

POOR DOCUMENT

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Words of Praise And Cheer Today in U.N.B. Encænia Exercises

This is the Big Day at Fredericton Institution; Speeches of Professor Pulling, Lt. Col. W. H. Harrison, Rev. R. A. Armstrong and Vaedictory by R. K. Wills; Association Meetings

Fredericton, N. B., May 12.—This is the big day, Encænia Day, at the University of New Brunswick. At 2:30 o'clock this afternoon the proceedings began. As before announced the graduates are Charles Clifford Atkins, John Fitzpatrick, Babitt, George Roland Barnes, John Gifford Bruce, Bert, Ira Burgess, Norman Densholt Case, Katharine Mabon Jarvis, Edith Maude Jones, Barbara Nickerson, Ronald Taylor Pike, Ernest George Saunders, Joseph William Sears, Jessa Prescott Skillen, Whitney Walters Stevens, Lorne Ray Whitaker, Robert Kenneth Wills.

The addresses of the day were as follows:—
In Praise of Founders.
The faculty oration in praise of the founders was delivered by Arthur Van Sellen Pulling, B.S., Professor of Forestry, who dealt with the subject which comes nearest to his course at the university—forestry as it affects the province of New Brunswick.

Prof. Pulling said that, in accordance with custom, the praise of the founders of the university was to be expressed. Frequently it was praise of those who had long finished their work. As forestry was to be his subject he could directly congratulate the founders of the forestry department, the majority of them in their prime and still with the university. They possibly did not realize that within fifteen years of the founding of the department, forty-four graduates in forestry would be the principal executives on one-half of the forest supply of the dominion.

The purpose of the address, however, was not to dwell at too great length upon success of graduates and founders, but to deal with forestry as it applied to the wood industries of Canada, in which two hundred and fifty million dollars are invested and the product of which reaches the annual value of two hundred and four million dollars.

Forestry, although an old profession, he said, did not develop until the nineteenth century and only in the last twenty-five years has it made material progress on the American continent. It is based on silviculture, which is similar to agriculture. It is closely allied to engineering, particularly in the case of the growing and marketing of timber, which has not reached the stage in which the growing and marketing of timber is the first task of the forester.

Practical utility and sustained yield are among the highest forestry ideals. There are aesthetic features, but forestry usually drives a country to forestry, but this country fortunately has taken it up while still a great wood-exporting country. Germany is the most advanced country in intensive silviculture. Switzerland, Denmark, France, Austria and Sweden follow. Sweden is the most like Canada in conditions prevailing.

Prussia is an outstanding example of forest development. At the beginning of the nineteenth century that country from its state lands received an annual income of about twenty-five cents per acre. One hundred years later the annual income was six dollars per acre. New Brunswick, although in the front rank of forestry, does not receive a net income of twenty-five cents per acre per annum. Five million acres of crown lands producing one million dollars in revenue would be but twenty cents per acre. The land, however, is as good or better than most European forest land, and an income of six dollars per acre would produce thirty million dollars per year. It would be a great task to produce that, but one which can and will be accomplished.

The record of each European country

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transitory periods. Sweden in 1847 passed a modern law to provide for the planting of two trees where one was cut. Such regulations would be ineffective because each square mile and each twenty-five acres presents its own problem. Not by inflexible laws but by flexible intelligence will the conservation problem be solved.

How can capital be induced to invest in manufacture of the type of popular pulp making. Hundreds of thousands of acres of forest of coniferous, of little value as lumber but of great value for paper, grow in New Brunswick.

The aim of the Canadian foresters is the continued improvement of the dominion's business in timber products and backed by well trained foresters and an enthusiastic public, the future of forestry is bright.

To Graduating Class.

Lieut. Col. W. H. Harrison of St. John, addressing the graduating class said:—Mr. President, Mr. Chancellor, Members of the senate, Members of the Graduating Class of 1921:

I consider it a great honor to have been invited by the chancellor to speak to you a few words on the day of your graduation. I do so with great pleasure as one of the members of the senate, and also because I had the privilege of serving our country overseas during the recent great war, in common with many members of your class. In addition to this association I welcome any opportunity which brings me in closer touch with the student life and the work of this university which I am myself a graduate of.

The history of your class embraces me of the great continuous process of the history of the world. Four of you I know enlisted for overseas service at the outbreak of the war. Indeed your record of war service is a remarkable one, since eleven out of sixteen enlisted for service—all of you who were engaged. This record will be enduring and will ever be a source of pride and inspiration to the university and the students who follow you.

When your class history began in September of 1917, all the great nations of the world were at war, and most of them were entering upon their fourth year of the war. At this time the Allies faced the greatest danger. The submarine menace was at its height, and there was a serious risk that the allied sea routes would be cut off. The year had seen the capture of Vimy Ridge by the Canadians and the great French attack in the Champagne district had failed with tremendous loss of life, and French morale was at its lowest point. Early in the year Russia had fallen out of the conflict, the Americans had not yet landed in France, and the German troops released from the Russian front were preparing to sweep down upon the Allies. In October followed the Italian disaster.

In 1918, the Allies, however, were united under the single command of Marshal Foch. France, newly inspired by Clemenceau, the embodiment of the French war spirit, was resolved to conquer or perish. The British, with native doggedness, were determined to finish the job. The year of 1918 was the year of the great counter-thrust. The victory of the British and French in front of Amiens on the 8th of August made it possible to continue the offensive, with the result that victory succeeded victory until the 11th day of November, 1918, the Germans had been completely driven out of France, the British had once more regained Mons, the German army demoralized, and Germany at the end of all her resources, had to accept the Allied terms for an armistice.

In your sophomore year the peace conference assembled and in June of 1919, the Treaty of Versailles was signed. Then followed in your junior years the great reconstruction period. Three of the greatest monuments in the world had crumbled. Over six million men had been killed. More than thirty millions of men had borne arms. The map of Europe has been recast. In Russia the fearful experiment of Bolshevism succeeded, revolution and is still going on. More than all this, the relation of nation to nation and of class to class within nations has undergone an immeasurable change as a result of the war.

Today will be a landmark in the life of each of you. It marks the close of your undergraduate years, and the beginning of your career in the wide world.

Those of us who belonged to the Second Canadian Contingent, who lived through the summer and fall of 1915, if we did not at one time get to France, the war would have ended before our arrival. In the same way you may have regretted that your graduating day did not arrive before now. Yet the world is facing greater problems than ever before. It is indeed strange that 1,900 years after Christ we are not yet agreed upon the best form of government for civilized nations. We have as yet no means of stopping the waste of vast sums of

money upon armaments, though we all realize that if this money had been spent upon education and the propagation of Christianity the necessity for armaments might have disappeared, and at the least the world would be generations ahead of its present state of culture and civilization.

We do not yet know how to provide an adequate means of living even for those of our population who are willing to work. We have not yet learned how to combine capital and labor in hearty cooperation to carry on our industries. With all of these problems the whole world is now confronted in a more menacing form than in any previous years of its history. In Canada we have, in addition, our own special problems. How shall we raise a revenue four times the pre-war budget without crippling industry and impoverishing our people? What are we going to do with our great national system of railways, the deficits on which are now swallowing up three-fourths of pre-war revenue?

Coming down still nearer to home, we do not yet know what is the best method of government for a town or city, whether by a board of aldermen, a commission, or a business manager. You will now have an opportunity to take part in the solution of all these problems.

A modern writer has said that education exists not for the individual, but for the community and the world. It exists to subdue the individual for the good of the world and his own ultimate happiness. In an age of individualism it is well to remember that ye are but links in a chain extending from the past to the future; that we have a definite place in the history of the race and a definite duty to posterity. Is that not the supreme lesson of the war, that a great cause for the good of the race demands, justifies and ennobles the sacrifice of the individual?

It is therefore the duty of you who have been privileged to receive a college education to devote some of your time and energy to the solution of great national problems and the uplifting of the country and community in which you live. Each of you will have a vote in the dominion, provincial and civic elections. It is your duty to use it and use it intelligently. We believe the democratic system of government to be the best yet devised, but it will inevitably fall unless the educated members of the community take an active part in the selection of the men and women who are to represent them in the governing bodies, whether they be civil, provincial or dominion. Better far an enlightened autocracy than a government of the people by the people who have incompetent or corrupt, for the benefit of the people but of special classes or individuals.

The fate of Germany has shown us also that education and culture with wrong ideals may be the worst form of service. In a young country such as Canada we cannot have a large body of men, such as they have in Great Britain, freed from the necessity of earning their living, who can devote their lives to the public service. It is all the more necessary, then, and the needs of the country demand, that those who have education should take a truly interested and an active part in all the machinery of government, which begins with the primaries in each parish, village, town or city in which delegates to conventions are chosen. Criticism of public men is cheap and easy, but it is the duty of every citizen to have the right to criticize who has been too lazy or indifferent to see that better men are chosen.

For four years you have been receiving a higher education. You have studied languages and literature has taught you in the first instance to appreciate the exact meaning of words and their appropriate use and, secondly, the beauties of literary form. This should enable you to read with appreciation and discernment the great thoughts of the great minds who have left us the heritage of good books. It is the first and end of education to enable us to read with an exact knowledge of the meaning of words.

By your study of mathematics, physics and philosophy your logical faculties have been trained and your minds have been freed from cause to effect and make correct deductions from given premises.

Those of you who are taking your degrees in engineering and forestry have also acquired a practical and practical value on matters connected with those professions.

But primarily what your four years' course here should give you is the capacity and ability to acquire further knowledge and deal intelligently with the new problems which you will meet in the course of your chosen career. It is the great Greek commentators, and each Greek class in their turn must learn to read the wanderings of the Greek as well as the wisdom of the ancients.

In the realm of physical science we do in a sense begin where our ancestors left off. The marvels of electricity as unfolded to you in your junior year, surpass all the knowledge of great geniuses of past ages on this subject, and fresh men may know as much about gravitation as Sir Isaac Newton. Nature continues to yield new secrets yearly to the persistent investigator. Our education continues each day and the undergraduate course marks but one phase of it.

There are many things too which form a vital part of education and yet are not mentioned in the college curriculum. We need in Canada today men and women who have a spirit of virile Canadianism. Let us be loyal to our king and country, the community in which we live, the university in which we have been educated. Let us not be provincial and by provincialism I mean that narrow vision which cannot see and desires to imitate the good in other countries and in other communities; that spirit which breeds petty jealousy and selfishness. Let us always be ready to admit and appreciate superiority where it exists, and ever seek to take advantage of and bring to our own country and community those things in which we find others to excel.

In casting up the results of the war it is easy to count the losses—the loss of life, the bereavement and sorrow of families, the loss of property, the huge waste of money. But in making a just account we should also add up some gains: A fresh demonstration that civility is not dead; that the ancient spirit of bravery is as widespread and as noble as ever; that with our hearty successors a new spirit of comradeship between men of all classes; a new appreciation of the value of discipline and

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