woman, or a blue-stocking, even by the poor fools who feel their own inferiority, or who cannot appreciate the value of pursuits which they do not understand. It is time that such false notions were at an end, and the effort which is now being inaugurated will, I hope, tend directly to this, in so far as Montreal is concerned.

We cannot as yet boast of a Ladies' College; but our classes for the present session will provide for substantial instruction in the structure and literature of the two most important languages in this country, and for an introduction to that great department of science which relates to inorganic nature. I think we have reason to congratulate ourselves on the nature of the course and to be hopeful of the results. It is further to be noticed in this connection that the efforts of the Committee, and especially of the Honorary Secretary, have been most zealous and untiring, and have been conducted with an amount of judicious care and foresight which should inspire the utmost confidence in the future management of the undertaking, and should entitle them to the warmest thanks of every friend of education.

Several features of the present movement afford, I think, especial reasons for congratulation. One is that this is an Association of Ladies for educational purposes—originating with ladies, carried on by them, supported by their contributions. Another is, that the movement is self-supporting, and not sustained by any extraneous aid. It will, I hope, attract to itself endowments which may give it a stronger and higher character, but its present position of independence is the best guarantee for this, as well as for all other kinds of success. Another is that the Association embraces nearly all that is elevated in social and educational standing in our city, and has thus the broadest and highest basis that can be attained among us for any effort whatever. Still another is that we are not alone, nor are we indeed in the van of this great work. I need not speak of the United States, where the magnificent Vassar College, with which the name of one of our excellent and learned women was connected so usefully, and the admission of ladies to Cornell University, the University of Michigan and others, have marked strongly the popular sentiment as to



the education of women. In Canada itself, Toronto, and even Quebec and Kingston, have preceded us, though I think in the magnitude of our success we may hope to excel them all. In the mother country, the Edinburgh Association has afforded us the model for our own; and the North of England Educational Council, the Bedford College in London, the Hitchin College, the Cambridge Lectures for Ladies, the Alexandra College in Dublin, the admission of ladies to the middle-class examinations of the universities, are all indications of the intensity and direction of the current. On the continent of Europe, Sweden has a state college for women. The Victoria Lyceum at Berlin has the patronage of the Princess Royal; the University of Paris has established classes for ladies, and St. Petersburg has its university for women. All these movements have originated not only in our own time but within a few years, and they are evidently the dawn of a new educational era, which, in my judgment, will see as great an advance in the education of our race as that which was inaugurated by the revival of learning and the establishment of universities for men in a previous age. It implies not only the higher education of women, but the elevation, extension and refinement of the higher education of men. Colleges for women will, as new institutions, be free from many evil traditions which cling about the old seats of learning. They will start with all the advantages of our modern civilization. They will be animated by the greater refinement and tact and taste of woman. They will impress many of these features upon our older colleges, with which, I have no doubt, they will become connected under the same university organizations. They will also greatly increase the demand for a higher education among young men. An Edinburgh professor is reported to have said to some students who asked ignorant questions—"Ask your sisters at home; they can tell you"—a retort which, I imagine, few young men would lightly endure; and so soon as young men find they must attain to higher culture before they can cut a respectable figure in the society of ladies, we shall find them respecting science and literature almost as much as money, and attaching to the services of the college professor as much importance as to those of their hair-dresser or tailor.

In order, however, to secure these results, I cannot too strongly urge upon the young ladies who may attend these lectures, that they must be actual students, applying their minds vigorously to the work of the classroom, performing such exercises as may be prescribed, and preparing themselves by continuous and hard study for the examinations. I would also urge that perseverance is essential to success, and that not only should the students be prepared to follow out the lectures to their close, but those who have aided in the effort thus far should be prepared for the necessity of equal efforts to sustain it in succeeding sessions.

And now, ladies, if I have dwelt on grave themes, it is because I have felt that I am in the presence of those who have a serious work in hand,

and who, being alive to its importance and responsibility, will not be unwilling to hear the views of one who has long looked on this matter with interest, though from a somewhat different point of view. I can assure you that I shall always regard it as no small honour to have been called on to deliver the opening lecture of the first session of this Association; and I trust that, with God's blessing, we shall have cause to look back on this day as one marked by an event fraught with the most important and beneficial consequences to this community. That it may be so requires that we shall appreciate the full responsibility of the step we have taken, and pursue our course with vigour and energy. With reference to these points I cannot better close than with an extract from the introductory lecture of my friend, Dr. Wilson, of Toronto, delivered two years ago, at the opening of the classes for ladies which have proved so successful in our sister city, and in which he brings up two of the most important topics to which I have directed your attention:—

“ It is not, therefore, unmeet that I should aim by every argument to enforce the idea that, as high culture and profound scholarship interfere in no degree with man's fitness for the roughest and most prosaic duties; but rather that the cultivated intellect quickens into renewed vigor every inferior power: so is it with woman also. The development of her highest faculties, her powers of reasoning, her range of observation, and compass of knowledge, will only make mind and hand work together the more promptly, in obedience to every tender impulse, and every voice of duty.

“ Once satisfied of this, I doubt not your hearty co-operation may be relied upon; without which all efforts on our part for the higher education of woman must be vain. Yet I feel assured that, in spite of every impediment, such a scheme lies among the inevitable purposes of the future. It may be rejected now; it may be delayed and frowned on still, by the prejudices inherited from a dead past; but it cannot be prevented. It is one of the grand promises which make thoughtful men almost envious of those who are now entering on the life, for some of us so nearly an accomplished thing.

‘Its triumph will be sung,  
By some yet unmoulded tongue,  
Far on in summers that we shall not see.’

The thoughts of men are widening; and we stand in special need of this as an element which will accelerate the world's progress onward and upward to noblest ends. Whether or no this generation shall, in our own province at least, share in any degree in the effort, or partake of its rewards, rests mainly with yourselves.”

