The Harshen and the University Girls.

Segregation at the University of Chicago has received a set back. The debate was postponed and the matter sustained. Conferring the favor of the junior college faculty.

Wherever the decision now is taken, however, it is quite likely that Pres. Harshen's policy of separation will prevail. Then what will happen? A woman quadrangle for which the land is already secured will be begun and for due drive the girls of the junior college — the frashevan and sophmores — will be moved over, bag and bag, lady, domelinos, present in halls, individual instruction and all.
Similar fusion will be made for the junior college men. On these grounds it is expected to see a growth with the precocious rapidity which has characterized the growth of the institution in other respects—more museums and schools for the particular advantages of schools for Harper. The discovery cannot exist in a coeducational institution. It is probable that he will also discover that they cannot exist in a half-way coeducational institution. Such a thing will be after he has made the proposed change.
The people of the West have spoken conclusively in favor of coed. by establishing a system of common schools in which boys and girls were educated together until they graduated from high school and by founding state normal schools in which women students are received on equal terms. The great body of the people in this section have long been settled in favor of coed. as the natural, wholesome, and democratic method of ed. Dr. Harper recognizes this sentiment and so establishes his coed. in the beginning, and his university is fully in securing large gifts of money from persons who most of all are grateful for the work so nobly done in what
Why then does he now disregard this sentiment and the principle upon which the union was founded, for it is useless to pretend that the proclamation did not armed against the principle of cord, nor can an act, justly be called cord, in view of a large proportion of the students, graduates, professors are divided on dry lines. Some consider mammals appear in President A's reasoning in justification of this reactionary step. Briefly stated, the army can't cease: (1) The commission of students has increased beyond the present capacities of the to manage successfully. Therefore, the human must lie down; just as the woman, in the first two, for the woman. (2) The particular advantages incident to
separate colleges for men and women can not be found in a word. First, therefore separate colleges shall be created in fact, but in name the men method shall be called "a higher form of coed."  

3) "It is detrimental to the best interests of both sexes to have them constantly together in classes during the freshman and sophomore years. Each day in a manner distracts the other." Therefore they shall be separated intellectually during the two years, but shall be given the same freedom of social intercourse as before.

4) Gallantry prevents the men from putting forth their best efforts for fear of embarrassing their women.
Classicism by excelling them in relations. Therefore the new must be placed where chivalry will not interfere with the superior character of their scholarship, and the women in her they can face without embarrassment.

These arguments do greater justice to Dr. Harding argument than to his倡导。How will segregation affect the number of students? Will the total remain the same as before? And if new

600 words
These arguments, be greater justic to Dr. Starkein, might not be more competent than to his counsel. Will the total number of students remain the same after segregation as before? And if new recitation rooms are to be built, why should they not mean said and women sit at their desks as others? Complete advantage can be gained by a division on sex lines.

In the second place, it is true that the characteristic life of colleges is characterized by an ethos, not to be confused with a court, which is doubtless a characteristic life. Where colleges are exclusively for men, there has been an ethos and an alienage; but the point is that that life is an empire on human soil, and cannot be a force in our midst. Which is President declares well always.
The issue itself is not between coordination and separate education, but between a so-called higher form of social which belies its name by omitting the essential element of the union of the sexes in classroom work.

Thus Dr. Harper wants to remove the distractions incident to the association of the sexes. He should separate them playfully as much as realistically. The half way solution he proposes will only lead to self-consciousness and an exaggeration of difference.

The wholesome companionate friendship between men and women are they must meet, not instead of meeting.
part of the time as human beings; with
the connotations of intellectual, social,
their limitations be wholly for sex.

Half-way measures are generally
necessary. Let us move at once.

Men and women are both for each
other between 18 and 20, why not
between 16 and 18, or 20 and 22?

If Dr. Harker wishes to separate the
sexes during this suspense period
of life, he will have to begin
well—like high schools, and it is
dull if he would be justified in

defining with the graduate departments.
Strange things have happened elsewhere.

As to the fourth argument, it may
be sufficient to say that women
are not seeking academic favors;
their classroom record indicates
that they are not in need of them!
President I well have to displace more substantial ones if he is to convince the public that it and his cord policy in the first two years is a good thing not a cord must.