POOR COPY

THE UNIVERSITY.

[Continued from first page]

and consequently the nation to which they have been intrusted should never desist from a faithful performance of duty because of repeated failures."

At the conclusion of the reading of the extracts of the essay, the much coveted medal was presented to Mr Murchie.

Alumni Gold Medalist.

Prof. Bridges, President of the Alumni Society then announced that the successful competitor for the Alumni Gold Medal was Mr W C Murray, who was called upon to read extracts from his Latin essay.

Class Scholarship.

The President, Dr Harrison, then announced the winners of the class scholarships as follows:—

Senior Scholarship for Mathematics—W C Murray.

Junior Scholarship for English—W K Hatt.

Freshman Scholarship for Classics—G L Wilson.

French Prize.

Mr T C Cushing was announced the winner of the French prize—a volume of books—and he was asked to come forward, when he was presented with the prize.

The winner of the microscope, Mr. Kerr, was then presented with his prize by Dr. Bailey in a few well chosen remarks.

The President then announced that the successful competitor for the prize in philosophy, given by class of '84 was W J S Myles. The prize was presented by W F Ganong, B A, '84.

Lansdowne Medals.

The Lansdowne Gold Medal which was given for proficiency in classics was won by W C Murray, and the Lansdowne Silver Medals for proficiency in latin prose was won by W A Kerr. The medals not having arrived, were not presented.

Honor List.

Honor certificates were then presented to the students, by Dr Harrison, as follows:—

FRESHMEN CLASS.

English—J B Sutherland, Kingsclear, C J Milligan, St. John.

Science—J B Sutherland, Kingsclear, John Kelly, Fredericton, J Peake, Fredericton.

Classics—G L Wilson, Nashwaaksis, A McKenzie, Fredericton.

Mathematics—J R Kerr, St. Andrews, F A Barbour, St. John.

French—C J Milligan, St. John.

JUNIOR CLASS.

Science—T D Walker, St. John, W A Kerr, Chatham, G K Grimmer, St. Andrews.

English—W K Hatt, Fredericton, J D Harrison, Fredericton, L H Bliss, Fredericton.

Mathematics—W A Kerr, Chatham, W K Hatt, Fredericton.

SENIOR CLASS.

Mathematics—W C Murray, Kings, W S W Raymond, Springfield, Kings.

Classics—W C Murray, Kings, A St. G Richardson, St. John.

Philosophy—W J S Myles, Portland, William Murchie, Restigouche.

Science—W D Rankin, Woodstock.

French—T Cushing, St. John

Valedictory.

The Valedictory on behalf of class '85 was next delivered by A B Boyer, B A, and was as follows:—

Standing here in the college library and witnessing the exercises that accompany the graduation of another class of alma mater's sons, the many changes so recently wrought in university affairs come vividly up before us.

The year just closed has been one of the most eventful in our history. Dr. Jack, who for forty-five years was connected with the institution and for twenty-five years its head, constrained by the burden of increasing age, has resigned the presidency and given room for younger blood. And as he goes, who does not regret the necessity? The learned doctor was impartial in judgment, kind and sympathetic in manner, and faithful in the discharge of duty, alike for his integrity and his erudition he won and was worthy of the highest respect of all with whom he came in contact and as long as he may live—yea longer—he will occupy a large place in the affections of the many boys whose diplomas bear his superscription. In parting with their venerable president the students feel they have lost a friend and adviser, and while pleased at the prospect of long life and renewed vigor, they regret the step which these necessitate. Our best wishes attend him.

The breach in the faculty occasioned by the resignation of the president was only to be widened by another—that of Professor Rivet. Of the various and rare qualities which go to make a successful teacher he was the possessor of many. Fond of his subject and appreciative of its importance in the college curriculum, conscientiously and zealously he strove under many disadvantages to communicate to the students a knowledge of his native language. We wish him the *summum bonum*.

The new president, Dr. Harrison, is well known to the graduates of at least sixteen years, and if his career as president be as brilliant as that of professor, future success of the University is ensured. On behalf of the class of '85, I take pleasure in congratulating him on the important position to which he has been called, and trust he may long fill it with pleasure to himself and profit to all concerned. To the new member of the faculty too the class extends its warmest welcome.

In addition to the changes which have occurred in the faculty, I desire to refer to another—the four years' course. Some have regarded this change as a much needed reform; some, a dangerous innovation. That opinions differ so widely is proof that it cannot at least be dangerous. The principal objection seems to be that the proposed measure would shut the door against many intending students and thereby lessen the attendance. But if some would reject the course because too long, would not others accept it because more thorough? The attendance at McGill, Queens, Acadia, Dalhousie, Mount Allison, is up to the average, and all these have a four years' course. Besides, who that has any practical knowledge of the university course does not know that it is too short for the work it comprehends? To put four years into three is not an easy task in any time of life; but done at that period at which most students enter college, it can scarcely fail to result if not in two at least in one of two evils, the undermining of the physical constitution or inadequate mental training. Its adoption may necessitate a redistribution of subjects, and indeed it may be prudent to postpone it a little; but I speak from the standpoint of a graduate of only one year when I say I believe that a four years' course would not only be a benefit to the university, but that it is a necessity.

Of all the changes which have occurred the admission of women is perhaps the most radical. In it I forsee benefit to the individual, benefit to the university, benefit to the province. One of the difficult problems for the world's solution to-day is the determination of woman's exact place in society. It had not been very long since she was regarded as the slave of the lord of creation and to educate her was considered a waste of time and money. Thank God for freedom from the yoke of the barbarous past! Whatever profession may be opened to her in the future or from whatever she may be barred, it is certain that mental culture is more necessary both to her happiness and usefulness than to the sterner sex. To show you that she is highly capable of mental culture I need only refer you to our sister colleges in Canada, for wherever women have been admitted, young men who would have taken the high class places and borne away the prizes have by necessity been compelled to waive these rights to the fairer sex.

The university itself will reap a benefit from their patronage. That much to be desired thing, a large attendance cannot but be a result of their admission here. The moral tone too of the college will be improved. There will be formed, I suppose, a society of *Sorores Alumnae* and who can tell the good that may come to alma mater in consequence?

But there is another and more important result that ought to follow from the higher education of women. It is well known that a large majority of the teachers of New Brunswick are women. Most men who enter the profession use it as a stepping stone to one more desirable. Women by natural ability seem better fitted for the work than men, and in the future the profession must in a large degree be entrusted to them. Now since such a large percentage of our teachers are females, the conclusion is unavoidable that any measure tending to their higher education must have a marked effect on the public schools. True, some maintain that an advanced education makes a teacher of an elementary school less efficient as a teacher. But does not this savour of the exploded theory that "a little knowledge is a dangerous thing?" If a teacher who possesses a liberal education is an efficient teacher of an elementary school, the cause cannot be attributed to his higher education but to incomplete mastery of principles. To be without the former would render him still less efficient.

I am pleased to have the privilege of speaking to so many undergraduates. Being but a graduate of one year myself, I do not venture to pose as a dispenser of advice, but I beg to offer you a few suggestions. You are now passing through a period of transition, and a mistake at such a period is more likely to have a fatal result than at any other.

Do not be betrayed into the idea that genius is the quality that wins. Faithful plodding wins. Great men say that the only genius they know is the genius of hard work. It is true. Believe it. If you can learn a subject with little effort, you are in positive danger of giving it less attention than its importance demands.

Then do not be dismayed by the obstacles that appear.

"The mighty pyramids of stone
That wedge-like cleave the desert airs,
When nearer seen and better known,
Are but gigantic flights of stairs.

The distant mountains that uprear
Their solid bastions to the skies,
Are crossed by pathways that appear
As we to higher levels rise."

You are liable to to become copyists—to learn results, and not follow the steps that lead to them. Here it is well to remember that the end in view is not simply the acquisition of facts, but the proper development of your own facilities so they may be relied on for right action in the affairs of life. Before purchasing mental wares, weigh them in your own balances, and if they fall short reject them. "Bottom" the ideas you meet, otherwise you must be a slave to other men's opinions.

Then be thorough. If any books are worthy to become part of your mental selves your College books are. Do not be satisfied with tasting or even swallowing them. They need to be chewed and digested.

You will do well too to examine your motives to study. As the motive which prompts an action determines its moral quality; so sound mental qualities are the results of efforts put forth with proper motives; unsound, improper. Are you here by chance—because you were sent? Are you studying for praise or a tangible reward? Better, perhaps, to seek truth from one of these motives than not to seek it at all, but to seek it because it is truth, to love truth for truth's sake, is to act up to one of the highest principles of you nature. It is ennobling and beautiful.

The period of a students' graduation is one of the most important of his existence. His youth, life's happy springtime is over. His college days, the transition from boyhood to manhood, they too are over. Divested of his early prejudices, and possessed of the intellectua attainments conferred by *alma mater*, with lectures and examinations past, he lays aside the sable robe of his undergraduate days and with diploma in hand steps into life's arena. He is not a spectator, but a combatant. Here he must enter into many a contest long and sharp and hard. He must conquer or be conquered—be victor or vanquished. His college course is eminently adapted to fit him for the struggle of life. The difficult problem, the competitive examination, the hours of weary and patient plodding, all have their counterparts in the great arena of life which he is about to enter.

Before closing, I desire to speak a few words to the graduates. One of the most difficult problems presented for solution, if not already solved, is that of a choice of occupation. Let not yours be the experience of Alfred Hargrave.

"Alfred Vargrave was one of those men who achieve
Little because of the much they conceive:
With irresolute finger he knocked at each one
Of the doorways of life, but abided in none:
His course by each star that would cross it was set,
And whatever he did he was sure to regret.

The man who seeks one thing in life, and but one,
May hope to achieve it before life be done,
But he who seeks all things wherever he goes.
Only reads from the hopes which around him he sows,
A harvest of barren regrets."

Too many drift aimlessly about on life's ocean, lose their way in its fogs, and if not destined to be wrecked on its rocks are driven by some impropitious gale into the shallows of mediocrity. They completely fail or excel in nothing.

In the choice of an occupation you will do well to take an objective view of yourself. There is one vocation for which by nature and education you are better fitted than for any other. It is your duty to find and fill it.

On leaving here and mingling with men, as one of them, you will find many who know more than yourselves, many who can do what you cannot. What you have learned here will seem so small in comparison with what is to be known, that you will wonder what has become of the three years spent at college. Remember you have only made a beginning. An education cannot be acquired in so short a time as that given to a college course. It is the work of a lifetime. In the United States, exercises such as these are called commencement exercises. I do not know why, but if the graduates are just then commencing their education, I think the term very appropriate. The foundation is now laid. It is yours to build thereon.

"For the structure that we raise,
Time is with materials filled;
Our to-days and yesterdays
Are the blocks with which we build.

Truly shape and fashion these;
Leave no yawning gaps between;
Think not, because no man sees,
Such things will remain unseen.

In the elder days of art,
Builders wrought with greatest care
Each minute and unseen part;
For the gods see everywhere.

Let us do our work as well.
Both the unseen and the seen;
Make the house where Gods may dwell,
Beautiful, entire, and clean.

Thus alone can we attain
To those turrets where the eye
Sees the world as one vast plain,
And one boundless reach of sky.

Professors, undergraduates, graduates and classmates, I bid you all farewell.

Mr. Boyer's references to Dr. Jack and Prof. Rivet were very heartily applauded by the students

Conferring of Degrees.

Degrees of Bachelor of Arts were then conferred upon the following fifteen gentlemen, who compose the graduating class in the order named:—

Walter C Murray, Kings County.
William D Rankin, Woodstock.
Wesley J S Myles, Portland.
Alfred A Brewer, Woodstock.
Theophilus Cushing, St John.
W S W Raymond, Kings County.
Arthur St G Richardson, St John.
Wm. Murchie, Restigouche.
A K Neales, Queens County.
Oswald S Crocket, Fredericton.
Henry C Hanington, Westmorland Co.
J Humphrey Harris, Westmorland Co.
R E Guy Smith, Woodstock.
Bedford B Teed, Westmorland County.
Andrew F Johnson, Queens County.

The degree of M A, was conferred on Prof. S W Dyde, M A, (*ad eundem*), Prof. W F Stockley, B A, C H Lugrin, B A, Dr J A E Steeves, B A, W C Cushing, B A, A W Teed, B A, P G McFarlane, B A, R Nicholson, B A, Scovil Neales, B A, W F Ganong, B A, and W C Cushing, B A.

The degree of L L D, (*ad eundem*) was conferred on Dr Harrsison.

The degree of D. C. L. was conferred on Judge King.

Alumni Oration.

Dr Macrae, of St John, then delivered the following oration on behalf of the Alumni:—

Mr. President, Members of Senate, Ladies and Gentlemen:—

The first duty incumbent on me, as having been, until to-day, an almost entire stranger to the larger number of your membership, is dictated by your generosity. It is to thank you for the honor of being invited to address you on this occasion of annually recurring interest, your society's encœnial gathering. Though only accidentially associated with your honorable body, it would be unnatural were one, who has been a student, entirely insensible to the emotions with which you assemble at such periods, within the walls of your alma mater.

The tie binding a young man to his foster relations in those Scottish Highlands with which, by descent, I am connected, is one of peculiar tenderness and strength. The foster-mother, brother or sister, is loved with an affection hardly less lively than that linking its subjects to their actual parents or other kindred by blood. The rank in the clan of these new relatives may be sufficiently humble. But the feeling of attachment formed around the knees of the nursing mother, ignores class distinctions, and, as shown in many a tale of pathos, becomes the basis or fountain of an interest terminating only with life. Somewhat of a like feeling, it may be assumed, animates all present who are alumni or nurselings of the University of New Brunswick toward the institution where you received the nutriment of your intellectual childhood and youth. And, whether you have but come beneath the fostering care, or are anticipating with ardor the hour of your escape from what you may have, perhaps, regerded as her two severe restrictions upon youthful sallies, or have looked in after an absence of years, more or fewer, to inquire after the good dames welfare, the spirit actuating you for the moment is one. And my duty, my privilege, let me rather say, is, by your kindness to share in that spirit and to attempt expression of some of the thoughts in which it will find utterance.

It is not possible for a student, after any lapse of years, to mention or hear mentioned the name of the institution where he received his intellectual development, where he was equipped for, and whence he was started upon his career in life, without some thrill of filial reverence. "Her very dust to him is dear." All the more, however, have we to guard against suffering this praiseworthy feeling to degenerate into a superstition, the conceit that, because the institution did good work in the past—the proof being that you or I am the result—therefore it is perfect and incapable of improvement; or that, therefore, it would be sacriligious to attempt or suggest a single addition, adjustment or alteration as regards its equipment and methods.

We live in an age, we labor in lands, we are members of communities among which the doctrine of "the divine right of what has been" enjoys little respect. We pride ourselves upon being a practical people, intent upon results, and open-minded to receive any and every suggestion that may bear most speedily and affectively upon the attainment of results. We profess, and up to a certain limit with justice, that we believe in the benefits of education. Up to a certain limit. The common schools of this province, alike the system and its fruits, will bear favorable comparison with any other existing, up to the standard at which they aim, whether in the old world or in the new. Beyond that limit, however much you will, I think, admit, remains to be done in order to place our beautiful province abreast of the age, whether as compared with the great neighboring republic, or with our sister provinces of Canada. And to aid in doing somewhat of that much I take to be the work which it is fitting that this association ought to keep resolutely before the minds of its members, as an achievement worthy to engage your efforts.

I am assuming, you will observe,—am surely justified in making the assumption—that this society is composed of men who believe that our beautiful provinces should possess a University, and that it should be an institution in which our sons (and why not our daughters) should feel pride. There are, of course, men in abundance throughout our land, even professional men, who scoff at the word. They point you to one here and there, who has "made his pile," and say "so and so was never at a University." They point you to successful lawyers, men of business, members of parliament, editors. Not one of these, say they, wore gown or cap, received a degree, or possibly, knows the very meaning of the word alumnus, to say nothing of encœnia. And they will point you to other men who have enjoyed all these so-called advantages, and who, yet, measured by the grand, all applicable pecuniary standard of our age, have turned out failures,—failures as regards political wire-pulling, or newspaper-slashing article-writing, or legal fee-extracting, or, in general, professional or other success, whether clerical, medical or commercial. And it is all undeniable. Universities do not make men. Men must be men ere they come to Universities. Weeds will be only more luxuriant weeds for having grown in a richly fertilized and carefully cultured farm or garden. Are gardens or farms to be, therefore, condemned as worthless?

What is the idea—what the purpose of a University? Now, definitions resemble what Max Muller says of letters in Etymology. In Etymology, the consonants count for very little, and the vowels for simply nothing. Some definition, however, is provisionally serviceable. I shall not weary men fresh from the study of classical literature by showing that, in its Latin form, the word, in old Rome denoted in corporations of priests, tax-gatherers, musicians, or it might be of butchers and bakers. Academically, the word may be considered from two almost absolutely opposite, mutually exclusive points of view. Either, on the one hand, we may have in mind things, or, on the other, persons. Either we may contemplate the subjects taught, or the persons teaching and being taught or educated.

Under the former view, of the subjects expected to be taught, most men, I judge from remarks continually occurring, think what a University is, or should be. It ought, they suppose, to be a universal school, a school of universal learning, where every branch of knowledge that can engage human attention ought to be open to acquisition, where every aspect under which the materials of human knowledge can be contemplated ought to be exhibited, and where degrees, expressive of the height reached in acquaintance with one or other or all of these branches should be conferred. Four faculties in particular are singled out, in which it is currently supposed that a University, to merit the name at all, must be prepared to grant degrees to worthy recipients, the faculties, to-wit, of Theology, Law, Medicine and Arts, this latter being a vague name "de omnibus rebus et quibusdam aliis." Need I say that this conception, so to call it, is simply the sheerest nonsense, alike historically, and as a matter of existing, actual or possible fact?

A time was, indeed, when a University did mean a place where what was supposed to embrace the sum-total of knowledge attainable by man was actually taught. What was that sum-total? It consisted of the mystic number of seven elements, answering to the seven cardinal virtues, seven deadly sins, seven sacraments so called, seven days of the week, "et hoc genus omne." It included grammar, rhetoric and logic, music, arithmetic, geometry and astronomy, meaning astrology. Even this meagre bill-of-fare was sub-divided. He who partook of only the first three dishes, called *trivium* was reckoned an intellectually well fed man; he who, with appetite unabated grappled with one or more of the succeeding course—the *Quadrivium*—was accounted a prodigy of condition. And if to these he added some familiarity with the physical accomplishments of fencing, boxing, leaping, dancing, which belonged not to the academy but to chivalry, the young man was an admirable 'Crichton."

In our age the curriculum of learning has somewhat expanded. Ologies by the score have been added, regardless of the mystic sanctity of the number seven. A university, to meet the requirements of to-day, in the direction of embracing all the subjects of human investigation, and all the aspects in which they are being or may be regarded, would need to be a miniature universe. Where indeed ought you, logically, to draw the line? What ought you, under this view, to exclude from the available curriculum of a thoroughly equipped university of things? Cooking, e. g., is of no mean importance to to the comfort of a well-regulated society. The boys may deem foot-ball and cricket entitled to a professorship, and when or where room is made in academic halls for the other—shall I say better—certainly fairer,—half of the human creation, the girls might justly demand training in the piano, lectures on the mysteries of fashion, the evolution of dudes and of dress.

It is under this view that we hear urged as a duty incumbent on universities as such, the qualifying of lads for success in special departments of life, for trades, pursuits, professions. And we hear of slurs cast upon Universities, because they do not thus qualify their students. Why should money, it is contended, be devoted to the maintenance of men for teaching, as result of whose labor, lads return to their homes, unable to keep their father's business-books, to superintend mill machinery, to give advice about mines or manners, to navigate ships or harangue about politics, or, in short, attempt skilfully, any one process bearing upon the bread and butter of life? And where, I ask in return, ought you to, or can you draw the line, under this view of what a university is taken to mean? Shall I tell the story of that university in Scotland, in which, to keep up the credit of Britain, James I alleged to a foreign ambassador that there was a professor of signs? And why not? The deaf and dumb are a not unimportant body in point of numbers, in our communities. And to train them is, in its own place, as requisite and indispensible as any other fact of life.

Meanwhile, this mode of regarding the university is alike historically and as a matter of actual or possible fact, a sheer blunder. Not things but persons have we to think of. A University meant of old, and means to-day, "The whole members of our incorporated body teaching and learning one or more departments of knowledge, and empowered by the authorities to confer degrees in one or more branches or faculties."

Of such a body a lad becomes a member, with what aim in view? with the view of being introduced, under trained guidance, to two worlds; and of acquiring a method, habits of study, reflection, observation, which may direct him in after years, in the journeys he may make through these two worlds. These two worlds are, the world of literature and the world of science, or, otherwise regarded, the literature of knowledge, and the literature of power. And the purpose of a university career is: Having familiarized the mind with a method of surveying these two worlds, boundaries of which continually overlap, or the elements of which at ten thousand points interlace, the purpose of a university is, to aid the student in answering the question, what will he do with it? Self-culture with the ancient Greek, or self-sacrifice with the ancient Romans, which? Or, a just blending of both, and to what intent?

Which of these worlds, of literature or of science, of power or knowledge, is the more important to the right conduct of life? This question lies at the root of a much-vexed, never-ending discussion, into which I dare not now intrude, the question whether a classical or a scientific education is in itself the more valuable? Both, I believe, are best, each sovereign in its own respect, each lending a grace to the other, and becoming, rightly regarded, a powerful means of mental training. As to science, in these days of utilitarianism, and the sway of Herbert Spencer and his school, its value will be admitted. And as to the classical, the literature of power, is it not worth while keeping in view that every great original writer "brings into the world an absolutely new thing, his own personality, with its unique mode of viewing life and nature, and that in each true student he creates a new thing, a new nerve of feeling, or a new organ of thought, a new conception of life, or a new thrill of emotion? Such a writer reveals the widening possibilities of life, vaster horizons of thought, a broadening faith and unimagined ideals. And by what noble creatures it has been justly said, is that world of literature inhabited, men and women, Achilles and Hector, Prometheus and Oedipus, Helen and Antigone, the Poet of purgatory, and the Knight of La Manchu, and all the creations of a Shakespeare and a Milton? That we should understand the facts and laws of this ideal world is surely little less important to us than that we should compute the courses of a planet, or explore the universe that lies in a drop of stagnant water? That is a thrilling moment or epoch of life, when the youthful student, having mastered the drudgery of grammar and vocabulary, is able to throw himself back in an easy-chair, and enjoy the beauties or respond to the passion of a Homer, or of a Grecian tragedy, as he would to those of an author writing in his own mother tongue. He who knows but one language knows no language, it has been said, and has it not been said with no little truth? But the theme is endless. For the University, the duty, I take it, is to combine, in such proportions as the right and experience have indicated to be best adapted to the educing into activity of the students varied equipment of mental force, studies in these respective departments or directions. A university cannot undertake to secure capacity on the part of those seeking for light at its torches, or to create that capacity where it is lacking, or to dictate the use that shall be made of that capacity. But where given average ability exists, what is the business, duty, delight of the teaching-staff of a university? It is to conduct its alumni to an eminence, whence, looking out, their cry shall be with Xenophon's 10,000 Greeks, "Thalatta, thalatta!" But at this point each student must take his own course. The sea, to the survey of which he is conducted, is the ocean of life, and to each who adventures that ocean, whether in the direction of literature or of science, or of any of the pursuits to which the method he has acquired of regarding these subjects may be adapted, the allegory implied in Coleridges Ancient Marine will come home:—"He is the first that ever burst into that silent sea."

And so the practical question is: Is this University adequately equipped with a view to enable its teaching staff satisfactorily to guide its pupils up to the height at which they may and must be left to advance for themselves, or down to the shores whence they may each safely launch forth in every age, the outcome of which promises to be prosperous? I have said that the object of a university is, not to impart universal knowledge, but, mainly, a method of learning. And I venture to pronounce the curriculum prescribed and pursued in this institution, so far as my means will prevail, to be skillfully adapted to impart and illustrate such a method, and to create a taste for the yet further pursuit. But the members of a university would be glad to be in a position to aid in that further pursuit. Is this university in that position? From the variety and amount of toil devolving upon the existing staff, in the first place, I hazard the opinion that to do so to any satisfying extent is simply sheerly beyond their power. While it is not the duty or business of a university as such, to turn out ministers competent to preach, or lawyers competent to practice, or physicians competent to prescribe, it ought to be within its scope to offer aid to persons able and desirous to press on to the attainment of a higher degree of familiarizing with literature or science, one or both, or with some branch of these studies than is requisite for a mere pass examination.

Can this be expected from the University of New Brunswick, as at present equipped? Whether in literature or science, access to a large and rapidly growing library is the very first condition of pursuit. Is yours, however good so far as it goes, worthy of the name of a university library? For science, particularly, again, an extensive and increasing museum is indispensable. The question revolves: What does New Brunswick possess that merits this title? Laboratories are needful. Where are they? A vast variety of costly scientific instruments ought to be accessible. Who shall furnish them? Competent assistant tutors, or, if possible, men especially devoted to one or other of the large and fruitful directions in which both literature and science have opened up in our day, ought to be available; men who should be at once students and teachers. Where is the provision for their support? And scholarships, fellowships, means of sustaining the students thus devoting themselves, there ought to be. But these, also, are as yet in the air.

The Alumni Association.—Your object being, in part, to render this institution a source of distinction to our Province—has ample work cut out for it. Meanwhile, the work actually done, with the aids actually available, is creditable, let me say emphatically, alike to the teaching-staff and to the learners. This University, despite its inadequacy of equipment, has no reason to blush for its sons—I would that I could add its daughters—either upon this or on the other side of the Atlantic. May it speedily be so enriched with funds and men as that you may point to it with pride, justified in claiming that the education it provides stretches up to the highest summit attainable by man,—in all worthy senses the intellectual head of our province, sending out fresh pulses of life-blood to its utmost extremities. Despite every drawback, this to a large extent, is being done. Could we persuade our people that liberality in the interests of higher education pays—that aid in this direction would be the worthiest use that could be made by our shipping and lumber kings of the revenues derived by them from our rapidly disappearing forests, that this would be the surest means of stimulating the future greatness of a province second to none in the inducements which, in that case, it would offer to the better class of emigrants. Education pays. Our wide-awake cousins to the south have learned that secret. One of the most hopeful augeries for the future of our race may be seen in the scale on which wealthy men in the States devote their millions to the education of the coming generations. Sooner or later, thought turns into gold. At this moment what used to be called the poorest country in Europe—Scotland—is, on the average, man for man, the wealthiest.

But I have come down from the heights of Parnassus, and am inviting you, you may complain, to view your studies with the eyes of Midas rather than of Socrates—appealing to the sordid passion for gold rather than to the generous ambition for wisdom. Let us then ascend, once more, for a moment. Every age has the conceit to deem itself the most important that has ever dawned upon humanity. And ours is almost weary of hearing the changes rung upon its advantages, prospects and progress. Yet is it true that, in all respects, these are great. And some of us could well nigh find it in our hearts to envy you, young men, the [illegible] for which you occupy in the files of the [illegible]ions. Another century will dawn ere [illegible] who are now pursuing the career of students shall have found your fitting place in the workings of society, and have shaped your course and outlook over the ocean of life. For to you it ought to belong to be among the pilots of your country's destinies, and you are here to receive the sort of training which should qualify you to hold the helm firmly, to trim the sails skilfully—in storm or calm to prove yourselves men in whom your fellows less favored may confide as navigators worthy of their trust. Before me are, it may be, the governors, chief justices, prime ministers of the future, to say nothing of the conspicuous places in other pursuits and professions. Do not be afraid that you can become too learned. A jar of olives or a barrel of nuts, says the Eastern apophthegm, has room still, however full, for quantities of oil. And one small brain may be a mirror polished so as to reflect a universe. After all our utmost possible knowledge but amounts to a speck of light amid

[Continued on fourth page.]