

this leading place ever since. With us it was followed by the faculties of arts, law and applied science, and by the affiliation of four theological colleges, so that our faculty of arts or academic faculty proper, is now surrounded by the buttresses afforded by all these faculties and colleges, as well as by the admirable college for teachers, which is furnished by the McGill Normal school, and I think we are now taking the lead of all Canadian colleges in provision for the independent higher education of women. The extent of our professional work is measured by the fact that our university lists include, without reckoning those removed by death, about 890 Doctors of Medicine, 376 Bachelors of Civil Law, 102 graduates in Applied Science, and no less than 1,196 teachers. We have, perhaps, no right to include the graduates of affiliated theological schools; but I am informed that in the present session these have about 150 students, so that a great work is being done by them in preparation for the Christian ministry and is materially aided by the university. In the present session, of nearly 600 students on our university lists at least 350 are professional students, while many others are preparing to enter on professional study.

That we have been able to do all this almost without State aid, and without any jarring or conflict of the many and diverse interests involved is, I think, a source of justifiable congratulation. I do not say of pride, for I feel that while we have been enabled to do much, there is still much to be done, and that we still fall short of adequate provision for the wants of our time and country. My real feeling is, and always has been, one of regret that our means of instruction do not grow more rapidly and are still so inadequate.

OUR POSITION IN THIS PROVINCE.

The question of professional training has recently assumed a new aspect in the province of Quebec. From the first we have had the difficulty that the law of this province, unlike that of any other civilized country known to me, refused to recognize the degree in arts as an adequate guarantee of a liberal education, and thereby took away from our young men one inducement to avail themselves of the higher education provided for them here by the endowments of our universities. But to compensate for this, the courses of professional study were

left untrammelled, and certain important privileges with reference to practice were conceded to the professional degrees.

Since Confederation, the power of educational legislation has been wholly in the hands of the provincial legislature, with only the restriction that it has no right to withdraw from the English and Protestant minority such privileges as it possessed before Confederation. For some years this guarantee was respected, and it has not been directly infringed. But recently excessive and arbitrary powers have been given to some of the public bodies representing the several professions, whereby they may exercise complete control over the professional courses of the universities, and may, if so disposed, practically destroy the educational institutions of the minority. It is also understood that similar powers are desired by other professional bodies. I refer only to the minority, because as the great majority of the professional men have been educated in the Catholic colleges, these institutions and the professional education connected with them may be considered comparatively safe from attack.

In effect, the tendency of recent legislation in this province has been to destroy the guarantees of the minority indirectly, by conferring powers not possessed by the Legislature itself on irresponsible professional bodies which, though they bear different names, we may designate as professional Boards or Councils.

I do not propose to enter at length here into the discussion of these grievances, but desire emphatically to state my conviction: 1. That the system of education, general and professional, pursued by this university is that required for the interest of the English and Protestant population of this province, though different in many of its details from that in use among the majority of our people. 2. That no benefit can result to this province from the extirpation of the English system of education. 3. That the measures recently pursued and tending to this result are contrary to the guarantees given at the time of Confederation and unjust to a very important section of Her Majesty's subjects in this province.

If we turn now to the essential elements of the question before us, we shall find that these resolve themselves into two portions: (1) The preparatory education required for entrance into professional study, and which is not itself professional, but general; (2) the strictly professional courses of study which