

'Twas the pangs of despair snapped his heart strings asunder,
And he cared not for life, since Da Conti was dead.

No, alas! it was terror. When swiftly uprising
From the lips of Da Conti, the long trestle rod
Caught his gown, and it seemed to his heart-agonizing,
That the pressure, behind, was the hand of his God.

And the granite-stemm'd winds, that from Malar comesweeping
Breath a sad lullaby where the pine branches wave,
In the Acre of God, on two student forms sleeping,
Who, together in life, share, in death, the same grave.

But forever are silent the tones of their laughter,
Till Eternity dawns, and all Time is no more,
When the loud blast shall summon the solemn hereafter,
And the Nations are met on the far away shore.

—H. K. COKIN.

*The Westminster Abbey of Sweden, at Stockholm.

Communications.

CO-EDUCATION AND DR. WILSON.

To the Editor of the 'VARSITY.

In a previous letter upon this subject, I took the liberty of ridiculing Dr. Wilson's 'grave reflections,' and the complaisance with which he quoted the comparatively worthless evidence of President Eliot (whom the *World* correctly characterizes as another old foggy) in favor of his position. You say it will be a satisfaction to you to be furnished with the facts on which I base my statements. I am happy to accede to your request. The evidence appended is, you will agree with me, sufficiently conclusive to convince anyone who is open to conviction on this question. I quote directly from letters and other documents which I recently received from the presidents of the institutions named. President Fairchild, of Oberlin College, says:

"I have no special call as an apostle or propagandist of this system of education. . . . In speaking of results, I wish to be understood as giving not only my own individual judgment, but the unanimous opinion, as far as I understand it, of all who have had responsibility in connection with the school. . . . Among the advantages which seem to be involved in the system, as far as we have observed its operation, are the following:

1. Economy of means and forces.
2. Wholesome incitements to study, the stimulus being the same in kind as will operate in after life.
3. Social culture—a matter of no small importance.
4. A tendency to good order. Nearly fifteen hundred students

are gathered here from every state in the Union, from every class in society, of every grade of culture—the great mass of them, indeed, bent on improvement, but numbers sent by anxious friends with the hope that they may be saved or recovered from wayward tendencies. Yet the disorders incident to such gatherings are essentially unknown among us. The ease with which the discipline of so large a school is conducted has not ceased to be a matter of wonder to ourselves. *This result we attribute greatly to the wholesome influence of the system of joint education.* . . . It is the natural atmosphere for the development of the higher qualities of manhood—magnanimity, generosity, true chivalry, earnestness. We have found it the surest way to make men of boys, and gentlemen of rowdies. Nor are womanly delicacy and refinement of character endangered. It might better be questioned whether the finer shadings of female character can be developed without this natural stimulus. Be this as it may, I say, without hesitation, that I do not know of a single instance of a coarse, 'strong-minded' woman, in the offensive sense of the word, as the product of our system of education."

Such, Mr. Editor, is the testimony of a gentleman with upwards of *thirty years' experience* as the president of a college having at present a faculty of forty-two members, and with an attendance of 1493 students, a large number of whom are women. Similar testimony was borne by that illustrious educator, the Hon. Horace Mann, LL.D., the former president of Oberlin. Next week and the week after I shall submit to you short extracts from similar evidence received from the presidents of Boston University, the State Universities of Michigan, Wisconsin, Iowa, Kansas, and other States, St. Lawrence, New York, Butler, Indiana, and Cornell Universities. And yet in the face of such an array of testimony as this, which Dr. Wilson could easily have procured if he had taken the trouble to ask for it, and which he should have procured before taking the action he has done, the Doctor has the hardihood to

say that the College Council felt it to be their 'duty' to exclude women from University College! Query: Of what elements is the College Council's conception of duty composed?

Very truly yours,
A. STEVENSON.

Pickering College, Oct. 15, 1883.

NOTICES.

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