

MR. JUSTICE FALCONBRIDGE.

University men and the profession generally regard with unqualified satisfaction the elevation of Mr. William Glenholme Falconbridge, M.A., Q.C., to the vacant judgeship in the Queen's Bench Division of the High Court of Justice of this Province. The new judge matriculated in 1862 and pursued a most brilliant course, winning scholarships in Modern Languages and History and taking the gold medal in that department upon his graduation in 1866. He took his M.A. in 1870. He subsequently studied law and entered the firm of Harrison, Osler and Moss—a firm which has furnished four judges for this Province. Mr. Falconbridge was Registrar of the University, and is now a Senator, having been first elected to the latter position in 1871. The new judge has won for himself a distinguished position at the Bar, and in Convocation and the Senate he has been active and enthusiastic in all matters pertaining to the University. In private life Mr. Falconbridge is approachable and genial in manner, and has succeeded in winning and retaining the friendship and regard of all who have come in contact with him. THE VARSITY tenders to him the hearty congratulations of all University men, and wishes him a long life of usefulness as a jurist, for which position his learning, professional knowledge and experience eminently qualify him.

SIR WILLIAM DAWSON'S ADDRESS.

The annual McGill University Lecture, delivered this year by the Principal, Sir William Dawson, is most interesting, apart from its special appropriateness to questions of educational interest in the Province of Quebec. The subject of the lecture was: "The University, in relation to Professional Education," and the questions discussed were in reference to preparatory training in Arts Law, Medicine and Pedagogy, the position of the Protestant minority in Quebec, and the disabilities under which it labours in that Province—owing to recent legislation. This latter subject is the most important feature of the lecture, and we shall refer to it hereafter. For the present we shall confine our attention to Principal Dawson's remarks upon the relations existing, or those which should exist, between the University and the professions.

The lecture begins with a reference to the question of State education, and how far its support should be extended, whether merely to elementary education, or from the public school to the University. Sir William Dawson gives his adhesion to the theory that a limitation of the care of the State to elementary education "is not consistent with the welfare of the community, and least of all with that of the poorer portion of it; because, if the higher education is left entirely to private enterprise, it may become a luxury of the wealthy, so that the poorer man not only loses its benefits, but the State loses the advantage that might accrue from the training of such high talents as God may bestow on the children of poor men."

In reference to the character of preparatory training, the lecture went on to say that "the surest and best guarantee that can be exacted as to this is the possession of a degree in Arts, and makes the true but somewhat astonishing statement that everywhere but in the Province of Quebec is a degree in Arts acknowledged as sufficient evidence of proper preparatory training. In other words, what are called Professional Boards require a preliminary examination

from graduates in Arts, by so doing practically calling in question the standards of the Universities and implying that their training is insufficient and superficial. The example of the Province of Ontario in this respect is cited; and the statement made that the examinations for matriculation into the faculties of Arts in our Ontario Universities—which are accepted by the different Professional Boards—are fully "equal to anything that our Professional Councils can obtain by their special examinations." In other words, in Ontario matriculation into the Faculty of Arts is accepted as a qualification for professional study, while in Quebec the possession of a degree in Arts is held to be insufficient. There is surely good ground for the complaint that such an "absurd and unwise policy," on the part of Professional Councils of Quebec, has "tended to discourage liberal education, and to fill the professions with under-educated men," and "that it has opposed a most serious obstacle, and one not existing elsewhere, to the development of our higher academical course." This is very apparent, since if a degree in Arts and the general literary training and accomplishments necessary to its attainment do not count for anything with the Professional Boards, comparatively few will spend the four years necessary to obtain the degree, but will at once enter upon their professional study upon graduation from the secondary schools. On this point Principal Dawson says: "It would be a suicidal policy on the part of the high schools to cultivate the idea that no further education than their own is useful, since by so doing they would limit their own function and diminish the number of those who will take their full course." It is questionable whether in Ontario we have not gone to the other extreme, and that the same evil complained of in Quebec—the discouragement of higher education—may, strange as it seems, be wrought here also. By accepting matriculation in Arts as sufficient qualification for professional study, there is a tendency to exalt the secondary schools at the expense of the Universities, and to discourage the higher education. This is certainly not as serious or absurd a mistake as that made in Quebec, by refusing to acknowledge that the possession of a degree in Arts is evidence of sufficient preparation for professional study, but it is no less a matter for careful consideration. There is a tendency at present to give too much encouragement without due safeguards to higher education in Ontario, as there seems to be an opposite tendency in Quebec; both courses are unwise and detrimental to the best interests of the higher education.

After enumerating the evils complained of, their causes and effects, Sir William Dawson suggests remedies. He appears to despair of conciliating the hostile Professional Boards, but is more hopeful of support from the professional men whom these Boards officially represent. The Legislature is next to be appealed to, and failing this, the aid of Federal government is to be invoked. Should this prove of no value, the Royal Charter of McGill contains a clause conferring the right of an appeal to the Crown, from which Sir William expects, if not a measure of relief, at least sympathy on the part of "the just and generous people of the mother country."

The last resort, one on which we think Sir William Dawson can place most reliance, and in which he can most confidently trust, is thus described: "If no other means are left, we can trust in God and our own right hands as our fathers have been wont to do in times gone by, and can secure for our sons and daughters the education which we desire at our own expense; and if all legal powers and privileges are refused to us, can at least cherish enlightenment and sound culture for their own sakes, and from the conviction that they will, in the end, be profitable even in an economic sense. . . . I believe the English people of this Province, even if left alone and unsupported, are able to sustain their educational systems till the time shall come, as it surely must, when the majority of our fellow citizens shall, like the great nation from which they have sprung, abandon their present system of education and adopt one more akin to our own."

We feel a great deal of sympathy for Sir William Dawson in his almost single-handed fight for liberty, equality and simple justice, in educational matters in Quebec, and with our sister University of McGill, because of the serious disabilities under which she labours, owing to the narrow and mischievous policy of