

# U.N.B. VALEDICTORY BY J. THADDEUS HEBERT

(By J. Thaddeus Hebert.)

Your Honor, Mr. President and Gentlemen of the Senate, Mr. President and Gentlemen of the Associated Alumni, Mr. Chancellor and Gentlemen of the Faculty, Classmates, Fellow Students, Ladies and Gentlemen:

"There is nothing new under the sun," says the proverb. No one, perhaps, is more painfully conscious of this truth than he on whom the duty falls of giving the valedictory, of uttering the impressions, relating the history, offering the thanks and bidding the farewells of each succeeding graduating class. And yet the oft-repeated sentiments possess a charm for everybody—a charm for the graduate, because it leads him back in spirit through the years to that "magic haze of other days" when his thoughts were our thoughts and his ways our ways—and a charm for the man apart from academic pursuits, when once a year he pauses from the busy cares of life and views for a brief period another quota of men and women, girt for the fight of social service, say farewell to one another and make for the front line of battle. On this intrinsic charm of the valedictory itself, accordingly, rather than on any originality of matter, I rely for your attention and good will this afternoon.

motto must be changed to "plus ultra." And all this is but the prelude to that clear, definite purpose and high ideals which we should mean to realize in our future lives and without which the college graduate is unworthy of his training. But these ideals are not stationary, they shift and broaden with us and still lead us on, and as the ideals shift and broaden and take shape anew, the individual must rise to the occasion and pursue the new and broader ideal. There is something radically wrong with the man or woman who does not function in this way; we usually express this by saying that he or she has fallen into a rut. Let the memory of this day and the depth of meaning it possesses for the class of 1912 keep us on the high road out of the ruts; the college-bred student ought to approach nearest the maximum of service, where no power lies dormant, but all capabilities are working in harmony together toward a definite goal.

## MANNER OF INSPIRATION.

But how, it may be fairly asked, is a college course to inspire us in this way. What is it expected to do for us? I have little need to say that one fundamental duty of any institution such as this is to train

because we are a nation made up of various strains, because look at it as you will, we are a heterogeneous people. We, indeed, men of the fair far north, "have the brain and the brawn and the blood of the Saxon, the Celt and the Gaul," and our every move must take into consideration all these elements of our population. Since then, our national life is admittedly heterogeneous, it follows that the best preparation for that life must be such also. That this University offers such a preparation is manifest when it is remembered first, that college life is as real to the students as national life is to the citizen, and secondly that college life at U.N.B. is the prototype of Canadian citizenship, because this is an undenominational institution, extending the right hand of welcome to those of all races and creeds. Breadth and tolerance must continue to form the bedrock of Canada as a nation; these must also necessarily be the strongest foundation on which our University could be built. This spirit of unity in diversity is the spirit of U.N.B. It is the spirit of Canada, youngest of nations. I know of nothing more expressive of the freedom and co-operation which ought and does animate both U.N.B. and Canada than the words of the English poet who

# Danderine

Makes your hair grow long, heavy and luxuriant and we can prove it

Get a 25 Cent Bottle Now and Forever Stop Falling Hair, Itching Scalp and Dandruff

Hair Becomes Soft, Fluffy, Lustrous and Abundant After a Danderine Hair Cleanse

Danderine is to the hair what fresh showers of rain and sunshine are to vegetation. It goes right to the roots, invigorates and strengthens them. Its exhilarating, stimulating and life-producing properties cause the hair to grow abundantly long, strong and beautiful. It at once imparts a sparkling brilliancy and velvety softness to the hair, and a few weeks' use will cause new hair to sprout all over the scalp. Use it every day for a short time, after which two or three times a week will be sufficient to complete whatever growth you desire.

Immediately after applying a little Danderine all dandruff will disappear, all itching of the scalp will cease and there will be no more loose or falling hair.

If you wish to double the beauty of your hair in ten minutes surely try this—moisten a cloth with a little Danderine and draw it carefully through your hair, taking one small strand at a time, this will cleanse the hair of dust, dirt or any excessive oil—in a few moments your hair will be wavy, fluffy and abundant and possess an incomparable softness, lustre and luxuriance, the beauty and shimmer of true hair health.

If you care for beautiful, soft hair and lots of it surely get a 25 cent bottle of Danderine from any drug store or toilet counter—A real surprise awaits you.



totally unlike the loutish proceeding of the preceding Sophomore class, we assumed our duties as guardian angels of the Freshmen, and taught the unsophisticated youth to follow the straight and narrow path.

This taste of power was but the prelude to the deeper responsibilities which we were to assume in our Junior and Senior years. As Juniors we numbered forty-five and after a profitable year we separated in the spring of 1911 with the hope of seeing all the old faces on our return in the fall. But the "divinity that shapes our ends" decided otherwise and during the summer we were all shocked by the death of one of our number. Quiet and unassuming Jimmie Gillis possessed all the qualities we admire in a friend and student. The sympathy not only of our class, but of the whole college goes out to his bereaved parents and relatives.

## SENIOR YEAR.

And now custom bids me give a short account of the past year. In athletics, despite the unceasing efforts of captain and coach, our football team did not win the trophy. Of course winning is not everything; the end is not to be taken for the means. But we still confess to be human at this college and believe that nothing succeeds like success. It is the bounden duty of every man in college to turn out next fall and help produce a winning team. The only other intercollegiate sport of the season will be held next week in Moncton. Judging from our college meet, our track athletes should give a good account of themselves.

In the forum the crowning success of the year was our victory in the debate with King's College on the Canadian Navy question. Our team was fortunate enough to obtain the unanimous decision of the judges on both argument and delivery. Sic Semper!

In journalistic work the editors of The University Monthly have striven to issue a magazine worthy of the institution, and expressing the students' opinions on all matters affecting them. If they have fallen short, let it be remembered that the editing of such a periodical is not the sinecure many students and probably most outsiders, imagine.

On the dramatic side too, literary as well as histrionic talent has been displayed. The College Dramatic Society, assisted by the College Orchestra, was quite successful in staging Shakespeare's "Taming of the Shrew." Much of the praise for this success is undoubtedly due to Prof. Day and Dr. McGinnis.

Largely attended meeting of the Engineering and Forestry Societies have been addressed on practical problems of the professions by several speakers of note.

The various Ladies' Societies reported a prosperous year. Not only, however, have the ladies been prominent in social affairs, but in all the classes they stand forward among the leaders in the honors of the day. Lastly, even those of us who do not take an active part in the work of the Y.M.C.A. and Y.W.C.A. appreciate what the associations are striving to do for a better and cleaner college life.

## THANKS TO THE CLASS.

Next in order comes our thanks;



Wood's Phosphodine. The Great English Remedy. Tones and invigorates the whole nervous system, makes new blood in old veins, cures Nervous Debility, Mental and Brain Worries, Insomnia, Sexual Weakness, Emaciation, Spasmodic, and Effects of Abuse or Excesses. Price 21 per box, also for 25. One will please, it will cure. Sold by all druggists or mailed in plain package on receipt of 25c. Send no money. The Wood's Phosphodine Co., Toronto, Ont.

first to our Alma Mater. Wreathed words were all too imperfect to express the sentiment in Webster's phrase when speaking of the college which had brought forth his latest powers: "It is, sir, a small college, yet there are those who love it." Comparatively speaking, U.N.B. may be a small college and if it is destined to remain so, let its aim be quality rather than quantity. The earnest wish of the Class of 1912 is that ere long its sphere of usefulness will be widened by the establishment of a long-needed Agricultural School in connection with—not separate from—the University.

To you, Mr. Chancellor and the Gentlemen of the Faculty, we ought and would like to say much in thanks but the greatest eloquence at present is the eloquence of silence—later, may our actions speak louder than words. A word should be said of the new professors, however. Mr. Uppvall is no stranger to us. His work here two years ago was worthy of the highest commendation; this year he has kept up the high standard which was expected of him. Mr. Stiles, in spite of an enormous burden of work, has nevertheless entered fully into the students' life until his point of view is their point of view. He is a living embodiment of that spirit of friendly intercourse with the "boys" which, while not lacking in the respect due to a member of the faculty, must needs lead to a better understanding between the faculty and the students.

No praise of mine is necessary to describe the high—the very high—standard of work which is being done in Dr. McGinnis' department. I may more appropriately however, express the thanks of the student body for the keen interest and enthusiasm he has displayed in the formation and direction of the College Orchestra. There remains to congratulate Dr. Carson on his becoming dean of the Engineering School.

To the people of Fredericton, also, our thanks. With their proverbial hospitality, they have received us into their homes, welcomed us to their churches, patronized our activities and overlooked our midnight rackets. Once more, to all, our thanks.

## TO THE STUDENTS.

To the undergraduates a word. Remember what you are here for—to work. Next to that, look after college affairs. Where we may have done well, do better, where we have failed, succeed. Let nothing be neglected, but do not shove all the work on a few men. By making all take part you will develop a proper college spirit. Play the game!

To the graduating class, much might be said. I must be brief. We have everything before us. Canada is on the threshold of her development; let us grow with the country. Next to our country, let us be loyal to our college. Finally, let us take a legitimate pride in our class, the largest and—may we not be permitted to hope—one of the best, that U.N.B. has so far graduated.

## PARTING WORD.

Classmates, a parting word. I am not so sanguine as to believe that when a large class such as ours has been scattered like so many seedlings over this broad Dominion, literally from the Atlantic to the Pacific, that we will ever be all together again. Perhaps some members of the class will never see some others once this day is over. Therefore, let each one say to his fellow as I say to each of you this afternoon, and to all those who have gathered in this grand old University to see us graduate: "Fare thee well, and if forever—Still, forever! fare thee well!"

# "THE COLLEGE AND INDUSTRIAL EDUCATION" BY PROF. CARSON

Address in Praise of the Founders at U.N.B. Encoenia Scholarly Discourse on Problem of Technical Education as it Confronts the Modern University

Anyone who has read educational and scientific magazines during the past few years, must have been struck by the number of articles with such titles as these, "Adjusting the College to American Life," "The Rehabilitation of the American College," "A Danger Arising from the Popularization of the College." In many of the articles, comparisons are made between the colleges of today and those of one hundred years ago, to the advantage of the earlier institutions, in this respect at least, that they appeared to give more general satisfaction and suffered from no such floods of criticism. In the earlier period, the curriculum consisted chiefly of classics and mathematics which were thought to furnish the best foundation for the subsequent training of those about to enter one of the learned professions, the ministry, the law and medicine, the membership in which formed what Dr. Holmes called "The Brahmin Caste" in American social life. It is questionable whether a better preparation could have been devised and at a time when nearly ninety per cent. of the students entered the professions, no change was desired. But, in course of time, an increasing number of students who had no great love for learning and no great regard for tradition demanded changes in the curriculum. In response, new subjects were added, then professional and technical schools were established. Vast sums of money have been lavished on the colleges, students have filled them to their capacity, yet within them and without a discordant chorus of criticism is heard.

## EDISON'S DECLARATION

Thus Mr. Thomas A. Edison has declared, according to a newspaper report, that he would not employ a graduate fresh from Harvard or Yale, but might take one from Massachusetts Institute of Technology. Since this is a scientific age, he continues, every young man should have a scientific training. Mr. Edison would have the universities teach nothing but the applied sciences or, to put it more accurately, the applications of the sciences.

## DR. JORDAN'S STATEMENT

Of a nearly opposite nature is the

criticism by President Jordan of Leland Stanford University. The question had been asked by Dr. Henry Fairfield Osborn, "Could the modern university nurture a Darwin?" and in an address before the American Association for the advancement of Science, Dr. Jordan replied that he was sure it could not. The conditions, he says, are not with us, the element of personality has departed and the American student no longer walks with Gray and Stillman, and Agassiz as Darwin walked with Henslow. Laboratories are becoming more luxurious, everything that money can buy is provided but the spirit of research is wanting. Dr. Jordan then quotes pathetically, "Let's go a visiting back to Grigsby's Station, back where we used to live so happy and so poor." Well, we are poor enough at the University of New Brunswick and are sometimes happy, but in our blindness, we covet the millions of Leland Stanford.

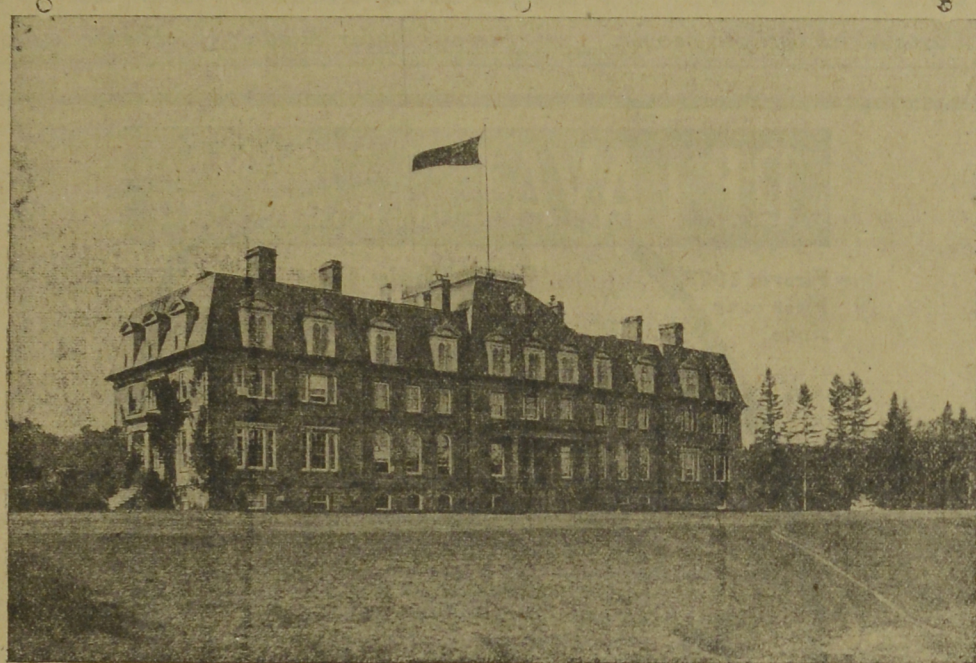
Another prominent educationalist sums up the situation in this way. "The American College is a sort of educational verminiform appendix, appendicitis is sooner or later, likely to appear. We are now at the bedside of the patient and judging from the statements of numerous experts the college is the seat of a violent inflammation. What is to be done with the victim of this appalling disease?"

## DEMAND FOR INDUSTRIAL EDUCATION

The college is condemned for what it does and for what it does not do. It is not practical enough, it is not spiritual enough, it is everything, not enough or it is something too much. But the most insistent complaint is of the apparent neglect or intolerance of vocational or industrial instruction. The apprentice system in the professions and trades has broken down and the world now wants its workmen, like its boots, ready made. Professional schools of law, medicine, theology and engineering, there are in abundance but these embrace only a fraction of human activities. What is to be the attitude of the college to other branches of industrial training?

No doubt, the greater number of men engaged in academic work will agree substantially with the following which I quote from Prof. Karl Pearson. "The object of any technical education paid for by the state or municipality should be the exercise of brain power, mental gymnastics in the best sense; it should treat of the science and not of the art of a trade. The classification of facts and the formation of absolute judgments on the basis of the classification—judgments independent of the idiosyncrasies of the individual mind, essentially sum up the aim and method of modern science. The scientific man has above all things to strive at self-elimination in his judgments, to provide an argument which is as

(Continued on page five.)



UNIVERSITY OF NEW BRUNSWICK

## "PLUS ULTRA."

In the olden days before the prowess of the Phoenician navigator had advanced beyond the Mediterranean, Southern Europe and Asia and Northern Africa were believed to comprise the whole world. At the extreme east ran the Ganges, while the only outlet from the Great Sea was at its western end, and did not then stand Gibraltar—or, as it was called at that time, the Pillars of Hercules—beyond which all was Cimmerian darkness and eternal night? One of the nations of those days is said to have commemorated this by striking a coin on which the Pillars of Hercules stood in bold relief, and underneath the significant inscription: "ne plus ultra"—"there is no more beyond." But ere long the Straits were passed, the British Isles were discovered and later the new continents of the west. The old coin was abandoned and a new one was struck. On it the Pillars of Hercules remained as before, but the inscription now ran: "plus ultra"—"there is more beyond." So, I conceive, must be all progress. Four years ago buoyant with hope and ambition, we entered this college; today as we stand on the very threshold of our Alma Mater and prepare to bid her a fond farewell, we realize that the goal toward which we have been striving for four years has at last been reached. We have looked forward to all that it means an ideal, it has been our "ne plus ultra"; but now we have achieved it, our ideal has been attained; like all other ideals it must be projected anew, and our

students to think—to think clearly, broadly and yet deeply. Incidentally, the student gets information, and so the college man is regarded by most people as the educated man. In a certain sense, no doubt this is true; but it should not be expected that he can grapple with the problems of life like the man with years of experience back of him. Still, certain standards are expected of the graduate—and rightly so. If he cannot do, he can at least learn to do, and when once he has learned how, he should at least do well. For this end, he ought surely to be free from cant, from pretence and from prejudice. The college graduate who considers himself better than another on account of birth, wealth or education has failed to grasp the fundamental lesson which the attrition the Freshman receives is meant to impress.

## DEMOCRACY OF COLLEGE TRAINING.

The democracy of knowledge should teach the democracy of life. College training has been a waste of time also for him who does not see in all humility that his education instead of being finished is but begun; because education is a life-process and the thoughts of men are widened by the process of the sums. Nor should the college man be like him who can see only from his own narrow point of view, who blindly follows his partisan feelings and allows his prejudice to obscure his judgment. All these evils of our social, our educational and, let me say it, our political life, prevalent to a greater or less extent, the college is called upon to correct. From another side, too, the college owes a duty to society. We are living in a democratic age, but we can neither allow the mob to rule, nor the autocrat to dictate. Our only hope is for the college to take the best out of each class in society, be it high or low, and supply them as leaders to the age.

## SPIRIT OF U.N.B.

And does our Alma Mater measure up to the requirements? To answer that question we must consider the nature of education. Broadly, I define education as preparation for future living; and I submit, as a self-evident proposition, that the best preparation for future living is present living. The effect must be commensurate to the cause. As a man sows, so shall he reap. This being admitted, the next thing to point out is that life in Canada must be broad, must be tolerant,

loved the French-Canadian habitant.

"Frenchmen, Scotchmen, Englishmen. An' everyone she's free, An' all shak' han' and go to work For mak' de gran' countree."

## THE FUTURE WORK.

On the class of today truly depends Canada's position tomorrow. But we need not all become famous. The greatest deeds are often done in obscurity. Not every man sets his name beside his achievement; the important thing is to do the work—the credit is a minor matter. Kipling has well expressed the idea:

"Well I know who will take the credit— All the clever chaps that followed; Came a dozen men—together, Never knew my desert fears, Tracked me by the camps I'd quitted, Used the waterholes I'd hollowed— They'll go back and do the talking, They'll be called the pioneers."

But the real pioneer goes on in silence. Whether our lot is to blaze out trails or to follow the beaten track, whether our sphere of activity be a broad or narrow one, let us be a power to be conjured with.

## CLASS HISTORY.

Time permits me to give but a short history of the class. In the fall of 1908 fifty of us, endowed with a veridical which we were inclined to attribute to the depraved imaginations of the Sophomores, found our way to the back door with fear and trembling. A few weeks of flaming red neckties and, in the case of the feminine portion of the class, green hair ribbons, were soon over. Some of our number proved humptious. With expert skill the Seniors diagnosed the disease and prescribed the remedy, while the Sophomores carried out the prescriptions with painful care. Meanwhile day after day, the round of attendance in the class room took up our time and attention, and we were being drilled in the performance of often unwelcome daily duty. Outside of the class room we were learning something not down in the books and beginning to measure ourselves and be measured by college standards. At the end of the year we were gratified when we heard it said by more than one professor that, as a class, we were above the average.

In our Sophomore year we mustered forty-six. With a dignity becoming to our position as Sophomores,

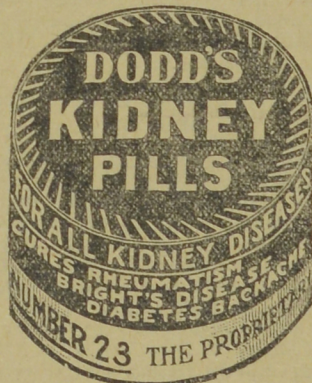
**"WELL, WELL!"**

THIS is a HOME DYE that ANYONE can use

I dyed ALL these DIFFERENT KINDS of Goods with the SAME Dye. I used

**DYOLA**

No Chance of Mistake. Simple and Clean. Send for Free Color Card and Booklet 101. The JOHNSON RICHARDSON CO., Limited, Montreal, Can.



**CHEW KING GEORGE'S NAVY PLUG**

For Sale Everywhere

**THE ROCK CITY TOBACCO CO. LTD. QUEBEC**