

## CO-EDUCATION.

To the Editor of THE VARSITY:—

DEAR SIR.—I am pleased to infer that you think with me that it is very desirable that, so far as may be possible, the spirit of party be kept out of the question. How we shall best provide for the higher education of your "coefficients," the coming women of the near future? Plenty of room will be found for opinions of many different shades, both as to what is theoretically, and what is practically the best. But where all are seeking, the best amity of feeling ought to characterize the discussion, even if unanimity should be, as the philosopher's stone, unattainable. Once fairly arouse the party spirit and you so disorder the mental vision of all interested that it becomes exceedingly difficult, even for those that are naturally candid and fair, to make the necessary allowances in the way of correcting the distorted images that in consequence result. One step having been taken, whether in a right or wrong direction remains to be decided by the test of experiment, it is now of little practical importance to discuss the motive pulses that compelled it. That the President, honestly and faithfully with the means afforded him, will carry out the wishes of the Legislature to the utmost of his ability no one has yet ventured, I believe, to question. Before a second step be taken let us possess our souls in patience, and without bias, if it be possible, wait to see the result of the first. We all of us have something to learn about this new and untried work. It is but folly and conceit to expect that the question how to do it best can be disposed of on general considerations. Who can at present authoritatively determine the number of young women who would avail themselves of the opportunity if already the answer were found, and the means for carrying it into effect fully provided? It has been alleged not without some show of reason, that there is a danger that the facilities provided for young men in this direction may tempt on many to take a university course who might better devote their energies to farming, manufacturing, or trade. The question for consideration is, how shall we open up the way to Parnassus for such of our girls as have the strength and the desire to climb the ascent, and at the same time make sure that we do not thereby run any risk of lowering the standard of excellence for daughters, sisters, wives, and mothers? Let us proceed slowly and circumspectly, and above all in a generous spirit, without bias and without passion.

Whitby, Nov. 15, '84

W. O. E.

## THE MODERN LANGUAGE DEPARTMENT.

To the Editor of THE VARSITY:

SIR,—I agree with you most emphatically that it is time something was being done to relieve the Modern Language Department from the incubus, as you correctly call it, of History and Ethnology. I wish further to enter a strong protest against the unfair treatment which this department has always received, as contrasted with the undue favor shown to the classical department.

The education received in the study of modern languages is without doubt somewhat different in quality from that imparted by classical study. The proportion in which the various mental faculties are exercised differs slightly in the two cases; yet no one can show that the total beneficial result is greater in one case than in the other. But for a fair comparison it is necessary that the conditions be equally favorable, and they have not been so hitherto. It is impossible to make a fair estimate of the potentialities in modern language study while such undue discriminations exist against it.

Our high schools devote the greater part of their energies and time to the study of classics, for their government income largely depends thereon. Too often it is only odd hours and the tag-ends of days that are devoted to modern languages, and this, too, frequently under teachers who are entirely incompetent to teach these subjects properly. Many masters educated under the old beliefs exercise their powers of persuasion in urging all their cleverest pupils to make a specialty of classics. And to crown all, modern languages have hitherto been most shamefully neglected in our provincial college. It is unnecessary to specify in detail how this has been done. Suffice it to say that the most glaring evil is that the department has been allowed to remain much too long the "omnium gatherum" for subjects which the heads of other departments refused to receive, or for which there is no proper department yet established in the college. If ancient history is to be studied by language students specially, why has it been foisted upon the Modern Language Department? Has it been done because there has been no head of this department to resist, while there is a head to the classical department? Or was it for the purpose of forcing men into other departments by an

undue discrimination against this one? These may seem irrational suppositions, but we cannot see that a rational supposition would account for the fact we are considering. And what possible reason can there be for continuing the present arbitrary connection of constitutional history with the course? Further, a remarkable system of classification that is surely which groups anthropology with French grammar! It is true that in its widest application the former includes the latter, but in the same sense it includes the study of ancient languages as well, and much more besides. Anthropology, regarded from one point of view, might with more propriety be classified with the Natural Sciences under zoology. Viewed in other aspects, it appears to be related to social and moral science. It is not denied that linguistic study and anthropology are connected through their respective subdivisions of philology and ethnology, but this connection is not sufficiently close to justify their present relation on our curriculum.

In fine, I am sure that a thorough and impartial consideration of the case by the Senate would result in granting to the modern language men relief from these burdens under which they have long groaned.

I am, Sir, yours,

SIGMA.

## Di-Varsities.

Why are printers the most bacchanalian crowd on earth? Because they are always anxious to "set 'em up." They do this, strange to say, in order to live. Such propensities usually end in death. But printers are a queer lot, anyhow.

Who says co-education is a failure? Certainly not those who witnessed the rescue of a Freshman by his fair companion, from the clutches of the implacable Sophomores, at the recent initiation.

All things, even the waiting of the weekly column of Di-Varsities, are apt in time to become monotonous. To give the column more variety, and the writer greater scope, we propose adding weekly notices of the latest literary publications. The following have this week come to hand:—

"Gon-way" (with the coachman), by Hew and Cry Conway, author of "Called Back."

"An Appeal to Siezer, or How to run in an Undergrad." By T. U. R. G., one of the Peelers. Toronto: Williamson & Co.

"Panic among the Booksellers." The Death Knell of the Camp Bell. A Doleful lay. Printed on black-edged accommodation paper. Toronto: Clougher Bros.

"Time's Last Forty Years' Tooth. A Manual of Dent-istry."

"Boswell's Cab-tour to the Civic Hebrides, with notes by a Subway Contractor." Toronto: Williamson & Co.

## Our Wallet.

Polite Professor.—"Construe and translate the first verse, please." Undaunted Freshman.—"'Arma virumque caho.' I sing arms, a man, and a canoe!" Tableau.

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Mica, mica, parva stella;  
Miror, quatenus si tam bella!  
Splendens eminus in illo,  
Alba velut gemma, coelo.

\* \* \*  
To preserve peaches whole keep a bulldog in the orchard.

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LYNCH LAW IN WEST MISSOURI.  
He found a rope,  
And picked it up,  
And with it walked away;  
It happened to the t'other end  
A horse was hitched, they say.

They found a rope,  
And tied it fast  
Unto a swinging limb;  
It happened that the t'other end  
Was somehow hitched to him.—Selected.