

The Daily Herald.

VOL. IX.

FREDERICTON N. B., THURSDAY, JUNE 2, 1904

NO. 130

THE UNIVERSITY ENCOENIA.

Dr. Scott's Very Able Oration on Behalf of the Faculty.

STRONG PLEA FOR IN- CREASED FINANCIAL ASSISTANCE.

And Continued Attention to the Arts Department.

At the University Encoenia this afternoon, the oration on behalf of the institution and in praise of the founders was eloquently pronounced by Prof. A. Melville Scott, M. A., Ph. D., as follows:

The annual turn of the U. N. B. wheel of fortune has laid upon the speaker the task, on behalf of the Faculty of the University, of trying to express in appropriate language our sentiments of praise for the founders of this institution. In order that my ideas might gain definiteness by being associated with the name of some person or persons as the founders, a brief glimpse was taken into the history of the College to ascertain who this might be.

More than a century ago a college known as the College of New Brunswick was founded and incorporated by Provincial Charter, bearing date of February 12th, 1800. It was a theological school, and for its establishment thanks are due to the early Loyalist settlers in the province, who were solicitous for the education of certain persons who might become qualified to minister to them as their clergy, and it is fitting that we should praise this manifestation of wisdom and forethought on the part of the loyal men and women who made themselves new homes in the wilderness rather than dwell under an alien flag.

But in 1823 a move was made for a new charter, to be given by His Majesty George IV. who was then to be deemed

The Founder of the College.

and in 1828 such a Royal Charter, dated December 15th of that year, was granted by the Crown. This date is perpetuated in the present building by being carved on the top of the coping stone over the front porch; it is visible from above only, and is, so far as I know, the only mark about the building itself to show the date of its erection. It would be of unusual interest to see a copy of the address in praise of the founders delivered at the first Encoenia of King's College, held in this building in 1829. No doubt the first Chancellor of King's College, Sir Howard Douglas, as Lieutenant-Governor of the Province and representative of the Crown, and even more as the friend and benefactor of learning, received great praise and credit for his laudable efforts to place the College on a firm basis. Certainly he has ever since and down to the present time been regarded as one of the real founders of the University.

But it was not till 1859 that the University in its present form and name as the University of the New Brunswick was established as a result of the report of a Royal Commission, of whom the late Mr. (afterwards Sir) William Dawson, known for years as Principal of McGill University,

Was the Most Prominent Member.

And so the attempt to determine the personality of the founder or founders of the present institution reveals, first, the Loyalist settlers of the colony, then His Majesty George IV. of England, whose place is largely filled in our minds by his representative, Sir Howard Douglas, and later a commission with which the name of Sir William Dawson is associated. In each of the latter cases the legislature is recognized as the authority giving force to whatever suggestions for change or improvement were made, and since the legislature represents the people, any words of praise for the founders of this University must be equivalent to words of praise for those of our far-seeing ancestors, who, looking into the future, exerted themselves to lay broad and firm foundations for the education, the culture, and the

intellectual growth of the people of this province.

As to some of the specific things which call for comment at the present, it is worthy of note that praise is due the original founders of this college because of their fervent religious zeal, which inspired them to labor and sacrifice that suitable theological teaching might be provided for the clergy. We look back with feelings of curiosity and wonder at the serious-mindedness and the bigotry of many of the people of a hundred years ago, but it is to the strong and almost fanatical zeal which characterized the first settlers of New England and their early descendants that this college in common with many other colleges and universities

Owe Its Existence Today.

In many places the change has not been made as here, of abolishing the chair of theology, but in the majority of instances the literary and scientific side of the educational work of the institutions originally established for theological training now overshadows the latter to a great extent, to such an extent that one seldom hears or thinks much of the Harvard Divinity School, for instance, although the college was established and endowed, as an old inscription on one of the gates still testifies, "that our children might continue to have the Gospel preached unto them."

Public opinion and sympathy has broadened during the century just past, and developed a desire to provide a liberal education for those who desire it, as well as theological training, but traces of the old religious fervor still exist in the form of a willingness and an anxiety on the part of the various denominations to support their own educational institutions. There is still room for development in us, the present inhabitants of the province, until we shall be just as anxious and solicitous for the state or provincial university as our ancestors were for their theological schools.

It may also be noted that praise is due the founders of this college, because, as Sir Howard Douglas in his inaugural address as first Chancellor expressed it, they provided "a revenue adequate for all immediate purposes." What a pleasure it would be to be able to say the same

Of Our Financial Condition Today!

And how strange it is in these days of growth and expansion to discover that the sum paid for the maintenance of the University is the same now as it was 45 years ago, when it was placed on its present basis. It is with pleasure and no little satisfaction we have read the strong expressions of sympathy for the University and its work on the part of those high in authority, coupled with most ardent desires to see it continue to prosper and expand, but it must be confessed, while there is no intention of pleading guilty of breaking the tenth commandment, that very longing, if not covetous, eyes were cast upon a portion of that increase in the annual expenditure of the province made in the interests of good government, which was rendered necessary by the impoverished condition of the private exchequers of our law makers, and the hitherto inadequate remuneration given for their arduous and responsible duties.

It is curious to note that the men placed in charge of the bridges, the live stock, the lumber, the finances, the dairying, and other departments of the province's administrative work are, judging from the remuneration they receive, relatively of more importance to the development of the country than the men placed in charge of the young men and young women seeking higher education. Why is it of more worth to build bridges

Than to Build Character,

why of more value to develop horses than to develop men, why is it considered more important to cultivate the soil and increase its fertility than to cultivate the mind and extend its faculties? But these represent our assets, our natural resources which must be developed in order to build up our country, we are told.

Let it not be forgotten that the greatness of a country is determined not by the number of feet of lumber or the number of pounds of bacon or cheese sold in a year, but by the characters of the men and women inhabiting it, and the grandest national asset to which we can point today are the young men and women of high ideals in our halls of learning, whose characters are being developed and who are being inspired to live up to the best that is in them, for the sake of themselves, their country, and their Alma Mater. Every true son of the old U. N. B.,

whatever his lot in life may be, should be much more valuable to his country by reason of the training and inspiration he receives here. And the man who has it in him to fire the imagination of the young, and inspire their ambition and determination for the future, and who is accounted worthy to be entrusted with the work of training University students, should be entitled to a fitting recompense.

But most of all our praise is due

The Founders of This College.

because of the opportunity which has been and is still given for the working out of our ideas of what a university should be.

And what is a university? What does the word suggest? A building or a set of buildings, a federation of schools, an aggregation of faculties, an examining body with power to grant degrees? It may be any of these, and should be more than all together. Dr. Johnson, the famous lexicographer, defines it as "a school where everything may be learnt." Prof. A. R. Forsyth of Cambridge University, one of the great educationists of England, gives the following as a working conception of an ideal university, "a corporation of teachers and students, banded together for the pursuit of learning and the increase of knowledge, duly housed, and fitly endowed to meet the demands raised in the achievement of its purpose." This conception of a university as a centre for the cultivation and teaching of universal knowledge certainly offers a very stimulating ideal, one worthy of being kept in mind by students, Faculty, Senate, Alumni, Legislators, all persons, indeed, in any way responsible for the growth and development of this institution.

But if instead of a general ideal, particulars be looked into, it will be found that no two universities

Have Exactly the Same Objects.

Each is influenced by its traditions and environments, and by the needs and demands of the place and people for whom it exists. And the requirements of a liberal education have been found to vary with the time and to some slight extent with the place. Following the renaissance philosophy which formed the chief study of the schoolmen of the middle ages, gave place to the humanities following the great renaissance or revival of learning, the study of which determined the character of many universities, including Oxford, the model in so many respects of this university. The growth of the physical sciences during the nineteenth century produced great changes in the range of education, changes which have greatly modified the work of many universities, and which would be noticeable to many of our own alumni on account of the increase in the ratio of the sciences to the humanities on the curriculum as compared with fifty years ago. Relatively the study of the sciences is more prominent today than ever before.

But the great cause which is at present exerting a powerful influence in changing the trend of education in many of the old universities, and in bringing about the establishment of new institutions of learning of a type

Unknown a few Years Ago

is the needs of applied or practical sciences, as distinguished from the pure sciences. How far removed from the old cloister-like schools of the middle ages where in quiet and solitude the learning of the past was patiently stored in the minds of the scholars is the modern, well-equipped engineering school, with the smoke of its engines, the rattle of machinery, and the general bustle suggestive of a contractor's office, and a machine-shop almost more than a University. And it is this latter stirring ideal of education with its visions of machinery, bridges, dynamos, and railroads, which seems to appeal to the young men of today.

The question naturally arises, in how far ought we to try to adhere to the old while striving to meet the requirements of the new? In other words, to put the question more definitely as applied to our own University, in how far shall we maintain our allegiance to the Arts course while undertaking to meet the requirements of the Engineering Department? To this my answer is, which I should like to ring out with no uncertain sound, let the Arts course be maintained so that it may continue to be true as it has been our boast to say in the past, that the University of New Brunswick gives an Arts course second to none in the Maritime Provinces. Let the students of the University and of the High Schools be encouraged to take the B. A. course as a basis for their future professional careers, whether in law, medicine, teaching, engineering, or the ministry. The great engineer of the future will not be the man, who as a student hates English, scrapes through French, studies mathematics only so far as is necessary for examinations, and somehow manages to get his engineering degree, but he will be

A Man of Literary Culture

able to speak and write well, with a working knowledge of French and German, versed in Geology and the physical sciences, and having a love for mathematics and its problems, the applications of which furnish the means to his hand for the designing of railways, embankments, bridges, ships and structures of all kinds. It is not by confining the attention to the so-called practical subjects, surveying, roadmaking, bridge designing that a skilled engineer is produced; in the man who would look upon his work as an engineer as a professional career, and not merely as a means of earning a livelihood there should be developed, first of all a love of study for its own sake, with a willingness and determination to ferret out the truth concerning any subject in hand the same is true of law, medicine, and indeed of all professions. Some of the benefits of a good arts course are the development of the mental powers, the formation of habits of study, the laying of the foundations of culture, and especially the cultivation of that sense of enjoyment in the acquiring of knowledge which marks every true student.

The person who takes the required course of study and proceeds to the degree of Bachelor of Arts without finding one of his greatest pleasures in the very study which he performs, and without feeling the inspiration which comes from increased power of thought, of expression, and of action, has missed the very highest benefit his college career might have conferred upon him, if, indeed his time

Has Not Been Altogether Wasted.

Students who never get any real soul-satisfying enjoyment from their work, and to whom everything from English composition to the Calculus, from French verbs to the geological history of their own province is a drag and a drudge, are living so far beneath their privilege as to be unworthy of the name of students; they should either change their occupation or seek inspiration from some outside source to enable them to study with pleasure, and hence with profit. Perhaps the very best means at our disposal under the educational system in this country for the development of a love of study, is a good arts course in a small college, where the personality of the professor has the fullest opportunity of acting as a stimulus and a guide to the growth of the mental powers of the students. And so I say the work of the arts course must be fully maintained, indeed, it should be strengthened and extended wherever possible, so that it may not be found that the expansion of the Engineering Department is accompanied by a corresponding shrinkage and contraction in the arts; both should grow side by side, each strengthening and building up the other, here as in the case at McGill, Queen's and Toronto.

In accordance with what has become almost an established custom, it is my intention to speak particularly for a short time of that portion of the work of the University

Under my own Direction.

viz.—the Department of Physics and Electrical Engineering, which has been in my charge for the past five years.

The claims of a course in the study of physics need no longer be urged, the subject has been recognized here as everywhere nowadays as forming a necessary and integral part of a liberal education. Every effort has been made to place the study and investigation of all the various phenomena discussed on the only possible satisfactory basis, viz.—that of experiment, and in so far as this has been done and can be done, there is every evidence that the study of the subject leads to expansion of the faculties of the mind, and increased ability to understand and master the problems that present themselves in after life as well as in the college course. It is not without some feeling of satisfaction that I recall the recipient of the Governor-General's medal in the year 1902, given that year for physics, who on account of his high standing and ability, has received scholarships at Harvard and at Yale, and has taken most successful courses in physics in both these great universities. His success, which has been in every way satisfactory, he ascribes to the training he received in the University of New Brunswick.

In the sub-department of Electrical Engineering, it is worthy of mention that there are this year two students graduating as Electrical Engineers. These are the first graduates in the department, and there are perhaps eight or ten other students in the lower years preparing for and taking the course. The constant advances in electrical science produce an ever-increasing demand for men trained in the theoretical and practical knowledge of electricity, and students are beginning to realize the possibilities of the course. It is as yet new and comparatively limited, the equipment is only the nucleus for the complete outfit necessary, but there has been

A Most Creditable Expansion

during the past year, which will continue during the years to come, largely through the generosity of the anonymous friend of the University, who, during the past year, gave the sum of \$4,000, the interest on which is to be used for the purchase of supplies and apparatus for the Departments of Civil and Electrical Engineering. Already two valuable instruments have been added to the electrical laboratory from this source. Should a liberal policy prevail in the not too distant future towards the higher technical education which the Engineering Department of our University affords, there are possibilities of expansion in directions worthy of being indicated. The Department of Electrical Engineering exists now as an appendage to an already overloaded course, the entire work of the department falls upon a professor whose time is fully occupied without it, and who can necessarily give it but limited attention. Contrast this condition with the following statement of Prof. Dugald C. Jackson, of the University of Wisconsin, one of the great living authorities on the subject of electrical engineering:—

"The electrical engineering department should be divided into not less than four sub-divisions, comprising respectively: Applied electromagnetism, which includes the principles relating to electromagnetic machinery and apparatus; the theory and practice of alternating currents; applied electrochemistry and electrometallurgy; and electric installations, which include the applications in engineering practice of the numerous principles to the design, construction, operation and testing of complete installations and the component parts thereof."

"The teaching force of the department should afford a competent expert engineer for the head of each of these sub-divisions."

The foregoing represents an institution on a scale

Much Larger Than Our Own.

and one we cannot hope to copy, but we should be able to look forward to the time when there will be one Professor whose whole time will be given to this one important department of Electrical Engineering. The object in view in the existing course is to establish the fundamentals. Michael Faraday, one of the keenest minds and brightest intellects the world has ever seen, whose researches made possible and gave birth to the whole science of electrical engineering, used to say that it takes twenty years "to make a man" in the physical sciences. Clearly only the foundations of "the man" may be laid in the four years at college, and the engineering course must stick to the fundamentals. Throughout the whole course it is principles, "principles," PRINCIPLES, which must be taught, along with correct methods of reasoning, so that each student may become a man of open mind, keen observation, analytical thinking and accurate powers of inference.

Our object is not merely to fit men to earn a living by running an electric light station, or wiring houses, or any other like commendable occupation, and neither this or any other engineering course should be judged by the wages students can command at graduation. Medical schools and law schools are judged by the attainments of their graduates in ten, twenty-five or fifty years and this should be the basis for passing judgment on the work of an electrical engineering school. To quote again from Prof. Jackson: "The best college course in electrical engineering is the one which so teaches the fundamentals that right theory may be fully grasped, and which constantly illustrates the bearing of theory by examples from good practice."

Our ideal is the best, and we count our work a success in so far as it approaches that ideal.

What a splendid type of tireless activity is the sun, the psalmist describes it leaping like "a bridegroom from his chamber and rejoicing like a strong man to run a race." Every man ought to rise in the morning refreshed by slumber and renewed by rest, eager for the struggle of the day. But how rarely this is so. Most people rise still unrefreshed and dreading the strain of the day's labors. The cause of this is deficient vitality and behind this lies a deficient supply of pure, rich blood and an inadequate nourishment of the body. There is nothing that will give a man strength and energy as will Dr. Pierce's Golden Medical Discovery. It does this by increasing the quality and quantity of the blood supply. This nourishes the nerves, feeds the brain, builds up enfeebled organs, and gives that sense of strength and power which makes the struggle of life a joy. The "good feeling" which follows the use of "Golden Medical Discovery" is not due to stimulation as it contains no alcohol, whisky or other intoxicant. It does not brace up the body, but builds it up into a condition of sound health.