

more sorrow or pain? Our Teacher from the mountain does not promise us a city surrounded by Jasper walls, with streets paved with gold, like the countryman's idea of London, but he bids us know, and he says this very emphatically, that death—which, by the way, you will remember Bacon calls the least of all evils—is a necessity to the soul's progress, and must no longer be dreaded; that our lost brothers and sisters are as near, perhaps nearer, to us than ever they were in the flesh: and that there is a Heaven, an Immortality for those who have done anything to deserve it, but exactly what that paradise may be he cannot tell—so, after all, your prophet knows no more than you or I. Perhaps what strikes the reader most is that the writer's life should be so extraordinarily different to that of the ordinary person, and the stay-at-home is lost in wonder at the uses to which the wandering author is putting his days and his intelligence; for the same hours which to us seem comparatively so little, what are they to him? While the intelligence that formerly was content to give us brilliant and amusing volumes is now solely occupied in producing literature of the type of this new book—an unwholesome type enough, smacking as it does of the confused involved talk of the Spiritualist, and bewildering one with what is but unprofitable speculation. But soon, let us hope, Mr. Oliphant will leave the still solitude of Carmel and descend to the busy plain where the air is easier to breathe and where he will find many little homely groups each in its right place (children leaning against their mother's knee, fathers tilling in the fields), untroubled by any desire for uncanny adventures, satisfied with such daily miracles as the rising sun and moon, the growth of tree and flower, with no thought of searching after stranger miracles than these; and from these fireside groups what can he not learn? You remember among Lowell's verse his *Parable of the Violet*? The poet is right—when is the Poet ever wrong?—indeed, one should not require signs and tokens from the mountain height when at one's door a thousand familiar voices speak of the Divinity.

WALTER POWELL.

AUTOCRACY IN M'GILL COLLEGE.

In the spring of 1882, the corporation of McGill College had its attention called to the consideration of what it ought to do for the Higher Education of women. Prof. J. Clark Murray gave notice of a resolution to the effect that the classes of the College be thrown open to women. In due time the resolution was moved, a committee appointed to examine the question, and their report was presented. Hot discussion ensued, as, notwithstanding that there was a large majority in favour of the resolution, there was also a disguised hesitation to proceed to the final step. This hesitation arose from a feeling of deference to the Principal, who was known to be keenly opposed to the movement, and who, with one or two others, constituted the minority. At this stage in the discussion a special endowment of \$50,000, afterwards increased to \$120,000, was announced, with the curious coincidence of a stipulation that it should be applied to establishing a separate course for women.

The corporation is composed of the Principal and Governors—a board of fifteen gentlemen, of whom thirteen represent merchandise, and two, learning—self-elective, a close body, and responsible to no one. Next comes an additional element of twenty-nine Fellows, of whom but a small proportion are representatives. As the world has never shown itself so eager in the worship of principle apart from money as it has in the worship of money apart from principle, Prof. Murray's resolution was temporarily set aside, the special endowment was accepted, and a separate course for women was inaugurated in 1884.

Thus the mover of the resolution was left alone in his protest against deciding a vitally important question upon any basis but its own merits, and, during the four years of the experiment, the College has been frequently and forcibly reminded of its injudicious action.

As might have been foreseen, the original resolution, like all movements which have suffered unjust treatment, would not down; but, by the persistent vigour of the opinion it created, and is still creating, in its favour, kept cropping up in every direction. The graduates and undergraduates have been all along practically unanimous in their desire for co-education; the lady undergraduates held a discussion in their Debating Hall, when co-education carried the day against two dissenting voices, and the sentiment in Montreal—so far as Montreal is interested enough in McGill to possess or express a sentiment—is likewise favourable. Luxuries, if they can sport a pedigree, have never much difficulty in securing an advocacy. But it is to be presumed that in a young and struggling country, with young and struggling Colleges, young and struggling endowments, the guiding principle in a question of this kind should be one of an extremely prudent expenditure of means towards an end.

A Californian has recently given millions to establish a University; Mr. Cornell, a quarter-of-a-million for alterations necessary to fit buildings for the co-educational system; but McGill has regarded \$50,000 as the figure at which an academic policy may be purchased, and \$120,000 as the endowment of a complete course in arts. Nor is this all. It has just vaunted an announcement of a proposed scheme for launching the separate course into an independent College—one of a chain of four, with \$250,000 between them. Of the \$50,000, a considerable part of the sum must have been spent upon class-rooms, etc., leaving possibly \$30,000 or \$40,000. This at six per cent. would yield \$1,800 or \$2,400 per annum to open a full course in arts, mathematics, modern languages, classics, history and literature, natural science, philosophy and logic. Now what increase of salary has this left for the Professors who have done double work? One might be pardoned for supposing that the real endowment had been from those Professors themselves in that they must have given so generously of their time and labour!

The subject in general has just received an unexpected and fortunate revival. Professor Murray had set aside his personal opinion for the time, and has certainly given the experiment his most active support in his own subjects—philosophy and logic; but, being a Scotchman and a graduate of Glasgow, and having been educated in Edinburgh as well as in the grand old Universities of the continent—and not in McGill—he has from time to time, as occasion prompted, expressed his unaltered views on the merits of the question. The administration has adopted the policy of ignoring these merits, and of crushing every attempt to discuss them. The Young Ladies' Debating Society was officially reprimanded for its imprudence! A proposed joint-conversazione of the young men and women was prohibited! To the surprise of not a few, therefore, appeared the statement, in the *University Gazette* of February 22, that the "authorities did not look with horror on a joint-conversazione. On the contrary, they encouraged the joint-meetings, and aided them with sympathy and support, without which they could not have been a success." Neither the joint-meetings nor the joint-conversazione ever took place!

In his public official utterance at the recent Convocation, when replying to the Lady-Valedictorian's address, Sir William Dawson's account of the movement is as follows:—

When, four years ago, the representatives of this class called on me with reference to admission to the Faculty of Arts, I was already in a position to say that the regulations of the University recognized the right of women to take the examination for Senior Associate in Arts, and, therefore, that if a sufficient class should offer and means could be found for its tuition, there could be no difficulty in the matter, in so far as preparation for the intermediate examination was concerned. When it was ascertained that eight young women who had taken certificates as Associates in Arts were prepared to enter, I considered the first condition to be met. But the second was one of greater difficulty, more especially as it was evident that if anything was to be done it should be done well, and in a manner creditable to the University and likely to be permanent. In addition, therefore, to leading gentlemen in McGill I consulted with the ladies who had been most influential in the Ladies' Educational Association, and with my friend Canon Norman, the Vice-Chancellor of Bishop's College, who had been acting with us on behalf of that University in the examination of women as Senior Associates, and who, as Chairman of the Commissioners of Schools, was interested in the High School pupils. The pressure incident to the preparations for the British Association in the autumn of 1884, and the absence from town of leading members of the University, caused, however, some inevitable delay in giving the matter a definite form. But just at this time, and while the meeting of the Association was in progress, I was one day called out of the Geological Section by Sir Donald Smith, who had come to intimate his intended gift of \$50,000 in aid of the higher education of women. No gift could have been more opportune; and in so far as I was concerned it was entirely unsolicited. It placed us in a position at once to make arrangements for the classes, but in order to commence these in time for the expectant candidates, and to prevent them from losing a session, the details of the work of the first year had to be extemporized, and class rooms borrowed from the museum, in advance even of the formal deed of gift by which the endowment was transferred to the University.

Not a word said of the two years' discussion in corporation! Not the most distant allusion to co-education! The separate classes taken for granted as the beginning and the end of all!

A watchful eye has been kept upon Professor Murray, and a suspicious ear has followed his utterances. A speech of his at the graduate's annual dinner, and some remarks made at an afternoon tea brought matters to a climax. The statutes of the University were disintegrated. A formal indictment was drawn up, demanding from Professor Murray immediate unanimity of opinion on the separate class policy, as well as a guarantee for his future reticence on the subject, and, further, charging him with endangering the half-expected endowment, and with "subverting the discipline and the morals of the students."

It is not for a moment to be supposed that demands and charges of this nature can have been the result of calm and just deliberation, can have emanated from other than the most mistaken notions of what a University should be, of what Professor Murray is, and of what the nineteenth century expects! It is not to be supposed that there is on this continent a single mind, outside the Board of Governors, prepared to associate either those demands or those charges with the name of a gentleman whose scholarly reputation and singularly successful work has done so much to build up McGill. It is, nevertheless, matter for congratulation that the action has called forth condemnation amounting to contempt, and that the Graduates' Society have the affair in hand with a view to special legislation.

The Board of Governors being composed almost entirely of men who, whatever their individual financial success, lay no claim to academic training, to a knowledge of the educational wants of a country, or to academic procedure, we cannot be surprised if, with large personal interests elsewhere, they relegate their duties as governors (for which they neither have taste nor leisure) to that one of their number who is ever ready to command. We may account for this state of things: what is there to excuse it?

The dissatisfaction at McGill is a matter of deep and serious import, leading as it must to a thorough revision of the Constitution of the College.

It must be admitted that in spite of the generous intention of the donor, this special endowment has not increased the efficiency of the University, but the reverse. It has introduced an irritating thorn into its side. It has sapped the physical and intellectual capital of its professorial staff. It has closed the door against additions to an endowment already known by the name of the donor. It has induced the administration to perpetrate an outrage upon freedom of thought and speech which is worthy of the Middle Ages. Moreover, as the calendar informs us that of the students who went in for honours from 1875 to 1888 there were in

1	2	3	4	5	6
Modern Languages.	Mathematics.	Classics.	English.	Nat. Science.	Phil. or Logic.
Prof. Darcy.	Prof. Johnson.	Prof. Cornish.	Prof. Moyle.	Prin. Dawson.	Prof. Murray.
4	7	14	17	22	31

it has led them to insult a gentleman who seems to be the first and most popular educator the College possesses.

ALGONQUIN.