

# THE FREEDRICTION

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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 professional settee) and 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 else to the progress of the study.

The department of modern languages and literature was in charge of Joseph Marshall Davis, a dignified and bright 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 as Superintendent of the University.

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 see the same earnestness and the same 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 professional scholar, another as lecturer, correspondent 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 the author of the "History of the Province of New Brunswick," and as one of the greatest orators of America. Any college in America may, 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 of the year 1862, and he was in many respects, the most notable man of his day in college. A Douglas gold medalist 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 the most popular and successful of his day, he carried with him to the frontiers of 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, he was in the University, the best of his day in college. A Douglas gold medalist 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 the most popular and successful of his day, he carried with him to the frontiers of the Empire.

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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 in the old days, and he fills worthily the chair of his old professor.

In English Literature and Modern Languages, what sister college has so well 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. Learning 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 of 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 making 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 of the higher schools as well as of the University, who are 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 degree students, 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, 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 corresponding 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 inclined to take the opportunity of joining it 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 inclined to take the opportunity of joining it to know what its needs are, as well as willing and able to carry its share of the burdens and responsibilities.

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 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 Mater, 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 already does. We say to the graduating classes of each year: Come over and help us and let us help each other.

Another thing that could be done in the same direction is the formation of an alumni 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 and that beginning in 1880 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 nucleus for an association which would 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 success 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 in their careers in the world's activities. It may not be 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 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 saying that the college should secure a residency building and leave it as I trust for the favorable consideration of the Senate.

This is the suggestion which I venture to make: Let the cost of erecting a new 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. 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 \$300 or \$500 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 became necessary.

I am convinced that if we ever get college residency on the footing which my friends desire, it must be done 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 to become a permanent source of support. It 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 setting their hearts on it, and who would not now feel disposed to do so.

I have no doubt that my plan may be criticised and lashed to some, and that objections may be urged against it, but as Dr. Johnson said: "There are objections to a plenum, 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 Alumni can help itself, and in which it can be helped through the efforts of its friends.

In this age of our increasing population and hold that patronage. Now the University of New Brunswick is in some measure, perhaps in a considerable degree, independent of the support derived from tuition fees. Her historic connection with higher education in the province and the college is a heritage which she should be proud to maintain and which she should be proud to pass on to her children.

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 a large territory, and are in a position to visit them 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 session of the schools. No doubt catalogues containing all the information are distributed, but calendars are sent, and the presence and influence of the college professors in the schools would be a far more powerful incentive to many young people and their parents to enter a college course and towards the university, than any printed information.

The University's extension movement has aroused much interest in learning in the cities and towns where the experiment has been tried, and it is not surprising that a larger direct grant would not accrue to the University from expanding 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 of 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 of the intelligent youth of this fair province, and send them forth from her halls equipped to play a worthy and noble part in the government 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 united with 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 councils 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 heights by the noble river still continuing to mould the future of this Province by leading and enlightening the youth whose heritage it is.

"We know not what a noble and symmetrical model her lines were laid down, and we know not what her history has been, and today we can say to her with full confidence in the future: "Soil on, our hope for thee is all with thee." Our hearts, our hearts are all with thee."

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