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EDUCATION OF WOMEN.

For any one passing through the eastern wing of the College and meeting the troups of sweet girl undergraduates that there sweep the corridors at intervals it is difficult to realize that it is only six years since the University first opened its doors to women, and began to suspect that it might be in the best interests of humanity to encourage the highest intellectual development of the whole race and not merely of one half of it. The number of those who have taken advantage of this concession has increased so rapidly that probably the day is not far distant when the number of women in our halls will equal that of the men; already they number nearly one-fifth of all the students in arts. Indeed, whether fortunately or unfortunately, a university education for girls threatens to become fashionable, and perhaps a B.A. will soon be considered a necessary appendage to the name of every "finished" young There is perceptible even now in many cases more school-girl thoughtlessness and less earnestness of purpose than characterized the pioneers in the movement—a natural result of the changed conditions, for the pioneer who has to hew out his own paths is likely to follow clearer aims and to develop firmer muscle, than his successors who find, ready made, the broad and beaten highways.

This rapid increase in numbers must soon bring up again a question which has been settled for the present, viz., that of accommodation. Large and commodious as the ladies' rooms are for the hundred and five girls who

occupy them, they will scarcely be so for three or four times that number, and yet to devote more space to reading and waiting rooms is scarcely possible. It seems as if the walls of the "Recluse Club" must, to a certain extent, be broken down and the reading rooms be used by ladies and gentlemen in common. It is difficult to see how this can be avoided if all undergraduates are to have the same rights and privileges in the new Library, for the girls, with few exceptions, take honor courses, and doubtless will desire to use the seminary rooms and to have free access to the books. Any attempt to provide special accommodation would involve a needless expense and trouble, and could scarcely be done without curtailing the privileges of some one. Perhaps it will be found that reading in the same room is fraught with no more danger than listening to a lecture in the same room.

Still another matter for speculation arises. Fully fourfifths of all the girls in attendance at lectures take the Modern Language course. In the lower years the classes of this department are already so large that the lecturers find it difficult to do their students justice, even with the additional assistance lately granted, while if we glance into the future the prospect is appalling. Now it is surely unnatural to suppose that four-fifths of all the women in the world are endowed with a special aptitude for the study of languages, and indeed when we consider the meagre result that is often yielded to the patient and conscientious labor of some of our girls, we are forced to think that they might have spent their time to better advantage in some other line of work, and their failure seems but the rap over the knuckles dealt so unsparingly by Dame Nature to such of her pupils as transgress her laws. Is this condition of affairs always to remain? Probably—or at least until it is considered worth while to teach girls to find out what their natural powers are, and to encourage them to cultivate these whatever they may be. At present French and German are considered too much in the light of accomplishments, like drawing and music, which must form a part of every cultured woman's education whether her talents incline in that direction or not, while a course in Science or Mathematics has a flavor of strong-mindedness that frightens the more timid and conservative. We can only hope that the future may bring broader views with regard to the education of women.

BRYANT.

In reading the life of Wm. C. Bryant, we are at once struck by the many-sidedness of the man's life, and the unvarying success in whatever he undertook. To speak of Bryant the poet is to speak of but a small part of Bryant the man, for he did not give himself to poetry, but merely added poetry to his other pursuits. This to a great extent explains many of the defects in his poetic work, but it is to be attributed solely to the times in which he lived. Born in an arid period of American literature, Bryant was the first permanent writer of the American school, which later added such illustrious names to its ranks. So he is rightly called the "Father of American Poetry." There was nothing in the little to the American Poetry." was nothing in the literary life of that time to demand the whole life-work of a real man. The nation was too practical in the great time in the practical in the great time. tical, in too great a hurry—as indeed it is to this day—for the proper development of a poet. What were wanted were workers, journalists, and practical teachers. Bryant, as we shall see in a short summary of his life, was a thoroughly practical a thoroughly practical, successful man, but at all times he was a poet, but not always as spontaneous as one might wish.

He was born in Massachusetts in 1794, the son of low and assentially approximately and assentially approximately and assentially approximately ing and essentially sensible parents. Unlike the majority of poets, who owe their poetic temperament to their mothers, Bryant seems to have inherited his from the father, whose ancestors had been acceptable to the father, whose ancestors had been poets, and who was the first to aid and encountry first to aid and encourage his son in his poetic inclinations,