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Editorial Comments.



THE true office of a college paper is to represent the views of the students on current college topics; to draw attention to and to criticize such features of the work or the general management of our institution as seems to require such attention or criticism on the part of the students; and to set forth in a candid and independent spirit the consensus of student opinion upon such subjects.

From this formidable opening the reader will perchance infer that we are meditating some fierce onslaught and planning some dire mischief against the established order of things. Not so, however. All we wish to do is to draw attention to one subject on our curriculum in regard to which we have heard frequent, and perhaps not ungrounded, complaints; the subject, namely, of English.

It is to be regretted that the powers that be have seen fit to include under this name several sub-divisions which in the mind of the average student have but a remote connection with it. He whose soul is inspired with the sacred flame of philologic zeal will perhaps peruse with delight and study with enthusiasm the Anglo-Saxon and Gothic that are annexed to our English course. But, alas! the name of such is anything but legion. The ordinary mortal, not being built to be a philologist, finds the work intolerably dry; and as a result a subject that ought to be the most popular and the most instructive on our curriculum is made a drudgery and a burden to its weary devotees.

But there is another and more serious ill that flows from this source. There are many students in our University who, while not desirous of taking up and mastering all the barbarous dialects in which the ancient Teutons expressed themselves, and of which their unfortunate nineteenth century descendants unhappily possess stray fragments, yet have a desire to know something of the literature of their own tongue, and who would gladly enroll themselves in the English course but for these appendages to it. It may perhaps be objected that the pass course in English meets this difficulty and to a certain extent it does. But we well know that the unfortunate name "pass" unjustly disparages this general course and thereby deters students from entering it, whilst the amount of English which it includes is hardly extensive enough to cover the ground. The result is that a large number of our students go out from the University knowing no more of the literature of their own language than when they entered it.

This is most unfortunate and ought to be remedied, if remedy can be found. With all becoming deference, we would suggest some such plan as the following. Let English be divided into two branches: the literary and the philological; the former to be compulsory on every student who enters the University, no matter what honor

course he is taking; the latter to be, as English now is, a part of the modern language course. This plan, we believe, has many advantages to recommend it. It will enable those who thirst after philology to slake their thirst without forcing those who are not tortured with that longing to take that subject; it will enable men who would like to take the literary side of the present English course to do so without taking up work in which they have not the slightest interest; above all, it will make every man devote some attention to the great masters of our own language; "for I hold no man well educated," says Cicero, "who knows not the literature of his own tongue."

The elections to the committee of the Athletic Association have now taken place. The new committee, we understand, does not come into office until next October, so that till then the old committee will still be at the helm.

This subject of the gymnasium has been frequently brought before the notice of the students during the past year; but its importance justifies us in again making mention of it. Too much praise cannot be bestowed upon the committee who have had the management of it, they have been unsparing of time and personal trouble in their efforts to promote the work. But we regret to say that their efforts have not been seconded so effectually as they might be by the general student body. Surely it is due from us that when we put men in a position of duty and responsibility, we ought not to be slack in holding up their hands and in doing all we can to aid them.

The development of the athletic side of our college-life is something which we as a student body cannot afford to neglect. *Mens sana in corpore sano* ought to be the ideal of every man, not to say every student. The institution which affords the means of cultivating the former ought therefore to supply those also for promoting the latter. It is this lack in our university training that the gymnasium promises to supply.

It does not follow of course that because we as a university are turning our attention to such things, we need therefore carry athletics to the excessive extent to which it is carried in some of the educational institutions across the line. Here as in all things else the mean is what we should aim at. But surely we cannot claim to have reached that point when an institution, so strong in numbers and so influential in the educational sphere as we are, has no facilities whatever for affording regular and systematic physical training to its students, but must look to outside gymnasia to carry on this part of its work. Happily this state of affairs will soon be numbered with the things of the dead past. Let our students, one and all, but recognize the need of the hour and recognise that the attainment of this end is worth some little sacrifice on our part. Recognizing this, our patriotism and our devotion