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Editorials.

There are many subjects our opinions upon which we are time and again irresistibly led to express, if not for the benefit of others, at least for our own peace of mind, by the very force with which they are suggested to us. It may be that the discussion which ensues, itself reminds us of its periodical character, or, stranger still, it may occasionally happen that upon the main points of the argument we are all agreed. Nevertheless, if there be a worthy end to be gained even in the very dim future, it may not be altogether useless to serve up again at intervals what has already been presented in many different ways. At present we wish to make a very brief reference to the subject of the representation of our Universities in Parliament. This is a question upon the principle of which we think most intelligent people are pretty well agreed. No one we imagine, whose opinion is worth mentioning, will deny that, theoretically, our Universities should be directly represented in Parliament. If our Universities do not include a wealthy portion of our community, they at least compose the most intelligent and the most highly educated. Most of the material interests of the country are fully represented in our Dominion Parliament. So that, on questions in every department of trade or the like, there is

always some member who can speak with a certain authority, and who is listened to as particularly representing a class with whose occupations and wants he is intimately acquainted by experience. The lumbering, the agricultural, the cotton, the sugar, the fishing and shipping interests have all their spokesmen, while the professions, including the legal, are not without their representatives. Concerning questions in any of these spheres there is no lack of information in the House, and no lack of men who are capable of giving sound advice upon them, and of expressing the feelings of those most interested; but when it comes to matters of literary, scientific or educational interest, there is no one who can speak in a similar way—there is no representative of what we make bold to call the collective culture of the country. True, in many cases our members are the very ablest men who could be chosen, and often Graduates of our Universities; but, at the same time, it would be an immense advantage to be able at any time to consult directly, through their representative, the wishes and opinions of what would be the most intelligent constituencies in the country, especially upon matters about which they would, from their education, be most competent to decide. There would then be someone inside the House to take an interest in those questions which have at present to be brought before the notice of members by deputations and petitions; there would be some one to superintend educational measures on behalf of those engaged in the important occupation of teaching. A University member would be a man to whom discussions would often be referred, and remembering the responsibility of his position, he would be very careful to give exact information, and to act and vote discreetly. It may be objected that most of those who pass through the Universities have actually the right of voting, if not at once, at least after they have become settled in professions, business or the like. We consider that what we have said above is sufficient answer to this. At present most of the Graduates of the Universities possess the right of voting, but, scattered through a hundred constituencies their influence as voters is simply *nil*. What we want is that they should be allowed to express their opinions collectively as members of a University, in addition to any fortuitous right which they may possess under other qualifications. But although we may be all agreed upon the advisability of this as far as theory goes, a great difficulty is felt to arise in the practical carrying out of the scheme. And what is the cause of this difficulty? The cause of it is the cause of many another of our difficulties, a phase of our national life, which impedes our progress in educational matters, and therefore our general advancement more perhaps than anything else. We refer of course to that vicious sectarian spirit which leads a nation of less than five million souls to establish a dozen or more Universities where three or four at the very most would more than suffice. It would seem as if every little church and sect must have its University, and every town that boasts five thousand inhabitants its school of Medicine, as if education were not above and beyond all the petty divergences of