

act of Great Britain, could be made an Imperial qualification, which would enable anyone holding it to practise in any part of the Empire, or practically in any part of the world. This is a reform which should commend itself to our young men, and I feel sure if ably taken up would in the end approve itself to the good sense of all men. At a time when we have agitation for Imperial Federation on the one hand and for commercial union with the United States on the other, we should be ashamed of not having free trade in professional work between the different provinces of the Dominion. In this matter the local and denominational and linguistic jealousies which have prevented us from having elementary education under the general government, have no reasonable place. The professions belong in the matter of training to education, but in the matter of practice to business or trade, and it is the common interest of all creeds and nationalities that they should not be restricted in the choice of their physicians and legal advisers.

I have not in this lecture gone into the example of other countries. It would be easy to show that the position of our Protestant universities in Quebec is more restricted by legal enactments and threatened by farther restrictions to a greater extent than any similar work in any country whatever claiming to be Christian and civilized; but the reference to facts and details would be tedious and may be reserved for some occasion when it will be more in place. I may merely say here that the fact that our professional and arts degrees are given a consideration in the other provinces of the Empire, in the United States, in Great Britain and Ireland and on the continent of Europe, to some extent makes up to us for the fact that they are refused their due value by the province in which we live and which we chiefly benefit.

#### CONCLUSION.

I have spoken frankly on these subjects, perhaps some may think too frankly. My excuses must be:—First, that changes of a

most serious character are hurrying upon us, which will require forethought and firmness on the part of all who earnestly desire the welfare of Canada; and secondly, the feeling of a man who has devoted much of his life to the attainment of great objects beneficial to his country rather than to himself, and whose remaining time is now all too short to finish his life's work well, even if unchecked by unnecessary and unfair obstruction. I have no fear, however, for the future. I believe that the good work which has been done will live, and that those who endeavor to thwart it might as well set themselves in opposition to the great forces of Nature itself. They might as well endeavor to dam up our great river and to prevent it from pursuing its course to the sea, and from carrying to us on its bosom the wealth of the world, but the stream would overflow and undermine their barriers, however strong, and the temporary restraint can end only in an overflowing flood.

To the students who are here to-day, it may appear that the subjects of this lecture belong to those older than themselves; but it is not so. To you I would say, ladies as well as gentlemen, that the burden which we are soon to lay down you must take up; and it is your duty now to nerve and train yourselves in all good habits and learning that you may do credit to your Alma Mater, may sustain that cause for which so many good men and women in Montreal have made great sacrifices, and may advance the highest interests of our country and of the world. To you belong the present honor and future prosperity of the university and of the educational interests which it embodies and represents. Our hundreds of students in Canadian colleges, as they march out into the battle of life from year to year, if patient, energetic, enthusiastic, and godly, leading useful and noble lives, are able to gladden Canada and to sway the world. May it be so with our students, and with those of all other schools of sound learning.