THE HERALD.

VOL. VI., NO. 28. FREDERICTON, N. B., WEDNESDAY, JUNE 12, 1895. $1.00 PER YEAR.

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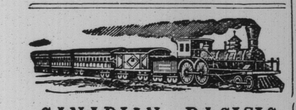

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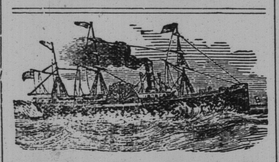

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Maud Ballington Booth, Effie Adelaide Rowlands, Martin Hunter, John Jerome, Ruth Raymond, George Meredith, Mary Kyle Dallas, George Ethelbert Walsh and others.

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NOTICE OF ASSIGNMENT.

JOHN F. SANSOM and Robert S. Sansom, of Stanley, in the County of York, Lumber Manufacturers, doing business under the name and style of J. E. & R. S. Sansom, have this day assigned their estate and effects to me, the undersigned, in trust for the benefit of their creditors. The trust deed is at my office, Queen Street, Fredericton, for inspection and signature. By the terms of said deed; persons wishing to participate, must execute the same within ninety days from the date thereof. Fredericton, July 5th, 1894.

FRANK I. MORRISON, Trustee Estate of
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ALUMNI ORATION.

Delivered at the University Encoenia by Eldon Mullin, B.A., Principal Normal School.

Valuable Suggestions as to how The University May Achieve Further Success.

When the council of the Alumni Society did me the honor of asking me to speak for the society at this Encoenia, there was but scanty time to prepare anything worthy of the occasion, even though I had been equal to it. Nevertheless, I shall do the best I can to represent my fellow-graduates and trust to the indulgence of this learned and distinguished assembly to grant to my hurried and necessarily labored effort the reward of those who were called at the eleventh hour — as I was.

When I recall the eloquent and impressive addresses which have been delivered by my predecessors on similar occasions, I might well hesitate to attempt to tread in the footsteps of the brilliant orators of bye-gone days. But there is something in the memory of the winged words of those who have spoken on behalf of the society in the past which may well challenge the best efforts of any one who attempts to follow them. The scene itself is full of suggestion. These venerable walls — redolent with the aroma of learning which the associations of many years has breathed upon them — the record of the broad and liberal lines which were laid down for the college of the future by its wise and patriotic founders — the memory of those patient and earnest scholars, who in her early days, kept the lamp of learning aflame here while there was as yet but a small constituency for higher education — these are full of inspiration and encouragement for those who know the history of our Alma Mater, and who, looking into the future, would fain see her usefulness widening and her influence on the life and progress of our fair Province increasing with each succeeding generation.

Behind the University to-day there stretches nearly a century of earnest endeavor and achievement — before her lies a field of labor and responsibility worthy of her best and most strenuous efforts — on the narrow isthmus of today we are gathered to mark the close of another academic year, which has been added to her record and to welcome the future with its fortunes. And as I look around me today on the scene within this hall and note its significance, a strong feeling of hopefulnes for the future of this University and for higher education in this Province rises within me. This platform, whereon is represented the sanction of the high authority in the empire — the majesty of the law, the gravity of the senate, the learning of the professoriate and the doctorate, the success won in the larger activities of life by the alumni the audience before me, the bright and eager faces of the young people who are the latest addition to the roll of graduates — the hopeful band of undergraduates who will in due time come up through the tribulation of the University and degree examinations to join their seniors — the brilliant assemblage of the friends of higher education who have come up to witness the proceedings of the day; surely he must be a Bœotian indeed who would not feel the inspiration of such a scene and of such an occasion.

And if the scene within the walls of this venerable institution today is one which ought to inspire its friends with pride in its history and associations, and with hopefulness for its future, that without is no less inspiring.

I doubt whether any college in the world is more nobly placed than this one. The enchanting panorama of grandly-sloping hills, and smoothly flowing river, of waving foliage and soaring spire, of "sweet" fields and the "sweet security of streets," this beautiful comingling of urban and rural life gives the University of New Brunswick a setting which is not matched by that of any college I have ever seen. She is indeed, as she ought to be, "a city set on an hill." Many an ardent youth who has regularly climbed the height on which our Alma Mater is so grandly enthroned, has felt a thrill of noble enthusiasm in the thought that he was reaching higher ground in more ways than one, and if the college student of today still sings "Excelsior" as he climbs the hill of learning, he must catch a new light on Longfellow's grand thought that the rugged path of duty leads ever upward, until it is lost in the serenity of heaven.

As it seems to the student of today, who fares through the wind-swept grove up the steep incline of hill and terrace to where the hospitable portals of his Alma Mater open before him, so it seemed to me when over thirty years ago, I too, listened to the Æolian music of grove and hill as I breasted the academic height, from whose peaceful summit she still looks calmly down. A mere boy myself then (I was the youngest student in college) I have a clear recollection of the impression which college life made upon me. Since that time my work has brought me into contact with the development of the young people of our Province, and I am glad to believe that I have never lost my sympathy with youth, and my belief that the youth of the Province hold the key of its fortunes in their hands. I may be pardoned, therefore, if the sight of the bright young people before me leads me to take a brief retrospect of those days "Consule Planco," when I looked at the world from the undergraduate's point of view.

The college building was less imposing than now, though to me it seemed noble and stately. Of the staff of professors, "fit, though few," but one remains to this day. The rest have fallen asleep. But it was a staff of which any college might well be proud. William Brydon Jack, then in the prime of a vigorous manhood, a scholar representing the best traditions of the greatest of Scotch universities, thorough master of his subject, a wise and prudent administrator, his authority was respected by all, even by those whose levity and inattention he often justly reprimanded in his characteristic way. He was, perhaps, best known and appreciated by those who could follow him furthest into the abtruse field of the higher mathematics. He was a dignified figure at the head of the faculty, and in his public relations to higher education in this Province in which he took a consistent and active interest.

The chair of classics was filled by George Montgomery Campbell, a fellow of one of the great English universities, who in a lucky hour for the future of classical scholarship in the University, had been added to its staff. An accurate and elegant scholar and a true gentleman of the highest type, he not only inspired enthusiasm of classical literature among his students, but he gave them an admirable example of sincerity, manliness and courtesy.

The greatest of American colleges had just sent us Loring W. Bailey, then a young man, but full of enthusiasm for science in all its departments (and they were so many that he was accustomed to call his chair a professorial settee) and full of the quiet energy which distinguishes him still in the same field. It must be a satisfaction to Dr. Bailey to have seen the gradual rise of the subjects which he began to teach in the University over thirty years ago, and he has certainly contributed more than any one man towards having the claims of the natural sciences properly recognized in the University curriculum and in the courses of instruction for the common and high schools.

The department of modern languages and literature was in charge of Joseph Marshall D'Avray, a dignified and courteous gentleman, and a polished man of the world, who added to his fine taste and thorough scholarship a practical familiarity with our educational institutions, derived from long association with them as Principal of the Normal School and Chief Superintendent of Education. What student of those days can ever forget the admirable urbanity and tact with which he conducted his classes?

Such was the University and its staff of those days, and when I look into the faces of the young men before me I can not but recall the band of bright and hopeful young fellows who then looked forward to the wider and fuller world beyond the studious atmosphere of college life — as eagerly as they are now looking forward.

A rather notable band of young men they were too. Among them were three whom the University honored last year by conferring the highest degree in her gift in recognition of the honor which had been brought to her through their scholarship and ability — one as a profound scholar, another as lecturer, acorrespondent and author, and another as the most distinguished statesman of his age in Canada.

James F. McCurdy, then in the senior year, was the most brilliant classical scholar ever graduated from the University, but he is best known to the learned world as Professor at Princeton and Knox, and as one of the greatest Oriental scholars of America. Any college in America nay, any college in the world might be proud to reckon Dr. McCurdy on the roll of her alumni.

George R. Parkin was a member of the class to which I belonged, and he was in many respects, the most notable man of his day in college. A Douglas gold medallist in his freshman year — great in the old Debating Society — wielding the most facile and eloquent of pens; he was full even then of the restless energy which, in after years, burst the ties which bound him to his native province and even to this continent, and sent him forth to preach his favorite gospel of Imperial Federation "Round the Empire." As platform orator, newspaper correspondent, magazine contributor and author, no man in Canada has ever addressed wider audiences.

To the same class (in the junior year) came James Mitchell, the best mathematician of his year in college, and a thoroughly good all round scholar. A clear and forcible writer and speaker, with a geniality of manner and a keen appreciation of humor, which is often found in the nationality which Sydney Smith slandered, his university training has stood him in good stead in parliament and in the councils of the country, while his personal qualities have made him one of the most popular and successful politicians of his day.

The freshman class of the next year was a large and and brilliant one. At its head, alternatively, stood George Eulas Foster, and William Pugsley "par nobile fratrum," probably the two ablest men ever contained in one class in the history of the university. These were among the undergraduates of those rapidly receding days, and others such as they both preceded and followed them.

And what shall I say more? For the time would fail me to tell of Wilmot and Chandler, of Milligan and Stevenson and Barker, of Wetmore and Atherton and Lugrin, of Bridges and Vanwart and Cox, of Kierstead, Roberts, Hazen, and Carman, of MacLaren and Duff, and Ganong and Murray, and many others who have distinguished themselves at home and abroad, at the bar, on the bench, in parliament, in education, in literature, in journalism, in science, in medicine, in business, in the sacred pulpit — in all the duties and responsibilities of life.

No better material is to be found anywhere than has always been found in the young men of this province, and no wonder; descended from the best and purest of the Anglo Saxon stock transplanted to this continent many generations ago, and from direct immigration from the old lands beyond the sea, reared in an invigorating and bracing climate under simple and healthful conditions of life, thus adding physical to mental vigor, with excellent opportunities for common school and higher education, New Brunswick has sent from her schools and colleges young men who represent her worthily in every country and in every sphere of activity to which their fortunes may have directed them.

You will find them scattered over the length and breadth of the continent of America, prominent everywhere, and among the forces which have shaped and directed their lives at the most impression able period the influence of the educational institutions of our native province, and especially the University of N.B. deserves a very high recognition.

Not till one takes up the roll of her graduates and traces the history of each, can the full measure of the influence of the U. N. B. on the life of our own province, of the Dominion, and even of the Empire, be appreciated. For three-quarters of a century she has held aloft the light of learning from her height by the noble river, and her little taper has thrown out beams which have been reflected in almost every quarter of the civilized globe.

I say to the young men gaduates and under-graduates of this college that they are citizens of no mean city. The history of the college and of its distinguished Alumni should inspire them with the determination to live up to her record, and to help her in any and in every way that it is possible for them to do. Does she need help? Every organization for the betterment of humanity needs the constant and unwearied effort of all who are interested in it to ensure its continued prosperity, and the University is no exception to the rule.

The undergraduates can help her by standing nobly by her best traditions, by doing their utmost to maintain and increase the reputation of her students for manliness and scholarship. They can help her best by utilizing the ample facilities which she offers them for acquiring a sound and useful preparation for life. They are her epistles, known and read of all men, and they have her reputation in their keeping. There are many interests attached to college life, each proper and admirable in its own time and to the right degree. For example, athletic sports for young men are perhaps a real necessity to preserve a strong and vigorous physical type, but in some colleges we read of these pursuits being made the chief object of the ambition of students, and hear of students caring more for carrying off the prizes in football and athletics, than in winning the intellectual distinctions. There is probably no danger, in a small college like ours, that this should be the case. It is, however, the tendency of the times to worship muscularity, a tendency with which, in its proper degree, I find no manner of fault. But, surely the old Greek ideal of perfect manhood was a noble one. A strong, graceful and symmetrical body; a mind stored with the wisdom derived from the study of literature and the sciences; a soul made gentle and self centred by the study of philosophy and others. We have not improved this ideal since the days of Plato and Aristotle; we need to be constantly reminded of it, and so I say to the young men before me, make the most of your physical nature by exercise and training, get activity and gracefulness of body, get strong limbs and vigorous health, but get them as an aid to your intellectual and moral force, as the physical means of making the most of your intellectual and moral development.

The graduates of our Alma Mater, looking back over their lives in her halls, and recognizing gratefully the help she gave them, may say with England's great poet: "Here and here did England help me, how can I help England, say?" This brings me to consider at some length the object of the present address: How can the University best be helped? How can she help herself? and how can her graduates best help her? I answer: By aiming to give her students a thorough sound general training. The University of New Brunswick has never been, and perhaps under her conditions can never hope to be in the near future a large college with a full list of faculties and a large enrolement of students.

Now, a small college has a very decided advantage over a large one in the fact that there are far more opportunities for doing individual work with students who may specially need the stimulus of a professor's direction and suggestion. The small college can get closer to her students, and that is why men from the small colleges often carry off the highest honors in general competitions as our own men have done more than once.

A comprehensive and liberal general course of study for all students, with special help to those who need it, is the ideal of college training, and the small college can approximate this ideal far more closely than the larger one.

The small college which holds most strongly by this ideal, and concentrates its efforts to attain it, which does not attempt to provide to any undue degree the elective and optional, as well as the special courses of study, which the larger colleges can do, stands the best chance of turning out well equipped, all-round men.

Again, I think the University can help herself by establishing the closest possible relations between herself and her feeders,— the Superior, Grammar and High schools of the province. Last year the freshman class was the largest which had matriculated for some time. Counting partial students there were 25. Now the secondary schools must be graduating twice that number each year prepared up to the requirements of the Matriculation examination. Of course many of these students entered some active work direct from school, or did not pursue their education further from other reasons. Among the latter class there are always a considerable number who could be led to take a University course if the advantages of it were properly laid before them. Then, we find, that others were led by preferences of their own, perfectly proper ones too, to prefer some other college in the Maritime provinces. A few entered the arts course at McGill. But as a rule students attend those institutions, which hold out the largest inducements or to which they are most strongly advised.

Now, I think we are a little too modest about the merits our college, and the advantage of attending her courses of study. We have lighted a candle, and while I would not say we have placed it "under a bushel," yet I feel sure we might very properly let it shine a little more than we are doing. How many people in New Brunswick, outside of the inner circle, know that in many important respects, the U. N. B. is the best equipped college in the maritime provinces? That it has a better library, a better museum, a better observatory; more modern and expensive appliances for physics and engineering than any other? Her professors are too modest to publish their own praises except through their work, but is it not a fact that the staff of the U. N. B. is certainly not surpassed by that of any other college in the provinces in scholarly attainments and ability to teach? I do not believe it is equalled, myself, but that is a matter of opinion.

Look at her men and their records. Beginning with the learned Chancellor, where in Canada can a riper scholar, a better mathematician or a better teacher of Mathematics be found?

In Natural Science, Dr. Bailey's name is known and honored throughout Canada. He belongs to a family of scientists, and his works follow him.

In Classics, Dr. Bridges reputation as a thorough teacher is a full guarantee for the opportunities which his students enjoy. Dr. Bridges was a pupil of Prof. Campbell's in the old days, and he fills worthily the chair of his old professor.

In English Literature and Modern Language, what sister college can show a more accomplished, a more patient, or a more gentle scholar than Dr. Stockley.

In Moral Philosophy, the clear and incisive teaching of Professor Davidson, both in the College and out of it, has won for him the respect of those who admire a man with opinions, and with the courage to express them.

In Physics and Engineering, Prof. Dixon and Downing are capable and modern teachers, equipped with the best appliances. Looking at the University, her equipment and her staff, one may well ask the question, "Why should any young man or woman go out of New Brunswick for a general collegiate training?" On the other hand, why should not more of the eligible young men and women come to the University of New Brunswick.

Well, I think it is mainly because they do not happen to have the information on the above points, and others placed before them, when they are making choice of a college.

To all these advantages our Alma Mater adds her healthful and delightful situation in the capital city of the province. She offers a large number of scholarships and prizes which are open for competition. The cost of living in Fredericton is moderate, and the social, moral, and religious influences all that can be desired or that each student may wish to make them. Now, what the college should do is to put itself in a position to speak a word in season to those who are contemplating a University education or who may be led to do so.

And no doubt it has been spoken in some, perhaps in many cases with effect. But the University authorities and the Alumni Society should take even more care in the future than they have in the past to keep before the youth of our land in a fair and proper spirit the advantages of our Provincial College, the head and crown of our educational system, and the only college which is in vital and organic connection with our system of public schools.

Then, I think the University can help itself in the long run, by gradually raising the standard of admission and thus taking security that her undergraduates are able to profit fully by the admirable opportunities which she offers. I am strongly of opinion that many young men pass through all our colleges too young. I make no doubt there are many graduates listening to me who see clearly now that they were not able to make the most of their undergraduate course because their minds were not matured enough to grasp and assimilate many of the subjects as they should be treated in a college, and it would be a distinct gain to the college and to the higher schools as well, if the standard of admission were so judiciously raised as to secure young men of a higher average stage of mental development. I feel sure that more work could be done and it could be more adequately done with students of greater average maturity, in three years, than is possible in four years with a lower standard of admission and immature students. I am fully aware that it can be urged that raising the standard of admission might have, for a few years, the effect of diminishing the numbers of the matriculating classes, but I believe it would pay in the future, and in the comparatively near future at that.

There is no way a college can better publish the completeness of its course and the excellence of its methods than by having its degrees stand for sound and accurate scholorship, and its under-graduates so hardened and trained through its mental and moral discipline as to make them a power in active affairs of life when they leave the fostering care of their Alma Mater.

Now, coming to the second part of the inquiry which is the purpose of this address: how can the Alumni of the college help their Alma Mater? I venture to offer the following answers:

First, by a larger, a more united, and a more energetic Alumni Association. The Associated Alumni numbers on its rolls possibly a score, or few more, of active members. It should have a hundred. In its present condition it is so small in point of numbers that it exerts a correspondingly feeble influence in moulding public opinion, or in offering its advice and its assistance to the governing body of the college. Its representatives in the Senate would speak with more authority when it was known that they were backed by a numerous and influential body of graduates who have the interests of the college keenly at heart and who are in a position to know what its needs are, as well as willing and able to carry its share of the burdens and responsibilities. The undergraduates would be alive to the power and influence of such a body, and would be glad to take the opportunity of joining its ranks and doing their best to help in making their Alma Mater increasingly useful and prosperous.

The Society ought to be able to devise some means of inducing the graduating class of each year to unite with them in their efforts to advance the interests of the college by becoming members of the Alumni Association. As it is now, but very few of each graduating class ever find their way into the Society.

Surely we can find some means of arousing the generous spirit of the young men who are leaving us year by year, largely because no one seems to care whether they join us or not. Why not invite the graduating class of each year to visit the society at its annual meeting, explain its objects and aims, get a promise from the young men to join it at the earliest opportunity, and bring personal influence to bear to see that this is done. The class of 1894 did a proper and a generous thing in founding a scholarship of their own. We want all these young men, and all others such as them, to find in the Alumni Society an organized and permanent means of benefiting our Alma Maters, and to see that they can do this better within than without the society. A large society, with an increased membership fee if necessary, would be in a position to do much to assist deserving young men in addition to what it is already doing. We say to the graduating classes of each year: Come over and help us and let us both help others.

Another thing that could be done in the same direction is the formation of an alumnæ association. I would like to see the young ladies banded together to advance the interests of their Alma Mater, and I feel sure they would do much to help the older society. By referring to the Calendar I find that beginning in 1889 with Miss Mary K. Tibbitts, there were graduated up to and including last year, sixteen young ladies, and that there are fourteen others on the list of students taking the full undergraduate course. Here is the nucleous for an association which would in the near future be a powerful auxiliary to the Alumni Society.

All other colleges whose courses are open to women, have their Alumni Association, and the girl graduates of the U. N. B. should unite for the promotion of all the aims of the university, and especially for the encouragement of those of their own sex who will follow them through the labors and the successes of college life. We point today with pride to the achievements of the men who have graduated from these halls, and who have nobly upheld the honor of their native land and their college in the world's activities. It may not be so long before we shall be able to point with equal pride to the success in science and literature, of the young women of New Brunswick, who have already shown that in some, if not in most respects, they are the equals and even the superiors of the young men.

Again, the Alumni can help the college by actively promoting some plan whereby college residency may be offered to those who wish it. There may be different opinions as to the desirability of residency, but there can be no doubt that there is a large and influential constituency in favor of it. Almost everyone admits that something ought to be done, and if it ought to be done there must be a way to do it. I will not argue the question as to the value of residency as a factor in the success of the college. These arguments have been repeatedly stated, and nobody would be convinced by re-stating them, who is not already convinced. I will content myself with outlining a plan for securing a residency building and leave it as I trust for the favorable consideration of the Senate and the Alumni Society.

This is the suggestion which I venture to make: Let the cost of erecting a suitable building (to accommodate say from twenty-five to thirty young men) be ascertained as a preliminary step. Then let the Senate and the Alumni Society together endeavor in every legitimate way, through the proper channels, to induce the government, through the legislature, to increase the grant to the University by an amount sufficient to guarantee the interest on the cost of the building for a term of years. Then let all the friends of the University take stock in a company to be formed after a thorough canvass in all sections of the province.

The college ought to give a site from its lands. Perhaps a suitable building could be erected for $5,000. The interest of this amount would not be more than $200 or $250 per year at most. I feel sure that it would be self-sustaining in all other respects from the very first. Under these, or some such conditions as these, it would be possible to try the experiment, and if it were successful, it would be easy to increase the accommodation as it becomes necessary.

I am convinced that if we ever get college residency on the footing which its friends desire it, it must be in some such way as this. The college itself has no available funds wherewith to undertake the cost of erecting new buildings. We have no millionaires among our graduates who could come forward with an endowment for such a purpose, as is often done elsewhere, but there must be many who would be willing to invest anything they could spare in the good cause of supporting what is felt to be an important factor in the future well-being of the University, and they would do so. There are many outside the ranks of the Alumni who would help when they saw the Alumni putting their shoulder to the wheel, but who would not now feel disposed to do so.

I have no doubt that my plan may seem crude and hasty to some, and that objections may be urged against it, but as Dr. Johnson said, "There are objections to a plenum, and there are objections to a vacuum, but a plenum or a vacuum it must be." And if every plan to promote the success of the college is laid aside because objections may be urged against it, a vacuum will continue to occupy the space which should be occupied by a residency building.

I have endeavored to indicate some of the ways in which the University can help itself, and in which it can be helped through the efforts of her friends.

In this age of keen competition every institution which depends to any considerable extent on the patronage of the general public must exert itself to attract and hold that patronage. Now the University of New Brunswick is in some measure, perhaps in a considerable measure, independent of the support derived from tuition fees. Her historic connection with higher education in the province and the support which she receives by virtue that connection afford her a splendid rentage ground from which her claims may be urged. It is hardly to be expected that the Province will be able to contribute in the future to any much larger extent than at present. So far as she needs the sinews of war to extend and enlarge her usefulness, she must depend on her power to attract larger numbers of students.

That she is doing this is shown by the fact that the number of undergraduates is gradually increasing. The schools which supply her with students are scattered over the province. It would be an excellent thing for them and for her, if a regular visitation of them by professors detailed in turn for that purpose, could be made each year in the interval between the closing of the academic year and the beginning of the summer vacation of the schools. No doubt calendars containing all the information are distributed, but calendars are dead. The living word, the presence and influence of the college professor in the schools would be a far more powerful incentive to many young people and their parents towards a college course and towards the university, than any printed information.

The University extension movement has aroused much interest in learning in the cities and towns where the experiment has been tried. I am not sure that a larger direct gain would not accrue to the University from expending the same amount of time and energy in arousing and directing the desire for collegiate education in our preparatory schools. In such ways as these may the University help herself — in some such ways as these may she be helped by her Alumni and her friends.

With pride in the grand work for higher education which she has done, with a full appreciation of what she is now doing, and with an earnest hope that she may be able to draw within the circle of her influence more and more largely the ingenuous youth of this fair province, and send them forth from her halls equipped to play a worthy and patriotic part in the development of the highest interests of their native land, we may leave her to work out her own destiny in the years to come.

But she must be strong and united within; her students must be bound to her and to each other by a generous loyalty to her highest ideals of manhood and intelligence. She must seek by every proper means to lengthen her cords and strengthen her stakes; she must be heartily seconded by the counsels and the active help of an ever increasing fraternity of her own sons and daughters, and then as the years roll by we shall see her, from her embowered height by the noble river, still continuing to mould the future of this Province by leading and enlightning the youth whose heritage it is.

"We know on what a noble and symmetrical model her lines were laid down,
We know what master laid her keel,
In what a heat and what a smoke
Were forged the anchors of her hope."

We know what her history has been, and to-day we can say to her with full confidence in the future:

"Sail on, nor fear to breast the sea,
Our hearts, our hopes are all with thee."

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