

# THE UNIVERSITY

## IN RELATION TO PROFESSIONAL EDUCATION.

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MR. CHANCELLOR, GENTLEMEN OF CONVOCATION,  
LADIES AND GENTLEMEN,—

The subject of this lecture has been selected on account of its interest and importance at a time when the educational and professional privileges hitherto possessed by the English speaking minority in the Province of Quebec are threatened with curtailment or extinction ; but I shall treat of the subject in its more general aspects as well as with reference to the present crisis.

The original relation of the universities to professional education is probably that which depends on the fact that certain professions are and have been recognized as learned professions which require for their adequate prosecution not merely an apprenticeship to a master, but also a preliminary general education and a particular education of a professional character, carried on by specialists and rising above the possibilities of a mere apprenticeship.

It is scarcely too much to say that but for the requirements of the four great professions of the Christian ministry, education, law and medicine, the older universities would not have been organized or sustained, and in modern times a variety of professions, depending for their prosecution on a training in scientific principles and processes have been added to these, for which the university must provide. This, let it be observed, is not in the interest of the university or of the professions as such, but of the public, which is served by the professions. It is in order that there shall be provided, for the benefit of the community, a succession of suitably educated and trained men to sustain the character and efficiency of

those higher professions which must be efficiently provided for in every civilized community.

### THE PROFESSION OF THE EDUCATOR.

Let it not be forgot, that in this aspect of the matter, the educator is him-self a professional man, and that this profession of education is the highest of all from a civil and social point of view, and must be maintained by the State in the highest possible state of efficiency for the benefit of all the other professions to which it is subsidiary. Nor is this a mere theory. It is sustained by the practice of all civilized nations. The profession of the educator has been supported and regulated by the Government in a manner more careful and thorough than any other profession whatever, and the importance of this is daily more recognized in all the more advanced communities. In this respect the large sums given out of the public chest to support teachers, and the institution of special governmental departments for their encouragement and supervision, testify to the fact that education is recognized as the fundamental profession. It is, I know, pretended by some persons in this country, (I say pretended, for I believe it is a mere pretence, intended to influence the more ignorant) that the care of the state should be limited to the support of merely elementary schools. But the experience of all the more advanced countries shows that such limitation 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