

# THE ' VARSITY:

A WEEKLY REVIEW OF

EDUCATION, UNIVERSITY POLITICS AND EVENTS.

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## CONCERNING CO-EDS.

Mr. Gibson, of Hamilton, has given notice of motion, "for a return showing what applications have been made by females for admission to any of the lectures of University College for the session of 1881-2, and the results of such applications, together with copies of all correspondence in connection therewith." It will be quite worth the while of the undergraduates to hear the discussion, if only to enjoy the turning-over which the College Council will in all probability receive.

## CIVIL POLITY IN THE UNIVERSITY.

Last year, in the columns of the *'Varsity*, I suggested the creation of a sixth graduating department, which should embrace, besides the English of the Fourth Year, a comprehensive course of Political Economy, Constitutional Law and History, Jurisprudence, and International Law. I called attention then to the absurd manner in which History and Civil Polity have been dealt with by the Senate in the present arrangement of work for the Blake Scholarship, and showed that the true way out of the *cul de sac* in which the competitors for that scholarship find themselves at the end of their third year, would be to continue the same class of subjects as a separate graduating department into the fourth year. In the light of recent developments I now repeat my suggestion, and in so doing, I shall enforce it with a few considerations which have since this time last year acquired an amount of force which cannot fail to carry conviction to the minds of many who could not then see their way clear to endorsing it.

Of all the objections which I have ever heard urged against the creation of a Civil Polity Department in the University curriculum, the strongest is based on the fact that no affiliated college provides for instruction in the branches included in it. It will be seen from a perusal of the recently published report of the Committee of Senate appointed to consider the finances and requirements of the University and University College, that one of the recommendations of that Committee is the institution of lectureships in Political Economy and in Constitutional Law and Jurisprudence in University College. While I still hold that the creation of the department referred to should not be made contingent on the establishment of these proposed lectureships, I am free to admit that the carrying out of this part of the scheme outlined in the report, greatly strengthens the case I am trying to make out. The only one of the subjects I have enumerated as proper to be included in such a department that would in that event be omitted from the College course is International Law, which could be easily dealt with by a competent lecturer on Jurisprudence.

I do not intend to waste time and space in discussing other objections to the proposed new department, as most of them have very little weight. I prefer to call attention once more to one or two considerations which seem to me to render its crea-

tion highly expedient, if not absolutely necessary. Any one who is even sufficiently acquainted with the character of the University curriculum must have been struck by the extent to which, by its system of options, it affords facilities for quasi professional training. Those intending to pursue the study of Theology can devote themselves to Classics, Oriental Languages or Philosophy. Intending medical practitioners can greatly facilitate their purely professional course of study by taking up the Natural Sciences. But there is no optional department which affords an equally good incidental preparation for the study of law, and this long felt want would be supplied by the creation of such a department as the one I advocate.

But there is a more practical consideration still. Fortunately for the country an increasing number of graduates of Toronto University are finding their way into public life and the profession of journalism. It is extremely desirable that both pursuits should be to a larger extent than at present followed by men of liberal education, and a course of reading embracing Civil Polity, Jurisprudence, Constitutional History, and English, would be the best possible kind of mental discipline for the intending publicist. I need not say a word in favor of such a course on the score of its educational value. "Politics," in the best sense of the term, is the science of human government, and no subject is *per se* better calculated either to improve the mind of the thoughtful student or to win his enthusiastic devotion.

WM. HOUSTON.

## THE GREEK PLAY.

It may, perhaps, be a mistake to attempt to defend the theatre, on the ground that it is a grand agent in popular education. No one, however, we may presume, is so bigoted an opponent of theatrical representations, as to deny that the stage might, by the accurate performance of the best plays, with the aid of carefully designed scenery and costumes, be utilized with telling effect towards the education and elevation of taste and mind. We venture to assert, that to have seen Neilson in "Romeo and Juliet," Booth in "Richard III.," or Rignold in "Henry V.," adds more to one's appreciation of the beauties of these plays, than scores of lectures devoted to the notice of figures of speech and the analysis of characters, with which the students in Honor English (don't be offended, gentlemen, the writer has been one himself) burden their minds, under the impression, presumably, that a play of Shakespeare cannot be appreciated unless every example of metonymy, epanalepsis, &c., can be pointed out and designated with an appropriate name.

It is not proposed, however, to discuss the broad question of the use and abuse of the stage at the present day. The question which is of most interest to University men is, why the Greek Play should not be produced at the Grand Opera House, where, confessedly, it could be produced with the grandest effect, to the largest audiences, with the least trouble and inconvenience, and with a tithe of the expense that will be incurred in attempting