

## HABIT OF THOUGHT WANTED INSTEAD OF KNOWLEDGE

(Continued From Page 2)

tised it could offer prospective students everything they could get at Harvard except the "A" as in "Father."

### Intellectual Dissipation.

It has already been said that it was originally believed and rightly believed that a wider choice of courses would create a greater intellectual stimulus for the student, because it would give him a wider range of intellectual interests. It is obvious now that it has resulted in intellectual dissipation. The student is forced to load his mind with a score of subjects against a memory examination. He has too much on his hands to indulge himself in thinking or investigating for himself. The result is he devours conclusion and premise, the one as greedily as the other; he commits demonstrations to memory and he takes practically everything he is told on faith because he has no time to do anything else. He never settles down to serious work in anything and as a result he is not really possessed of his knowledge, but merely possessed by it. It is true that he knows a little of everything, but he has become a mere passive receptacle for scraps and details and finally he leaves his place of education dissipated and relaxed by the municipality of subjects, none of which he has ever begun to master, and so shallow as not to know his own shallowness. In many cases about the only part of him that grows during his college years is his body.

### Accuracy and Thoroughness.

It ought to be obvious that only by prolonged and continuous effort upon a single coherent subject, with excursions where necessary into related matters (but without the entangling alliances of totally unrelated subjects) will a student develop these two qualities of good workmanship—accuracy and thoroughness. If our system insisted on the student growing up mentally under the care of one professor, or a small group of professors teaching related subjects, it would be better for the professors and infinitely better for the students. As it is now, instructors are attempting to teach too many things to too many different kinds of students. "A fragment of a professor instructs a fragment of a pupil in a fragment of a subject" as a brilliant Frenchman has put it. There is too little personal contact between the two. And what mutual relations there are reminds one of the Harvard Lampoon's cartoon of Harvard yard filled with little memorial stones commemorating historical events, on one of which the artist had written the legend "On this spot President Eliot once bowed to a Freshman."

### The Lecture System.

The theory that the end of a college course is instruction is responsible in the second place, for the present method of teaching, that is, by the lecture system. No doubt before the art of printing was invented, the teacher had to give his pupils the information they needed. In our day and generation, however, with text books and source books in profusion, it is difficult if not impossible to find a plausible excuse for the criminal waste of time involved in passing out information which the student can and should be made to get for himself. It is bad for the professor. We are all acquainted with the teacher who uses the same

notes year after year, until even the jokes, become stabilized at certain physiological points in the lectures. It is bad for the instructor also because it gives no chance to the student to put occasional awkward questions and to pry a bit into his ignorance, and stir up again in him that divine restlessness which once possessed him when he began to teach, and before he had learned how easy it is to bluff when we know we are acting a part before an audience of children. But it is fatal for the student, because by it we are making it easy for him not to grow mentally, not to observe and listen for himself, and above all not to read for himself. The professor is a pedagogue, an instructor of children, not a trainer of men and women. Everything is done for the student which he ought to do for himself. He is entirely too passive, a sort of human sponge soaking up information. He is fed nothing but predigested knowledge, and he is told the solution before he has really appreciated the problem. The scholar is kept a pupil, a ward under his instructor's care, and not a student in the true sense of the word—one who applies his own mind to the mastery of a subject. The inevitable result of this regurgitative method of teaching is that there is a loss of intellectual independence and a failure to develop the power of judgment. It is too easy for the student to accept the ipse dixit of the professor, and to fly to him as his ever present help in time of trouble. Nor does it encourage his powers of initiative, that restless habit of looking out for new facts himself instead of waiting to have them pointed out to him by his instructor, of asking himself questions instead of waiting to have them asked by the teacher in the quiz period. Too often a lecture course means a loaf of ten weeks, and a preparation for examination of one night, and it is not unknown for a student to receive more mental stimulus from writing one article for the college magazine, or preparing one speech for a debate than he does out of his regular work.

### Must Know Her Children.

Is it too much to ask that we get away from this mechanical factory of standardized courses, and that we attempt instead a really creative teaching? That we cease attempting to teach our youth to compete with the encyclopaedia, and that instead we train it to use the encyclopaedia to the best advantage? As Cardinal Newman has well said: "Education is a high word; it is the preparation for knowledge, and it is the imparting of knowledge in proportion to that preparation. We require intellectual eyes to know withal, as bodily eyes for sight. We need both objects and organs intellectual; we cannot gain them without setting about it; we cannot gain them in our sleep or by haphazard. The best telescope does not dispense with eyes; the printing press of the lecture room will assist us greatly, but we must be true to ourselves, we must be parties in the work. A University is, according to the usual designation, an Alma Mater, knowing her children one by one, not a foundry, or a mint, or a treadmill."

### Should Train to Use.

Society is not so much concerned with what its members know as with the use they can make of their knowledge. It requires men and women who can verify their information, see its bearing on their own conduct and act accordingly. It is thinking in the practical sense of the word what is necessary, and it is this which the colleges should teach, whatever else they do or leave undone. If we can train students in the habits of mind they will need to use in their lives, by the use of subjects they will probably not use, and if we can train each of them for the kind of profession he is fitted for without attempting to forestall the professional school or exhausting the field of knowledge we should be content. Let the student settle down to at least a two-year marriage with one of the departments, and abandon his wanton flirtations with all of them, let he courses be so framed that he will have to do his own reading and thinking, and let the examinations be tests of power rather than of memory, and we shall have gone a long way towards a real education. With a group of students working with one professor in an entire subject, the latter directing and stimulating the former, a system of instruction in which the formal lecture would be replaced by an analytical discussion of a part of the subject matter already read and at least partially understood, and an examination made up of problems involving the principles discussed in class, but differing in the facts presented from any the student has heretofore studied, a college would become a place of real mental illumina-

tion and intellectual culture. The student would not be sent out, as now only too often he is, with nothing, to use a phrase made famous by Mr. Justice Holmes, "but a rag-bag full of general principles—a throng of glittering generalities—like a swarm of little bodiless cherubs fluttering at the top of one of Corregio's pictures." The teacher would become a modern Socrates, an intellectual midwife aiding the student to bring forth his own ideas.

### An Ideal To Be Approached.

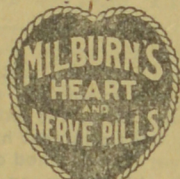
I have no doubt the program I have outlined seems a hard saying. After a decade of teaching in high school, college and professional school, I am bound to admit that it is an ideal to be approached rather than a result to be attained. But that does not detract from its value. Practically the objections come from two sources: the old graduate would complain that the college was making a lot of grinds of its students, and that no time would be left for extra-curriculum activities. There is little danger, however, that a body of live young men and women could not find time for physical and social recreation. On the other hand, I am free to admit that it would drive out the students for whom the intellectual side of the institution is merely an incident to his athletic or social career, the one for whom in the words of President Wilson, "the side-show has swallowed the circus." The second objection would come from that large group of the public which holds it as true and self-evident that every person has a right to a higher education if he wants it, whether he be fitted to profit by it or not. Let us not forget, however, that university education is for the benefit of the public, that what the student or his parents pay does not begin to represent the cost of his education. We cannot afford to make our colleges and universities asylums for the wilfully uninterested. "Higher education at public expense should be regarded as a privilege to be earned, not as a right to be abused."

## She Couldn't Sleep Heart Was So Bad

Mrs. J. D. McLintock, Charlotte-town, P.E.I., writes:—"About a year ago I was greatly troubled with my heart."

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## VALEDICTORY AT U. N. B. ENCAENIA THIS AFTERNOON BY W. STUART MCFARLANE

W. Stuart McFarlane, Valedictorian of the class of 1926 at the University of New Brunswick delivered the following address on behalf of the class at the encaenia exercises this afternoon:—

Four years ago the Encaenia for the Class of 1926 seemed a long way off, but the time for which we have been striving is here, and we as graduates are about to pass through the portals of our Alma Mater into a different phase of Life. We are leaving the life of the University, a society with a simplified, purified and graduated environment, to enter the larger and more complex life of the Great Society. It is with deep regret that we sever our connection and pleasant associations with the University in order to enter the larger world and to put into practice the knowledge we have attained. Now that the time for parting has come it is fitting that we should review the history of our Class, and especially give a brief account of the student activities during the past year.

### Freshman Year.

One beautiful September morning, in the year 1922, a group of some thirty-five youths and maidens might have been seen hovering at the foot of College hill, and then slowly ascending with hearts aflutter and with many a misgiving. About half way up the hill we were met by the Sophomores, who conducted us to the gymnasium and there gave us our rules and regulations. Shortly before nine o'clock we were escorted through the back door of the Arts Building into the presence of the Chancellor, who gave us such a hearty welcome that we were inclined to doubt the words of the Sophomores and to believe that we were indeed members of the student body. But, after all, the threats and restrictions of the upper classmen sounded more terrible than they really proved to be, and it is astonishing how soon we became accustomed to them and how quickly we entered with zeal into our student tasks and felt ourselves at home as members of the student body.

### Sophomore Year.

We started our second year with a class membership of twenty-six—a small number to be guardians of an unruly Freshman class of more than sixty students. That our duties were performed with efficiency the present Junior Class will bear us record. As Sophomores we entered more heartily into all the social functions of the student body. We won for ourselves some recognition in interior decoration when, as part of the decoration for the annual Conversation, we constructed in the old Chapel a reproduction of King Tutankamen's tomb.

### Junior Year.

We began our Junior year with a membership of twenty-seven but lost two members during the year, and so entered the Senior year with a class of twenty-five. Seven students from the Law Faculty in Saint John are now joining our ranks and make a graduating Class of thirty-two. As we finish our closing year our hearts are saddened by the call to the Great Beyond of Raymond Moore, one of the graduating class from the Law Faculty. It is with sincere sympathy that we remember his dear ones whose sorrow will be touched anew on this, our graduation day.

### Endowment Campaign.

During the past year a campaign for an Endowment Fund has been inaugurated. This campaign owes its origin and initiative to The Right Honourable Sir George E. Foster, and it is being carried on by the Senate under the direct supervision of the Chancellor and a special Committee. But it requires for its success the hearty interest and full co-operation of all that have the future welfare of the University at heart. A very encouraging start has already been made and many generous gifts have been received. Among other gifts should be mentioned the pledge of five hundred dollars by the Forestry Association. The Class of 1926 is prepared to do its share, and already many of its members have given pledges for contributions to this fund.

### Year in Athletics.

The several athletic activities and social functions of the past year have carried on with a marked degree of success. This year's football, hockey and basketball teams have all won intercollegiate championships. The crowning success was the winning by the football team of the McTier Trophy, emblematic of the Championship of Eastern Canada—a title to be envied by any team of College. The championship game was played in Montreal and was regarded by all those who saw it as an exhibition of good, clean sportsmanship and thorough combination in which each work-

ed for all and all for each. These two features, together with the help afforded by the excellent turn-out to practices, are indispensable to success in any line of athletics.

### Other Activities.

The team of the recently-formed Rifle Association made a good showing in the annual competition for the D. A. R. Cup. It led the Maritime Province Colleges and came fourth in the Dominion.

Our Debating teams have made a very favorable showing in the inter-collegiate debates, but much of the enthusiasm and co-operation evident in athletics is lacking in debating. We hope that in the future the whole-hearted support of the student body will be given to the President of the Debating Society.

The Engineering Society, Forestry Association and Ladies Society, have had a successful year. All have co-operated under the Students' Union with a unity of purpose—to boost U. N. B. in all its activities. The members of the Ladies' Society are especially to be thanked for their untiring efforts in helping to make the social functions of the Students' Union a success.

Another help to the social life of the College is found in having an efficient five piece orchestra which has always been willing to give its services whenever called upon.

### Suggestion Made.

Mock Trial and Mock Parliament were again carried on according to precedent and again draw large audiences. The second session of Mock Parliament was of more than ordinary value, since it resolved itself into an open forum for the discussion of student activities and grievances. If Mock Parliament were run under the guidance, and as a function, of the Debating Society, instead of under the Students' Union, it seems very probable that debating would benefit by the change.

This year has seen another addition to the equipment of the College in the completion of the Athletic Club House at College Field, the construction of which was started last summer. We do not wish to forget that it was largely due to the generous financial assistance of many of the citizens of Fredericton, graduates and friends of the College, that the students were able to complete this Club House.

### Better Library Needed.

The completion and equipping of this new Memorial Building; the addition of a broadcasting set to the Electrical Engineering laboratory; and the success already achieved in the plan for the Endowment Fund, prove that we are leaving an Institution that is growing and progressing along every line, an Institution that will continue to be ranked high among the colleges of the land. But it is because of the increased enrolment and added equipment that we feel more than ever the need of a well-equipped and well-organized library under the supervision of a man who is in a position to give his undivided time to it. We do not wish to be left behind other Universities of the Maritime Provinces in this respect, and earnestly hope that the Senate will do what it can to provide improved library facilities.

### Words of Farewell.

Now before leaving I would like to extend to you, Mr. Chancellor and gentlemen of the Faculty, our heartfelt gratitude and appreciation of your ef-

forts in our behalf. Your patient instructions and interest in our future welfare will be a stimulus to our success through life, and may the glory of any success we may attain redound to you.

To the citizens of Fredericton we extend our sincere thanks for the numerous ways in which you have made our stay in your beautiful city so pleasant, and also for the ever ready assistance rendered to student enterprises. Your interest in our activities, your ready response to our urgent needs, and your pride in our athletic achievements, will spur us on to greater victories.

Undergraduates, we depend upon you to faithfully carry on to the glory of U. N. B. The able and willing support we have received from you during the past two or three years assures us that our trust is not misplaced.

Classmates, our friendship has been very sweet and parting is difficult. Let us go forward into this broader and more complex Society with a determination to be leaders!

"One ship drives east and another drives west,  
While the south same breezes blow;  
Its the set of the sails and not the gales  
That bids them where to go.

Like the winds of the seas are the ways of fate,  
As we voyage along through life,  
Its the set of the soul that decides the goal  
And not the storms or the strife."

And now the last and hardest word of all to utter:—Faculty, Citizens of Fredericton, Classmates, dear Old Alma Mater,

FAREWELL.

## DOING WELL AT DALHOUSIE

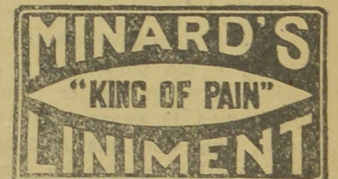
Sackville, May 10—Kenneth Palmer, son of Dr. J. M. Palmer principal of Mount Allison Academy, was awarded the Cardwell prize for the highest aggregate in the various subjects in the second year law course at Dalhousie Law School. Kenneth who is Rhodes Scholar for this province will go to Oxford next fall. His many Sackville friends are glad to learn of his continued success in his studies.



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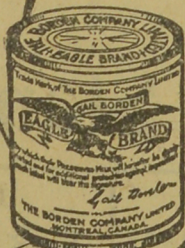
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