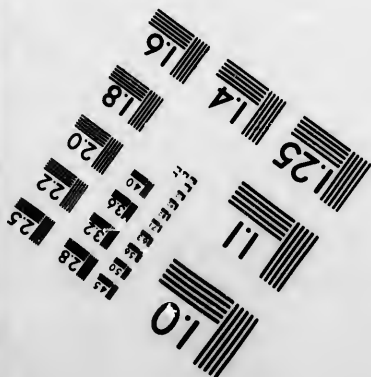
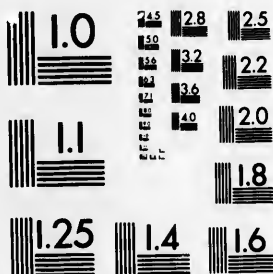


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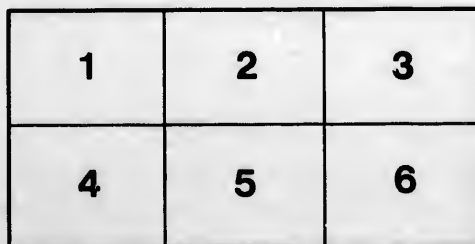
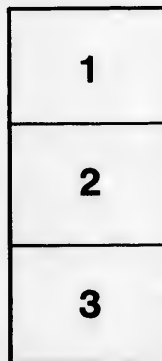
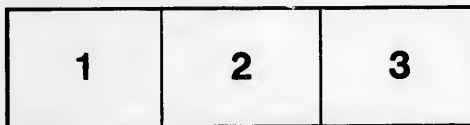
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D. THE UNIVERSITY

IN RELATION TO

PROFESSIONAL EDUCATION.

BEING THE ANNUAL UNIVERSITY LECTURE OF MCGILL
UNIVERSITY, MONTREAL, IN THE SESSION
OF 1887-8.



BY

PRINCIPAL SIR J. WILLIAM DAWSON, C.M.G., LL.D., F.R.S., &c.

Montreal :
GAZETTE PRINTING COMPANY.

1887.



THE UNIVERSITY

IN RELATION TO PROFESSIONAL EDUCATION.

BY PRINCIPAL SIR J. WILLIAM DAWSON, C.M.G., LL.D., &C.

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

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.

The higher education is sometimes compared to the apex of a pyramid or to the ornamental capital of a column, but the comparison is only in part correct, for this kind of education furnishes the only adequate means of strengthening and broadening the popular culture by the provision of skilled and educated teachers, and by that reflex influence which an educated class necessarily exercises on the whole community. A more fitting and accurate analogy would be with the mutual relations of the leaves and roots of a tree or that old apostolic one of the mutual relations of the head and members of the body, all knit together by mutual interest and each contributing its part to the life and growth of the whole.

The appreciation of this great principle is testified not only in the mother country but in all the colonies that she has sent forth. The foundation of the two great New England colleges of Harvard and Yale dates from the beginning of those colonies, at a time when they were passing through a hard and desperate struggle for existence. The bequest of John Harvard, a minister of Charlestown, in 1638, is believed not to have exceeded eight hundred pounds, if it amounted to so much, with 260 volumes of books, and it could be supplemented only by a smaller sum from the State, and by gifts, some so small as a few shillings, from the poor immigrants then almost houseless and nearly penniless. Yet that was the beginning of the educational and scientific greatness of New England. All the later colonies in turn, and eminently those in the great island continents of the South which were unknown in the time of John Harvard, have emulated the example of Massachusetts, some of them on a magnificent scale. Harvard, like the old colleges of Europe, began its life as an institution mainly theological, but like them it has steadily developed in the direction of professional and scientific training, and most of the newer colleges and universities have been professional as well as general schools from the first.

THE EXPERIENCE OF ONTARIO.

Our sister province of Ontario presents an interesting and in some respects instructive example, the more so that it has fallen behind many other countries in so far as profes-

sional training is concerned, in some, at least, of its branches. My friend, Dr. Wilson, in a recent presidential address at the convocation of University college, Toronto, notes with justifiable pride that "the loyal pioneers of Upper Canada had scarcely effected their first settlement on the shores of the great lakes when they gave evidence of their intellectual sympathies and wise foresight by efforts to secure some adequate provision for the education of their sons." To this end, at a time when they were hewing out their first clearings in the forest, they "dedicated 500,000 acres of the uncleared wilderness to provide for the educational requirements of the infant state." Yet, although the infant university of Toronto, then King's college, had all necessary powers with reference to legal and medical education, and at first established faculties of law and medicine, these were afterwards abolished, and the teaching operations of the university confined to its faculty of arts. It is not too much to say that results of the most injurious character have followed to the professional education in Ontario from this unwise legislation; and though various efforts, professional and educational, have been made to supply the want of the influence of the provincial university, the professional education of Ontario has not risen to the level which it has attained in this province, even with all the disadvantages under which we labor with our division into distinct races and languages. Dr. Wilson expresses the "unbounded astonishment" with which he, as an Edinburgh university man, witnessed the abolition of the medical faculty, regarded in his own university as one of its chief elements of strength.

Recent legislation has, however, reversed all this, and the University of Toronto is again to have faculties of law and medicine, which, supported as they will be by the excellent preparatory education provided in the high schools, colleges and universities of Ontario, will no doubt soon redeem its character, and oblige us to strain our efforts to the utmost to keep in advance.

PROFESSIONAL FACULTIES OF M'GILL.

McGill university has, I need not say, adhered to the traditional policy of the older universities. Its medical faculty took the lead, and, as the Montreal school of medicine, preceded the organization of the other faculties. From the first its staff of professors and hospital facilities made it the principal school of medicine in Canada, and it has kept

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 bristresses 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

the university provides, and the value to be attached to the professional degrees bestowed by the university on examination at the close of its course of study.

PREPARATORY TRAINING.

With reference to preparatory education, the surest and best guarantee that can be exacted as to this is the possession of a degree in arts. In many parts of the world the attainment of such a degree is required as a necessary preliminary qualification, and everywhere except in the province of Quebec it is acknowledged to be sufficient. The reason of this is evident. A student, who after qualifying himself to matriculate in the faculty of arts, enters on a regular and systematic course of study extending over three or four years, passing in the course of this time probably six or more rigid written examinations, each of which marks a step in his mental development, and finally graduating as Bachelor of Arts, possesses evidence of a good training which no examination of a professional board, however severe in appearance, can possibly secure. It may be said that the degree may be obtained in some quarters on easier terms than in McGill, but I have no hesitation in maintaining, from my own personal knowledge, that the statement made above is true of every British and Canadian university, and that the degrees of all might be accepted with perfect safety. Nay more, the examination in the middle of the college course, and which we call the "Intermediate" would afford an ample guarantee for a liberal education, and Ontario goes so far as to accept even the examination for entrance into the faculty of arts, which in my judgment is equal to anything that any of our professional boards can obtain by their special examinations. The absurd and unwise policy of our professional councils in this one respect has, to my certain knowledge, tended to discourage liberal education, and to fill the professions with under-educated men, more than any other cause whatever, and it has opposed a most serious obstacle, and one not existing elsewhere, to the development of our higher academical course. It presented this aspect to me when I came to this country. I was then surprised to find such a discouragement to higher education in a British colony, and I find, on reference to our minutes, that I directed attention to it publicly thirty years ago. As a consequence of this disability I find that in our own lists of nearly 900 medical doctors, only 65

have the arts degree; of 376 bachelors of civil law, only 53 have the degree of B. A.; and of one hundred graduates in applied science, only seven. All the rest have gone into their professions with lower grades of educational preparation, and this has been the work, not of the university, but of the professional councils acting in opposition to its interests. In this matter of the validity of the degree of B. A., not only are the graduates of McGill and Bishop's college interested, but those of Laval as well; and Laval is the more concerned, in that it has recently established an Arts course in Montreal as well as in Quebec.

But while I hold that the degree of B. A. should be accepted, and thankfully accepted, as a qualification for professional study, I do not believe that this country has yet attained to a stage in which it can be made imperative. It is still probably necessary to take on examination candidates who have merely received the education of colleges and academies not having the power of giving degrees or of training up to the university standards. Here it may be useful to state a few distinctions. The education which can be given by a high school or collegiate institute is not that of specialists but of general teachers. It furnishes a good foundation for subsequent culture, but has not that finish and completeness which can be given only by study under men who are eminent specialists in their own departments. This is the particular sphere of the higher university work. Farther, if a degree were exacted as a necessary qualification this could inflict no injury on the preparatory schools. They are the only avenues of entrance into the university, and the greater the number who go on to the faculty of arts, the better for them. It would be a suicidal policy on the part of high schools to cultivate the idea that no further education than their own is useful, since by doing so they would limit their own function and diminish the number of those who will take their full course. Yet for some mysterious reason it has been held by the friends of certain so-called colleges in this Province that it is an injury to their alumni to acknowledge the standing of men who have taken a higher and more complete course, and this unreasonable jealousy has hitherto prevailed with the Legislature.

Supposing, however, that a large number of candidates for professional training cannot or will not subject themselves to the discipline of a regular university course, and that an examination should be provided for

them, this should at least be fair, and connected with the general educational system. The professions are not themselves educators. They depend for preliminary training on the different and equally elevated profession of the teacher; and the teacher works under a system carefully planned and administered under the public educational authorities. But in this province both the functions of the teacher and the Department of Education have been usurped by professional councils under improvident and reckless legislation. Every profession settles for itself the subjects of its examinations independently of other professions and of the programme of education fixed by law. Thus the teacher, instead of being able to pursue a definite and proper system under the regulations imposed on him, is made the sport of every candidate for this or that examination, has his time frittered away and finds himself obliged to become a mere crammer for different examinations instead of being truly an educator. This is an intolerable evil at present inflicted by the professional bodies upon the young men and the teachers of this province, and through them on the community as a whole; and if in defiance of common sense, sound policy and the public interest, they continue to demand such powers for the purpose of protecting them against the competition of better educated men, a special tax should be levied on them to pay for the costly protection which they claim; but even this could not compensate the public for the injury inflicted on education.

But another element of injustice is introduced into this monstrous abuse by the fact that the educational system of the French majority is favored by the professional boards, and that of the English minority unduly discounted. The evils of this may be briefly stated as follows.—

1. The Protestant population possesses, under legislative sanction and under the control of the Protestant committee of the Council of Public Instruction and of the Department of Education, a complete course of study, extending from the Elementary schools to the universities. In this course, definite and rigorous examinations are conducted in every grade by the best examiners the province can afford, and it is believed that this system provides an education equal to that exacted in any country for entrance into the study of the learned professions. The certificates and degrees based on this course of study and its examinations are now accepted

for the above purpose in the other provinces of the Dominion, and also in the medical and law schools of Great Britain and Ireland. The fact that they are invalid within this province is a discouragement to good education, an injustice to young men endeavoring to prepare for professional study and a most unmerited disparagement of our educational institutions.

2. It is held that the councils of the several professions should content themselves with fixing the stage in the general education provided under the educational law, which may be necessary for entrance into professional study, and should allow the attainment of this to be ascertained by examiners under the two committees (Roman Catholic and Protestant) of the Council of Public Instruction. Should the professional bodies desire any amendment in the course of study, this can best be attained by application to the educational authorities charged by the law of the province with this duty. In other words, the work of general education belongs to the authorities specially charged with it by law, and any modifications desired by the professional bodies should be obtained through these authorities.

3. Special injustice is inflicted on the Protestant population, when only one preliminary examination exists, and this based principally on the educational methods of the majority, which are in many respects dissimilar from those of the Protestant schools, even when the names designating the subjects are the same. This is aggravated by a scale of marking attaching great comparative value to subjects such as "philosophy," as taught in the system of the majority, and to which Protestant educators do not attach so much importance as a part of preparatory education. It must be borne in mind that the methods and results of the two systems of education existing in this province are different even in subjects nominally the same, and that philosophy in the English Protestant system is a subject taken up by students of mature minds in the higher part of the university course, whereas in the French schools it consists of study of a text book based on a system not acknowledged by Protestant educators.

4. Whatever opinions may be entertained as to the relative values of the Roman Catholic and Protestant systems of education as existing in this province, it is certain that both are recognized by law, and that in the Confederation act guarantees were given to the minority that its system would not be interfered with or rendered invalid for practical

purposes. It is believed also that the Protestant system has proved itself at least equal to the other, even under the present disadvantages. It is not desired here to insinuate anything distasteful to the majority. They have a right to adopt the system which suits them. We only affirm that our system is the best for us, and that as it is recognized by law, we have a right to have it respected.

This matter of preliminary education has been well put by my friend Dr. Hencker, the chancellor of Bishop's college in the following terms:—

"But it is well known that the Roman Catholic and Protestant theories of education in this province differ widely, and have so differed for many years before, as well as since, Confederation. It is only necessary in proof of this assertion, to point to the two committees of the Council of Public Instruction entrusted with the oversight of public education in this province. Applying this recognized fact to the case in point, of the powers given to the general council of the Bar to prescribe a programme of study, and it will be seen that this programme may be, and most likely will be, based on the Roman Catholic theory of education alone.

"A mere enumeration of subjects taught in the schools and colleges might lead a superficial observer to believe that the same system is in force in the schools of each class of the population, but the practical educationist knows that, even in the study of Latin, Greek and mathematics different systems and different text-books prevail, and that in history, philosophy and some other subjects, fundamental differences exist."

"Apart from the different method of teaching, and the difference in text books used in Roman Catholic and Protestant schools, Roman Catholics give a certain amount of training in their colleges in philosophy. I am not aware to what extent this is carried, but I am informed it differs materially from the treatment of the same subject in the Protestant universities, where it forms with logic and rhetoric a part of the B.A. course. It is, however, not taught in Protestant academies or high schools. It is treated as an advanced subject, and forms, as above stated, part of the university course.

"It is not, therefore, unreasonable to conclude that the Bar act of last session, by the provisions above referred to, unintentionally no doubt, but not less really, did strike a blow at the system of education in vogue amongst the Protestant minority, and infringing on the rights and liberties of Protes-

tants as guaranteed, or supposed to be guaranteed, at Confederation.

"It may be claimed that the Roman Catholic members of the General Council have never infringed, or intended to infringe, on Protestants' rights or privileges, and have invariably treated their Protestant confreeres with courtesy and liberality. I believe this to be true so far as intention goes, and I am the last man in the world to raise a religious or sectional cry amongst a population so mixed as that of this province. But I hold that such grave matters should not be left to good will or good intentions. All that is claimed by Protestants is to have equal rights with their Roman Catholic fellow-citizens, and the best way to secure good will is to have the terms of the agreement strictly defined. What is needed, therefore, is that there shall be two separate boards of examiners for the examination of candidates seeking to enter on the study of any or all of the professions—one of these boards to be representative of the Roman Catholic system of education, the other of the Protestant system.

"In this way, candidates will be examined under the system of the schools in which they have been educated, and the rivalry will be without jar, leading to no feeling of injustice or want of harmony."

But lest these should be regarded as *ex parte* statements, and in justification of the strong language used by Dr. Hencker and myself, I may further quote from an official document put forth under the authority of the Protestant committee of the Council of Public Instruction and prepared by its secretary, who is also the English departmental secretary and perfectly conversant with the facts:—

"Under legislative sanction the Protestant committee has put into operation a complete course of study, which leads by regular steps from the lowest class in the Primary school through the Protestant Superior schools to the last year of the University course. This is a thorough course, similar in its extent and requirements to that followed in the sister Provinces of the Dominion, in the United States and in England. In the superior schools where this course is followed the young men from the Protestant section of the population receive their education, and they have a right to expect that, after they have completed a course sanctioned and subsidized by the Legislature of the Province, their course of study will be recognized in any provisions which the Legislature may make for literary examinations. Protestant young men find

however on presenting themselves for the examination for admission to study prescribed by the Council of the Bar that the examination is based upon the course of study followed in the Roman Catholic Superior schools, and that their own course of study has not been considered.

"These disadvantages and difficulties under which candidates from Protestant Superior schools are thus placed arise from three prominent differences in the courses of study followed in the Roman Catholic and Protestant institutions.

First.—There is a difference in the subjects included in the two courses.

For example,—The subject of "*Philosophy*," which forms a prominent feature in Roman Catholic Superior schools, is entirely unknown as a school subject among Protestants.*

Second.—The order in which the several subjects of the course are presented to the student is quite different in the two courses.

Elementary mathematics, which comes in at a very early stage in Protestant schools is postponed to a much later point in Roman Catholic institutions.

Third.—There is a marked difference in the two courses as to the relative importance attached to the different subjects, as indicated by the marks given for the several subjects and by the percentage required to pass according to the Bar examination. For *Philosophy* two hundred and fifty marks are given and half marks are required to pass, whereas for the five subjects—Arithmetic, algebra, geometry, chemistry and physics—only two hundred and fifty marks are given, and one quarter of total marks and one-seventh marks in each subject are required for passing. Such a system of marking bears very heavily upon candidates from Protestant Superior schools which give prominence to the last five subjects and omit "*Philosophy*."†

"It is evident from these references, which could be multiplied, that the action of the Council of the Bar and all similar action, is a serious interference with our Protestant

* The usual text book in the Catholic colleges is the "*Manuel de la Philosophie Chrétienne*" by Sanseverino, a work which I would commend to the notice of those desirous to form a judgment of the probable tendencies of education in Quebec.

† At a recent meeting the Council of the Bar while refusing all other amendments, has condescended to say that a smaller number of marks in "*philosophie*" shall be exacted of the Protestant candidate.

Superior schools. Under the circumstances it seems only right and reasonable to demand, on the part of these institutions, that these difficulties be removed, either first by providing two separate examinations based upon the courses of study followed in the Roman Catholic and Protestant institutions respectively, or, second, by having one examination so far as the courses of study are in common, and allowing options when the two courses diverge."

I may here close the case of the English and Protestant professor and teacher against the tyranny of those who should be professional brethren, and may I think appeal to the sense of justice of all men as well as to the sympathies of friends of education, and of those who regard those great interests of our country which are to be secured by the mental culture of its people, and by a high standard of professional training.

PROFESSIONAL COURSES AND DEGREES.

With reference to that training which is more properly professional, the university may be supposed to have less direct concern, and here it is admitted that the several professions have each a right to assert a control which has no place in the matter of general and preparatory culture. Admitting this, a proper regard should still be had to the function of the university as the only body prepared to give the higher culture required for professional life at the present day.

THE FACULTY OF MEDICINE.

This may perhaps best be defined by considering first the work of the faculty of medicine as existing in this university. In this faculty there is a course of study and practice extending over four years, in which the student has the benefit of the instructions of 14 professors, all of them men of high standing and specialists in the subjects which they represent, besides several skilful tutors and assistants. He has also a long course of clinical instruction and the use of well equipped laboratories, and he is subjected to rigorous examination in each year of his course and must make good every step by passing such examinations. This school, attended by more than two hundred students, from all parts of the Dominion, receives no aid from the medical profession as such, nor any from the Provincial Treasury, and little from any source except the fees of its students and the endowments given by liberal friends of education. Its building is provided by the uni-

versity. Its course of study has been kept up to the level of the highest schools of other countries by the zeal and devotion of its professors, and the training which it gives enables its alumni to take their places with the best graduates of the best schools abroad. Its degree has heretofore been recognised as entitling to receive a license to practise without any farther examination, and this privilege it is entitled to retain under the Confederation act, unless it can be proved that its course of study has fallen off since Confederation, which is, however, in every respect the reverse of the fact.

The medical council, or College of Physicians of this province, now has in contemplation legislation with the view of interfering with the course of study in the English medical colleges, and assimilating this to those of the French schools, and of taking away the privilege attached to a degree, and subjecting our graduates to an additional examination before examiners selected by the council, as if they were merely candidates coming from an apprenticeship with some obscure practitioner and desiring to be examined for a license. This is returning, as far as may be, to the old method now obsolete everywhere, except in a few of the less advanced countries of Asia and Africa, where there are no great schools of medicine and where the prospective physician picks up his training by acting as assistant to some venerable hakim, whose chief object is to take care that the student follows in the ancient ways and learns no new ideas from such Frankish practitioners as may stray into his practice, and whom he detests, and expels when he can. I do not say that this is the end the Medical council has in view, but it is from this condition of the profession that we are delivered by the existence of the medical schools of the universities and by them alone.

In the mother country the Medical council, consisting of men at least as eminent in their profession as our Quebec practitioners, is content to exercise a general supervision over the work of the universities, and to admit that their faculties are the best judges of the course to be followed and the tests of proficiency to be applied. It is true that in Ontario a different course has been followed, but this seems to have in some degree been forced on the profession in that province by a depressed condition of the medical schools, not existing here, and of which there is further evidence in that province in the attempts made by the profession to obtain

legislation to exclude British graduates from their domain. It is also true that an Ontario university has adopted one of the medical schools of Quebec, and has enabled it to obtain degrees which would be invalid in Ontario as entitling to license, but it is claimed as entitled to the privileges of our law. This abuse should, no doubt, be remedied, and measures are now in progress in Ontario by which it will be remedied; but it affords no reason for diminishing the prestige and standing of our own universities. And here also I may say that the true interest of the great medical school of Laval is identical with our own and with that of the general public.

THE FACULTY OF LAW.

It has been the fashion with some men to decry and disparage our faculty of law, but in this I do not sympathize, because I happen to know something of the history and struggles of that faculty. Our faculty of law was organized immediately after the amended charter of 1852 had been secured, and was an object of special interest to two members of the board of governors who have now passed away, and to whom Canadian education owes much, the late Chancellor of McGill university, the Hon. Judge Day, and the Hon. Judge Dunkin. Both of these gentlemen gave much time and thought to the regulations of the new faculty, which consisted at first of the Hon. Judge Badgley, the Hon. Mr. Abbott and the late Hon. Judge Torrance, but has since been enlarged, until at present it has seven professors and a lecturer, while its course of study, originally planned by the eminent men above named has, like those in our other faculties, been greatly extended and improved, and this to such an extent that the number of lectures delivered since 1872 has been double that in the earlier sessions of the faculty. Even since 1885 the course has been still further enlarged and re-arranged.

It might almost be inferred, from some statements which have been circulated, that students can enter into the classes of the faculty without any matriculation examination. On the contrary, every student must pass an examination before entering into the first year. As stated in the calendar, in which its details are annually advertised, this includes Latin, English and French, mathematics, history, and even a certain amount of rhetoric, logic and ethics, which take the place of the "philosophy," respecting which so much has been said. Graduates in arts are, of course, received without examination. The course

of study extends over three years, and provides for a very wide range of legal acquirement, the details of which are stated in the university calendar. It has been said that the lectures are not actually delivered, but this is quite incorrect. The session is divided into two terms, each professor delivering a daily lecture during one of these terms, so that four of the professors lecture in the first term and three in the second. I do not admit, however, that the value of our course in law is to be estimated merely by the number of lectures. Quite as much depends on the nature of the lectures and on their tendency to aid and stimulate reading, study and independent thought on the part of the student. Much also depends on the judicious division of the subjects between the different years. It is thus quite conceivable that, under favorable circumstances, four or five hundred lectures may be more valuable to a student than the one thousand or more which it would seem from published regulations the Council of the Bar desires. It is also to be observed that law students are usually under apprenticeship, and are obliged to devote the greater part of their time to office work.

In this respect the faculty of law differs essentially from that of medicine. In the former the courts and the office of a patron replace the clinical and laboratory work, and thus in any law school the work of the professor is comparatively limited, and it is not claimed that the degree should of itself entitle to practise, but only that it should shorten the term of apprenticeship.

The students in law are required to attend regularly and punctually, and examinations are held at the end of each term, with a final examination for the degree, so that each student has to pass six examinations conducted by written papers, in addition to the matriculation examination, and has also to prepare a thesis before graduation. That occasional interruptions should occur in some sessions in certain courses of lectures delivered by professors engaged in active practice, is inevitable, but such blanks have been supplied as far as possible by additional lecturers, and when professors, by reason of legislative or judicial duties, have been unable to attend to their lectures, they have retired in favor of others, or have been placed on the list of emeritus professors. It is quite easy, however, for persons disposed to be critical to magnify the omission of a few lectures in one course, owing to some accidental cause, into an entire failure to deliver lectures. The names of Kerr, Trenholme, Archibald, Lareau,

Hutchinson, Robideux and Davidson, who constitute the present faculty, are a sufficient guarantee for the character and good faith of the course.

When the great importance of the legal profession is considered, and the fact that the judicial bench as well as the halls of legislation and many important public offices demand a high legal training, it is evident that the continuance of such a course of study is of the greatest value to the community, and the public may entertain the utmost confidence that the university, for its own credit and in the interest of the higher education which it is its special business to sustain, will neither permit students to enter without preparation nor to graduate without a regular course of study and a searching examination, while it also offers a gold medal, honors and prizes, as rewards to stimulate to special effort. All this can and will be done quite independently of the Council of the Bar, and without any legal compulsion on the part of that body. I may add that while I object on every principle of sound education and of civil right to place the curricula and examinations of our Protestant education in the hands of the professional councils, I feel confident that their interference in the manner indicated in the recent regulations of the Council of the Bar, will degrade and not elevate the legal profession.

The results of the system which this university has pursued are apparent in its list of graduates. We have at present nearly 400 bachelors of civil law, of whom some have settled in other provinces of the Dominion or in the United States, but the greater number are actively and creditably pursuing their profession in this province. In glancing over the names on our list, I observe that at least forty represent men who are, or have recently been, members of the Dominion or Local Governments or Legislatures, or who are occupying judicial or other important public positions, and several of these are graduates in arts as well as in law. This is an evidence that here, as in the mother country, the university training tells in the higher walks of professional and public life, and that the particular form of such training represented by our Protestant educational system is highly efficient in this respect. The large number of French names on our list of graduates reminds me that we have been working in this department for both sections of our people, and that no distinctions of creed are known in our professional classes. The university has a right to

expect that in the present crisis all its graduates, of whatever race or creed, will remember the benefits they have received from it and will actively defend its educational rights.

I feel confident that I can appeal to all of them, as men who are conscious that they have received important benefits from the course of this university, even although some of them may hold that under more favorable circumstances more advantage might have been derived; and if so, they are bound by an ordinary sense of justice, as well as by their graduation declaration to aid and support their Alma Mater. Yet the Council of the Bar which is supposed to represent these men has at its last meeting absolutely refused to grant the fair demands of the university for its educational autonomy, and for the fulfilment of the guarantees solemnly given by the whole Dominion at the time of Confederation, and has even passed a resolution pledging it to resist all legislation in vindication of the educational rights infringed by its own acts.

APPLIED SCIENCE.

I do not propose to say much of our Faculty of Applied Science. It has experienced some hindrances from the Board of Examiners for Land Surveying, and an engineering department in a certain High school in this city has been legally endowed with the power of giving high sounding titles far beyond those which the modesty of any university permits to be granted to its alumni, and which are supposed to give to its pupils a legal standing in this province superior to that of our graduates. Fortunately, however, the opening made by the Dominion Lands act, and the fact that the employers of civil engineers, mining engineers, mechanical engineers and practical chemists can usually appreciate the value of their money, with reference to the qualification of their assistants, constitute some security. The engineering profession has also so far set a noble example by establishing a Dominion Society and by abstaining altogether from the meaner sort of trades unionism.

THE REMEDY.

The question remains, what is the remedy for the evils to which I have referred? Here I must confess at once that I expect little for the present from the councils of the medical and legal professions. They have persistently refused all our appeals, and

seem possessed with a determination to break down the professional education of the country in the interest of a personal monopoly and of race prejudices. To them I, for one, after having taken much pains and made some personal sacrifices to inform them as to the precise position of the university, and to bring them to a different state of mind, am not disposed to make any further appeal, though I hope that, in the interest of sound principles, our representatives on these boards will continue to protest against their policy. I shall also continue to cherish the belief that a better spirit exists among the professional men whom the councils represent, and very many of whom I know disapprove of the policy which has been pursued.

With reference to this I may mention that one of our graduates has suggested that if a petition were circulated among the members of the legal professions, it might be found that the recent educational action of the Council of the Bar is not in harmony with the views of those it is supposed to represent. The experiment is perhaps feasible, and in any case it is important that the profession generally should be informed as to the tendency of the regulations of the Council; which is however, under its present constitution, a body of such character that it is more likely to reflect the opinions and interests of any permanent officer than that of the profession as a whole.

The case is different with the Legislature. This represents the whole people, and it is the interest of every man and woman that those to whom we entrust our health, our character and our estates shall be well educated and able men. It is the interest of every father and mother, and of every young man selecting his profession, that the great institutions for professional training shall not be overridden and their gates closed by the selfishness of trades unionism. I know that the power of privileged classes is great, that the professions have an undue weight in the Legislature, and have already secured oppressive and arbitrary enactments; but I feel that the public interest must in the end prevail, that free and open educational competition must eventually be sustained, and that if the present policy be persisted in it will in the end be swept away by a torrent of popular indignation. I go farther than this, and maintain that if professional narrowness endeavors to support itself by an alliance with even ecclesiastical and political power, they also will be swept away along with it, as we have seen them swept away in

our own time in France and Italy, because of alliance with similar abuses detrimental, or supposed to be detrimental, to the public interest. I hold, therefore, that it is our first duty to present our case to the Provincial Legislature, in the hope that the common interest of the whole community will prevail over merely private and professional gain.

Failing this, we still have under the Confederation act the right of appeal to the Dominion Government; and since our case is substantially that of the Catholic minorities in the other provinces, and since we can show that while their educational rights have not only been maintained, but greatly extended under Confederation, ours are being curtailed, the Dominion Government can scarcely fail to listen to our case; more especially as recent events have shown that every loyal subject of the Dominion and of the British Empire must stand firm against the aggressions of local party spirit.

Should the Dominion Government fail us, we have under our royal charter a right of appeal to the Crown, and if we can show that in this part of Her Majesty's dominions there is any danger that the rights of free and open education and the principles of that Protestant liberty which is the religion of the Empire are in danger of being destroyed, we may hope for some measure of relief, or, at least, of sympathetic aid, on the part of the just and generous people of the mother country.

Lastly, if no other means are left, we can trust to 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. Hitherto the English population of Montreal has in effect done this, more especially with reference to education in arts, and it has been its pride that it has established institutions to which even the students of the other provinces and of the United States have found it profitable to resort. The burden is, I know, a heavy one, involving as it has done the contribution, within the last thirty years, of nearly a million dollars by the Protestants of this city in addition to their share of school fees and taxes; but we may in a short time be called on to make further sacrifices to maintain the right of our children to a

thorough and advanced professional training. As one who has endeavored to draw out Protestant liberality in favor of education, I would say here that I deeply feel how much in this respect the citizens of Montreal have cheerfully borne, but 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 ours. I have no fear as to this result. Our cause is that of God and humanity. No means or effort devoted to it will be without their reward; and however repressed now, it will surely prevail.

I cannot close without referring to another point, namely the inexpediency of our present system of allowing professional education to be dominated by Provincial boards instead of having Dominion boards of registration for all the provinces. The Confederation act very properly places matters of trade in the hands of the Central Government. It would be intolerable that a man who had learned his trade in one Province should not be able to practice it in another, or that a man whose place of business was in one province should not be allowed to sell to customers in the province adjoining. Yet this is the disability to which some of the highest professions are subjected, and in this way it is attempted to tie up our young men to a Provincial rather than to a Dominion career. Surely when in Britain and France with their large populations, every practitioner is free of the whole country, it is folly in our little Dominion to say that a Quebec M. D. cannot practice in Ontario, or an Ontario physician in Quebec. We should follow the mother country in having Dominion Boards of Registration for all the leading professions. Such Boards like the medical council of Great Britain would not themselves teach or examine, but see that the institutions appointed for that purpose attended faithfully to their duties, and recognize their work accordingly. The Dominion Lands act already provides for this in the interest of the western territories, in so far as surveyors are concerned; and there should be similar Dominion legislation for medical and legal practitioners, so that every properly trained young man might if he thought proper obtain a Dominion qualification. In so far as medicine is concerned, this under the new medical

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.

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