



Encaenia *1963*

PUBLISHED TO COMMEMORATE THE CENTENARY OF THE ASSOCIATED ALUMNI

UNIVERSITY
OF
NEW
BRUNSWICK

Encaenia 1963

A Commemorative Volume of Selected Addresses
given during the Week of Encaenia 1963



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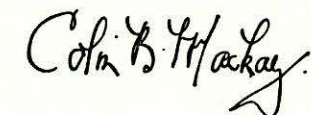
PREFACE

On Thursday, May 16, 1963, the University of New Brunswick observed its one hundred and thirty-fourth Encaenia and marked, together with the Associated Alumni, one of the most interesting weeks in its long history.

Honorary degrees were conferred upon persons distinguished in education, politics and medicine: Dr. Henry Hicks, President-Elect of Dalhousie University; Dr. Wilder Penfield, Honorary Consultant, Montreal Neurological Institute; David McCord, writer and former Executive Director of the Harvard University Fund Council; Lyle Creelman, Chief of the Nursing Division, World Health Organization, Geneva; Dr. Harold Dodds, President Emeritus of Princeton University; and Sen. J. William Fulbright, chairman of the United States Senate Committee on Foreign Relations. Degrees in course were conferred upon 345 young men and women; among them were the first graduates in nursing.

On the same day and until Sunday of that week the Associated Alumni celebrated its Centenary as an organization dedicated to the "Advancement of the interests of the University by all honourable means". A most happy choice of guest speakers was made in Dr. Harold Dodds and Dr. Wilder Penfield. Assisting in the celebrations were the past Presidents of U.N.B.

In retrospect, the University decided to publish a commemorative volume of selected addresses given during those observances. ENCAENIA 1963 is the product of this decision; may it suggest to each reader the flavour of events at that time as well as the continuing tradition of scholarship at the University of New Brunswick.



COLIN B. MACKAY
President

INTRODUCTORY REMARKS

DR. COLIN B. MACKAY, *President*

Delivered May 16 in the Lady Beaverbrook Rink before the University Senate, Faculty, Graduates and their guests on the occasion of the one hundred and thirty-fourth Encaenia.

YOUR HONOUR, Mr. Premier, My Lord Chief Justice, My Lord Bishop, Members of the Graduating Class, Members of the Senate and of the University, and Friends of the University of New Brunswick:

It was on March 17, 1831, that approval was given to the draft statutes prepared by Dr. Edwin Jacob, the recently appointed principal. One such regulation had to do with the annual Encaenia of King's College, New Brunswick, which in part provided that:

1) A feast to be called the Encaenia, shall be celebrated annually, on the last Thursday in June, in commemoration of the foundation of the University.

2) On the Sunday preceding that day, the Chancellor, Council, President, Vice-President, professors, scholars and all other members of the University in their proper habits, shall repair to the college chapel or parish church of Fredericton; where they shall attend divine service, and hear a sermon by a preacher appointed by the Chancellor.

3) Thursday they shall repair to the college hall, 12 o'clock noon, where the public academical act shall be held.

4) Honorary or regular degrees shall be conferred as at other times.

5) Compositions which may have obtained the gold medal, founded by His Excellency Sir Howard Douglas, or other prizes which may be approved by the council, shall be recited by the authors, and the prizes shall then be delivered to them by the presiding officer.

The first such occasion had taken place on Thursday, June 24, 1830, in a room then new, and now restored and dedicated to the memory of the man who served for thirty years as the head of this University. The Edwin Jacob Chapel is a small room, 29 feet by 16 feet but even so it was quite adequate to accommodate the citizens of this colonial capital who had assembled to witness the conferring of four degrees. The thirty years of King's College were difficult years and at the Encaenia of 1859 the number of graduates were no more than on the first occasion. However, principal Jacob had stood firm against those who were determined to close our doors, and at the end was able to say:

"I willingly draw the veil of forbearance over the more painful parts of our Collegiate life—the injuries to which we have been almost incessantly exposed from persons or parties seeking our destruction. Let us be content to refer with grateful acknowledgment to the honest representations and "serious remonstrances," which have in due season advocated our cause; and to the good faith and justice of Her Majesty's Government, to which, under the favour of a benign Providence, we owe the preservation of an University intended, and, as we humbly trust, still destined, to diffuse the light of intellectual truth and moral virtue throughout this Province of British dominion."

It may be that our second president met with less success than some had predicted for him, but it was because of his dogged and determined efforts that I can bid you welcome to this 134th annual festival of Encaenia. In 1830 our first president, Dr. James Sommerville, was in attendance to survey the proceedings. This must have been a some-

what unnerving experience for his successor, but no more so, I can assure you, than that of the tenth president, who today finds not one but three of his predecessors arrayed on the platform beside him. They have returned at the invitation of our Alumni, for on July 4, 1863, the press was able to report that in the course of the proceedings, the president observed,

"he had another pleasant duty to perform and that was to present the President of the Associated Alumni (Rev. Mr. Schovil) to the convocation. The purport of the Association, as the President explained, and was gathered from the report read by the Rev. Mr. Schovil, would appear to be, to form a bond of union amongst the alumni of the University, to renew the acquaintance and perpetuate the associations of former days, to begat a lasting interest in their alma mater, and to show it by founding an annual medal, to be bestowed upon the writer of the best essay on themes or subjects proposed by the Association. The subject for next year's contest will be the rendering into Latin the fifteenth letter of Junius."

Now, I think it only right and proper that if our graduates are to return to "renew the acquaintance and perpetuate the associations of former days," that Presidents True-man, Gregg, and MacKenzie should be on hand to take part in this reminiscing, and thus it is that I am prepared to submit to their collective critical and searching scrutiny, and to assure them that we are most pleased that they have found it possible to return to their University of New Brunswick.

That news item in question advised its readers that "Nothing could have gone off better—to use a common but expressive phrase—than the Encaenia last Thursday. The weather, that most important element, was all that could be desired—a glorious day in June; and the University and its beautiful grounds, that never can be too much admired, never looked better. At no similar celebration has there been so much to attract general visitors, and everything was done by the president and professors to make the occasion agreeable to them."

Today, members of the University "in their proper habits" once again come together to applaud the conferring of degrees on the members of the class of 1963. Those words used to describe the events of one hundred years ago (if one substitutes May for June) apply with equal force to this afternoon. Your parents, relatives and friends, many of whom are paying their first visit to our hillside campus overlooking the River St. John, I trust will find the occasion a most agreeable one. I want them to know that we share their pride in the successful accomplishments of their sons and daughters who, as students, have done so much to enhance the reputation of U.N.B. On its behalf, for myself and all members of the University, I offer to this year's graduates our sincere congratulations.

The nine graduates of 1863, hailing from the towns and villages of New Brunswick, were joined on that occasion by two honorary graduates resident in Fredericton, Mr. Justice Wilmot and His Excellency the Lieutenant-Governor, because as it was said, of their interest in the cause of education in this Province. Now, 100 years later, when 345 young men and women, who have come from homes dotted around our globe, and who in the years ahead will cross and recross continents and oceans in their concern for the problems, not just of a single province but of a lengthening list of nations, it was thought only right and proper that their associates be individuals whose sights were not restricted by any narrow provincialism.

If evidence be needed, to prove that they are about to become members of an alert and discerning Alumni, then surely it is to be found in the wise and judicious choice of Dr. Wilder Penfield and Dr. Harold Dodds to assist in the celebration of their centennial. The name Wilder Penfield is a household word in every province of Canada and he has many friends in New Brunswick, but to make certain that Dr. Dodds would be with us, we provided a provincial lure for Mrs. Dodds in the person of the former Premier of her native Nova Scotia and president-elect of our sister university, Dalhousie. I wish

to convey to Dr. Hicks the congratulations and good wishes of his colleagues at this University on his recent appointment. And, we have added yet another touch of Nova Scotia in the person of Miss Lyle Creelman who comes to us from the World Health Organization in Geneva so that our first graduates in nursing might have with them Canada's most distinguished representative of their profession.

Our School of Nursing is but the latest of a number of new departments established in response to the needs of our confusing age of the two cultures, in which, as one person has noted, there "appears to be a spreading decline in taste and in a sense of values." As an example, Senator Fulbright used "the American bemusement by size" and pointed out that "the irony of this involvement with size is the unwillingness or inability of so many Americans (he could have said Canadians) who identify themselves with something as vast as the United States (or Canada). Bigger cars, bigger parking lots, bigger corporate structures, bigger farms, bigger drugstores, bigger supermarkets, bigger motion picture screens. The tangible and beautiful shrink. Left to wither is the national purpose, national educational needs, literature and theatre, our critical faculties. The national dialogue is gradually being lost in a froth of misleading self-congratulation and cliché. National needs and interests are slowly being submerged by the national preoccupation with the irrelevant..."

Senator Fulbright grew to manhood in the capital city (population 20,000) of one of the smaller and less populous states. Like Fredericton, it is the site of the state university where he spent his undergraduate years. Today, his concern is with matters both national and international but the right proportion of his early surroundings have prevented him from being blinded by bigness. You, like him, have shared an environment of a similar size and scope, and I would like to think that these years at the University of New Brunswick will serve you as well as did his years at the University of Arkansas. I am confident that he would agree with the remark made by Mr. David McCord to the graduates of Harvard University that "life is the garment which we continually alter but which never seems to fit, and we must make our adjustments as we go". My wish is that this University, as old in time as the story of Canada but still young of heart, may have made of each of you the kind of tailor who can handle with relative ease those alterations and adjustments which now I would expect each one of you is impatient to undertake.



CITATIONS

PROF. R. E. D. CATTLEY, *University Orator*

The English citations hereunder were each followed by the words of the traditional Latin presentation read by the University Orator at the Conferring of Honorary Degrees, May 16, during the one hundred and thirty-fourth Encaenia.

HAROLD WILLIS DODDS to be Doctor of Laws

It is a red-letter Encaenia when all the recipients of our Honorary Degrees have an interest rooted, deep or broad, in Education.

Of the six whom we honour this afternoon Harold Dodds is the acknowledged expert in Academia. His special field is at the highest level: University Presidents, and what makes these harrassed Olympians tick. Dr. Dodds should know, firstly because he has been one. During the twenty-four years when he directed the destinies of one of the great American universities the number of full and associate professors rose from 139 to 224, the graduates under tuition from 180 to 640—but the undergraduate body from 2,307 to a mere and deliberate 2,924.

Significant figures these, from a provident stewardship. Our own enrolment is close enough for salutary comparison.

But he has since his retirement made a searching study of his own office and has published his findings in a sane and lucid book *The University President—Educator or Caretaker?* Those who run may read it in our Library*. For present ears I can distil its essence into two pregnant clauses: that by Operation Bootstrap not 10% nor 20% but 50% of the presidential time must come ultimately to be devoted to education; and that by some diplomacy, divine or, at least, of a higher order than is current in Foreign Affairs, the President must win the co-operation of his Faculty, who are prone to consider themselves not as employees but as self-employed professionals.

At 10 o'clock on Saturday Dr. Dodds will conduct a controlled experiment of profound importance to his researches. He will be moderator of a panel composed of specimens not only of the genus *Universitatis Praeses* but also of the local Canadian species *Novus Brunsvicensis*. The combined span of these four dedicated men is almost that of Dr. Dodds' at Princeton, and each in his tenure has given of his mind, his soul and, as the Moderator will assume, his digestion, to the thorny diet of guiding this ancient and (with no political overtones) this most progressive-conservative of Canadian universities.

The event is developing all the symptoms of an academic *accouchement*. And expectancy is mounting over the *issue*—whether from this multiple mother the Moderator as midwife will deliver a single unequivocal verdict or quadruplets, or finding himself in labour, and in Canada, he may assert his independent maternity—and make it Quints!

* or, better, buy it, as the author later plaintively suggested.

JAMES WILLIAM FULBRIGHT to be Doctor of Laws

Senates are by derivation bodies old in wisdom. Their members are not, of course, implicitly either senile or Solomons. But in the inevitable comparison of the Senates of two great Republics—the Roman Senate with the Senate of the United States—history will record that collective experience was never translated into such practical wisdom as under the informed and courageous leadership of a Cicero or a Fulbright.

It may further record that both these statesmen had been up-country lads, who knew by a divine instinct the meaning and the power of education; who absorbed it to the full, and in their public life never ceased exemplifying it. Where the Senator from Arpinum was at home in the literature of Greece and his own country, the Senator from Arkansas has never considered sly doses of Plutarch, Lewis Carroll, Erasmus, and de Tocqueville unpalatable medicine for his Conscript Fathers or less august audiences. Most articulate when their nations' good was at stake, both made their appeal by the spoken word. If Fulbright with his more economical eloquence does not command the golden gush of Tully's prose, he has refrained from two extravagances of which the vainer Roman was incurably guilty—self-advertisement and writing poetry!

With Fulbright vision has always illumined the path of action, generally preceding the visions and actions of others. While still a Congressman, and on his own initiative, he introduced the five-line resolution looking beyond World War II and placing Congress on record as favouring his country's membership in a World Organization.

Two years before the creation of NATO, and three months before General Marshall broached his historic Plan, Fulbright had envisioned the Common Market and the federation of Europe.

By a quirk of fate Fulbright is universally known less for the moderating influence he and his Committee exert on his country's foreign policy than for the scholarships that bear his name but are not, as many assume, financed out of his private purse.

To sum up this inadequate citation, I shall borrow two statements which might serve as his monument. The first was spoken by the Master of Pembroke College, Oxford, to the one-time Rhodes Scholar, his former pupil: "Fulbright, you are responsible for the largest and most significant movement of scholars across the face of the earth since the fall of Constantinople." The second is Walter Lippman's: "The role he plays in Washington is an indispensable role. There is no one else who is so powerful and also so wise, and if there were any question of removing him from public life, it would be a national calamity."

I shall add only that the calamity would be international.

HENRY DAVIES HICKS to be Doctor of Civil Law

The President-elect of Dalhousie University is a well-rounded personality. Bisecting what in geometry jargon would be his "given" and in mine his "God-given" circumference, I shall treat first what in both might be defined as his professional arc.

A Bluenose, he comes of pre-Loyalist Quaker stock. Precocious young scholar, he went through Bridgetown Public School to Mount Allison University, taking first class Honours in Chemistry; to Dalhousie for a B.Sc., and to Oxford for Law and an M.A. The war intervened and he saw service in six countries. On his discharge he started a practice, while representing Annapolis County in the Provincial legislation. The flood of the political tide raised him to Premier, the ebb dropped him to Leader of the Opposition. In 1960 he became Dean of Arts and Science at Dalhousie and in 1961, Vice-President.

Coincident in time but more kaleidoscopic is his domestic arc. At Mount Allison he was bemedalled quarter-miler. At Oxford he played hockey, took up mountaineering and, as wartime and only Canadian President of the Boat Club, coxed the Oxford crew to victory. And Oxford doubtless deepened his love of rare books.

There now enters the picture, his wife, a charming fellow Nova Scotian. Spouse, mother, and angel, she has had, in one husband, to humour a stamp collector, who tactlessly put the price of a fur coat into a block of four Bermuda shilling; a naturalist who bred prize fish beneath the kitchen counter; whose hair she has had to cut and whose clothes—except on formal occasions, like these—she has had to tolerate; who, though at one phase sweetening her with honey from bees in his hives and not, as might be expected, in his bonnet, and coaxing her at another with salmon caught on rods of his own making, takes snuff—because, forsooth, from a royal snuff-box, and insists on snails for Christmas dinner; who has with exquisite craftsmanship panelled three rooms in their home, but whose secret *amour* is two autographed first editions of Oscar Wilde.

Lucky those students who catch the spirit and possess a tithe of the vitality of their protean President! They should prove challenging competitors and exciting Canadians.

WILDER GRAVES PENFIELD to be Doctor of Science

On this platform are three whose individual genius will grace the Centenary of our Associated Alumni. One is a Princetonian, one a Rhodes Scholar, and the third, who stands before you, is both.

We do not presume in Wilder Penfield to honour the world-famous neurologist. The Medical profession has long since crowned its second Hippocrates with laurels not ours to bestow.

We reserve our admiration for the Penfield who, like a beacon on the headland of Science, sheds on all around the glow of the Humanities—especially on doctors; who has an abiding interest in people, little or great; who advocates languages for the very young and a second career for those who are too old to work but, like himself, are capable of embarking on several with zest; who sagely surveys the world of education, searching for a climate ideal for its Canadian flowering.

The broad sweep of his vision has rested on the twin peaks of Greece and the Renaissance. What common climate was it, he asks, that nurtured amid a profusion of their kind a Phidias and a Michelangelo, a Thales and a Galileo, an Aristotle and a Leonardo? He finds it in those independent city states, be it Florence or Athens, Miletus or Milan, with their sharp artistic rivalries and that sovereign elixir compounded of freedom of spirit, training for excellence, and leisure for creation.

Can such a climate be for Canada? Years ago Penfield decried in other countries those extremes in education—centralized control and passive parochialism. To him came the idea that our “sprawling Provinces”, as he calls them, should be our city states, to guide and to support our teaching; that the Federal government, supplementing the Medicis and Sforzas of our day, should endow research; and that both should combine to foster general learning by capitalized grants for libraries and laboratories, travel, conventions and fellowships.

He must rejoice at the steady realization of his vision. The Provinces guard (with an Hellenic or a Mediaeval jealousy) their control of education. Two great Councils sagaciously infuse lifeblood into the arteries of Science and the Humanities; and the newly elected Prime Minister has announced his master plan for national scholarships.

Penfield's climate is in the making. It is for Canadian youth to justify the vision, as it is for this University to enrol the person, of this distinguished prophet.

DAVID THOMPSON WATSON McCORD to be Doctor of Letters

Journeying hither thirty-two years ago from Boston, David McCord called on the author of *Red Fox*, who had so inspired his Oregon boyhood. The great Sir Charles was absent, but the visitor fell in love with his city and his Alma Mater. In 1959 McCord returned to deliver at Founders' Day the distilled wisdom of a lifetime. Improving on Samuel Butler who thought Oxford and Cambridge strangely lacking a Chair of Wit, he declared that all modern universities need a Chair of Man-in-his-Environment. And inasmuch as Forestry is more concerned with people than with trees, he suggested that our own celebrated School should supply all the professors.

The elusive McCord knows us better than we know him. He is not a hand to be shaken, a back to be slapped, but an essence to be savoured. Its fragrance may linger after a conversation or a lecture, but it is his writings that embody the full rich quintessence. In them there blooms reincarnated all that is both hardy and perennial in a Lear and a Carroll, a Thoreau and an Emerson, a Houseman, a Kipling and an Ogden Nash. And, transcending them all, there is McCord.

But these be things of the spirit, unsubstantial—and you cannot, Mr. President, hood and cap an emanation!

And so I have quested for what this materialistic age terms ‘solid achievements’. And I have found two, utterly appropriate to this Encaenia.

Our Alumni Secretary might reflect on the fund-raising genius of his Harvard counterpart, whose flawless essay on the migration of alewives brought in cheques totalling \$37,000.

The other is McCord Hall, newest and smallest edifice on our Campus. At present it is neither a “Hall” nor is McCord in it. But, like a gothic church dwarfed by skyscrapers, it abides, a haven for the soul. There is a scholastic aura about its tie-beams, pine shingles and grey freestone walls. Installed are the polished refectory table, the jet-black chairs with the cherry-wood arms. It needs but a fine etching or two on the walls, some Colonial plate on the sideboard and a Jacobean decanter in the cupboard, to quicken the genius and irradiate the symposia of a future Master and his Fellows.

Mr. President, Members of the Senate, I ask you to give earnest consideration to the founding of a Chair of Wit in this University. You should have no difficulty in selecting its first incumbent.

LYLE MORRISON CREELMAN to be Doctor of Laws

The School of Nursing can be proud that this, its first graduating class, will be receiving their degrees in the presence of so admirable a member of their profession. Let these young women mark well the career of Lyle Creelman.

She was born on a Nova Scotia farm, went to the local school, and by three years teaching financed her first Nursing degree. A post-graduate fellowship equipped her to specialize in her chosen field, the Supervision and Administration of Public Health. Today she is in her fifteenth year with the World Health Organization and in her tenth as Head of its Nursing Services.

What are the qualities that fit her for this terrifyingly responsible position?

First comes abundant good health. This (will our young nurses please note?) she maintains by walking, and—her headquarters being Geneva—report goes, by mountaineering. An automobile is not mentioned in the close-printed listing of her career.

Second comes the sharp, incisive mind—she can make decisions, quickly weighing both sides of a problem with sound judgment.

She has, thirdly, an inquisitive spirit and a retentive memory for names, faces and factual data. To supplement this remarkable organ she has made herself into an expert photographer.

But God has blessed his servant with a greater blessing—the love of people, without which her other gifts would avail nothing.

Such as she are the human instruments wherewith a Fulbright would shape the purpose of his country's foreign policy; which is, in the noble Senator's own words, "the very gradual improvement of human life on earth"—with no "consuming Messianism".

There is nothing Messianic about Lyle Creelman. But she is a leader in an organization which is struggling to fulfil that most urgent of all injunctions: "Heal the sick, cleanse the lepers, raise the dead, cast out devils."

May she, from this day forth, lack not for Canadian disciples!



THE NORTH AMERICAN PARTNERSHIP

SENATOR J. W. FULBRIGHT

Chairman, United States Senate Committee on Foreign Relations

Delivered May 16 as the Encaenia Address before the University Senate, Faculty, Graduates and their guests on the occasion of the one hundred and thirty-fourth Encaenia.

WHEN ASKED WHAT he thinks about Canadians, the average American is likely to hesitate a moment and then reply: "Canadians? Why, they're just like us."

This attitude, I am told, is not one which is widely appreciated in Canada. It is the source of a basic, and legitimate, grievance of Canadians toward their southern neighbor: the carelessness, and at time callousness, of a very large nation in its relations with a smaller one. At the same time, the failure of many Americans to appreciate the special and separate Canadian identity is partially the result of a long history of trust and admiration. It could not possibly have occurred had the history of our relations been one of conflict rather than cooperation, of alienation rather than confidence in each other's motives and purposes. In fact, the assumption that Canadians "are just like us" is a great compliment when one remembers the high regard in which most Americans hold themselves.

Indeed, to a very considerable extent, we *are* alike. We communicate with ease, if not always without recrimination, and we are regarded by the world overseas, for better or worse, with similar attitudes and prejudices. When Rupert Brooke visited North America shortly before the outbreak of World War I, he summed up the residents of Toronto in much the same words that an educated Englishman would apply to Memphis or Milwaukee: "They are," he said, "healthily and simply, the most fitting products of a not perfect environment; good sorts; normal, but not too normal; distinctly themselves, but not distinguished. They support civilization. You can trust them in anything, if your demand be for nothing extremely intelligent or absurdly altruistic..."¹

If Canadians and Americans are to cope realistically with their differences and problems, it is important that these be seen in a realistic perspective. Our differences are neither trivial and irrelevant, as some of my own countrymen seem to believe, nor, on the other hand, are they profound and lasting conflicts of interest. While there is little useful purpose in the repetition of tiresome sentimentalities about our unfortified frontier, there is serious mischief in the magnification of our problems beyond the limited, concrete issues that they actually involve. Our differences are the normal irritations of a close and lasting partnership. They are important but they are far less important than the common problems of our two countries in relation to the outside world. The dominant fact in Canadian-American relations is the partnership of North America, a partnership for the security and freedom of this continent in a world in which these are more gravely challenged than at any time since the first English and French settlers landed on our shores.

With this perspective in mind I should like to comment on some of the problems of our two countries, of which the most fundamental, I believe, is the inherent imbalance—political, economic, and cultural—between a small society which wishes to maintain

¹ From *Letters from America* (1916). Quoted in Joseph Barber, *Good Fences Make Good Neighbors*, (McClelland & Stewart Ltd., 1958), p. 17.

its sovereign identity and a very large society which does not always understand its own impact on its friends and neighbors.

At its worst American insensitivity has taken the form of aggrieved surprise that our neighbors might have had misgivings about our pretensions to a "Manifest Destiny". Few Americans recall that ringing calls for the annexation of Canada have been recurrent in our history. As early as 1776 John Adams proclaimed: "The unanimous voice of this continent is that Canada must be ours." In 1812, Thomas Jefferson wrote: "The annexation of Canada this year . . . will be a mere matter of marching." As Canadians may recall, the march was attempted in that year, with results that fell short of American expectations.

As the nineteenth century progressed, the annexation movement took on comic opera qualities—although Canadians may not have seen the humor of it at the time. In 1869, for example, Senator Charles Sumner, the Chairman of the Senate Committee on Foreign Relations, magnanimously offered to accept the cession of Canada in full settlement of the *Alabama* claims controversy. In 1911, Champ Clark, the Speaker of the House of Representatives, managed singlehandedly to defeat a tariff reciprocity bill and to generate a major crisis in Canada by declaring his support for the bill in these words: "I am for it because I hope to see the day when the American flag will float over every square foot of British North American possessions clear to the North Pole." The annexation movement came to a suitable anticlimax when in 1952 an American Congressman (Representative Timothy Sheehan of Illinois) proposed that a committee be established to consider a union of Canada and the United States. The response in both countries was less than overwhelming.

At the risk of presumptuousness in guessing the future, I think I can assure you that the annexation movement is at an end—unless Canada should contemplate the annexation of the United States. This, of course, is a matter for Canadians to consider, but if the matter of annexation should ever come up I suggest that you consider carefully what you might be bargaining for. Frankly, I would not advise it.

In recent years there have been regrettable and unnecessary instances of American insensitivity toward Canada. The tragic death of a Canadian diplomat (E. Herbert Norman, Ambassador to Egypt) in 1957 may very well have been connected with the irresponsible airing of accusations against him by a United States Senate subcommittee. It does not seem appropriate at this time to comment in detail on the public recriminations about defense policy which were exchanged earlier this year between the United States Department of State and the Canadian Government, except to observe that the ill feeling engendered by that exchange could have been avoided by greater patience and restraint on both sides. The agreements reached last week at Hyannisport between Prime Minister Pearson and President Kennedy are not only valid in substance; the manner in which they were reached—through intimate and informal discussions—is a true expression of the North American partnership, of the easy familiarity between two peoples who know and understand each other, whose differences are of small account compared to their shared interests and values.

Perhaps the occasional lapses of understanding between Canada and the United States have something to do with the very different ways in which the two countries won their freedom and independence. So deeply rooted in American thought is the heritage of the Revolution of 1776 that we have tended to discount the evolutionary road to freedom. We have in some respects misunderstood our own Revolution, which, far from being a profound upheaval like the French and Russian Revolutions, was a conservative revolution aimed at recovering liberties which had already been won and were only momentarily being infringed. The important point is that, rightly or wrongly, we Americans have thought of ourselves as a revolutionary nation and have not fully understood that it was possible for a nation to win full independence by the evolutionary

practice of self-government. Equating empire with tyranny, we found it difficult to understand that Canada neither felt exploited nor desired to rebel against the British Empire. With this outlook Americans were slow to accept the fact of Canadian nationhood and to appreciate the fact that Canada had attained an undiluted national identity within a Commonwealth of Nations.

The traditional American attitude toward Canada's national evolution was one of disbelief and puzzlement. Many Americans simply could not understand why a freedom-loving people did not rebel against British rule and apply for membership in the American union. We were puzzled by the apparent unresponsiveness of Canadians to our "benevolent" continentalism, even more by periodic outbursts of anti-Americanism as expressed in such slogans as "No Truck or Trade with the Yankees."

We Americans, it has been said, are "a people of the covenant," imbued with a certain sense of mission derived from the ideas of our Declaration of Independence and our written Constitution. This strand of American thought has been an obstacle to understanding Canada, for Canada, as a contemporary historian has put it, "is not the creation of a covenant, or a social compact embodied in a Declaration of Independence and written constitution. It is the product of treaty and statute, the dry legal instruments of the diplomat and the legislator. It is the pragmatic achievement of the little regarded labors of clerks in the Colonial Office and obscure provincial politicians, still unknown to the world."² This, of course, was written before Mr. Pearson became your Prime Minister.

The high degree of mutual respect and admiration that is now the controlling factor in Canadian-American relations is largely the result of growing maturity in both countries and their coming of age in the world. In the late nineteenth and early twentieth centuries the United States on the one side and Canada and Great Britain on the other developed techniques for the peaceful settlement of disputes which remain models for the world. The arbitration of the controversy over fur seals in the Bering Sea in 1892, the Alaskan boundary arbitration of 1903, and the settlement of the historic North Atlantic fisheries question by the Hague Tribunal in 1909 not only solved these issues of Canadian-American relations but became models for the techniques of peaceful settlement which were incorporated into the League of Nations Covenant and the United Nations Charter.

In recent years Canada and the United States have undertaken cooperative enterprises that have contributed to the prosperity and security of both countries. Perhaps the most impressive of these is the St. Lawrence Seaway, which, despite its slow start, has opened the heart of the North American continent to seagoing vessels. I am hopeful, and confident, that existing difficulties regarding the development of the Columbia River will soon be removed, opening the way to important economic benefits for both Canada and the United States. In the field of defense, Canadian-American partnership has been a vital factor in the security of our two countries since the establishment of the Permanent Joint Board of Defense under the Ogdensburg agreement of August 1940.

During and since World War II Canada and the United States have come to regard the defense of the North American continent as a single indivisible enterprise. More perhaps than we have shown, we Americans value the assurance which was given by the Governor-General in an address to the United States Congress on May 4, 1954. "In the far North," he said, "we are working with you to strengthen the defenses of this continent on our territory and on yours . . . You may depend on us as faithful friends and comrades."³

Since the outbreak of World War I Canada has been prompt and unstinting in its acceptance of responsibility toward the defense of the entire free world. In the First

² W. L. Morton, *The Canadian Identity*, (Madison: The University of Wisconsin Press, 1961), p. 85.

³ Quoted in Samuel Flagg Bemis, *A Diplomatic History of the United States*, 4th ed., (New York: Hewey Holt & Co., 1955) p. 802.

World War Canada took up arms in August 1914 while the United States waited until 1917 and in the Second World War Canada entered the conflict at its outset in 1939 while the United States remained neutral until the attack on Pearl Harbor in December 1941. Citing these dates is not a mere historical exercise; they serve to remind both Canadians and their free world partners that Canada has never regarded freedom as a casual gift, that she has been prepared to defend it as soon as it has been threatened without seeking an illusory security in isolation or neutrality.

Now, more than ever, the role of Canada is a vital one for the defense of North America and of the entire free world. The warning and tracking devices emplaced on Canadian soil provide the vital warning time essential for the American nuclear strike force to be activated in the event of Soviet attack. In no sense does the United States regard Canada as a potential "decoy" for Soviet missiles or bombers, despite any unfortunate statements which may have suggested this. The importance of the early warning system is to protect the nuclear retaliatory capacity of the United States, which represents the ultimate and indispensable deterrent against an attack on Canada or the United States or any country of the free world. The establishment of NORAD (The North American Air Defense Command) was based on the recognition by the governments in Ottawa and Washington that the defense of the free world is indivisible and that, for the time being at least, the foundation of free world defense is the nuclear retaliatory capacity of the United States.

Since 1949 Canada has contributed to free world defense in many different ways. The most important of these by far is the early warning function which Canada alone can perform. Recent controversies on defense within the Western Alliance have been based on the faulty premise that individual members of the Alliance were being asked to sacrifice a part of their own security for the benefit of one or another of their partners. This assumption is false precisely because of the indivisibility of free world defense. The real problem of Western defense is to devise the most efficient possible division of labor among the Allies for the security of all of them, with each partner making a contribution appropriate to its resources and its geographical position.

It goes without saying that each member of the Alliance must make the ultimate decisions regarding its contribution to free world defense. It is to be hoped, however, that these decisions will be made in realistic terms, in terms, that is, of the collective defense of the free world as a whole. If this involves the sacrifice of unfettered national sovereignty by the members of the Alliance—as indeed it does—we can perhaps derive some consolation from the fact that this sacrifice is required of all of the Western partners, including the largest and most powerful, because the substantial reduction of some measures of sovereign rights is the minimum price of survival in a world of nuclear weapons and intercontinental missiles.

The special burden of North American and free world partnership for Canada is its accentuation of the overall problems of preserving the identity of a small society living in close proximity to a very large one. Canadians are quite properly concerned with the extensive, and not entirely solicited, involvement of the United States in Canadian life, not only in defense matters but in the economic and cultural life of the Canadian people. This is primarily the result of the fact that the United States is so big. The United States, of course, cannot help its size, and I think it a fair assessment of American policy toward Canada in this century that while the United States has been at times clumsy and insensitive, it has never been demanding, overbearing, or threatening.

It is nonetheless exceedingly difficult under these circumstances for the Canadian people to maintain undiluted the special characteristics and the "national style" which have enabled Canada to play an important and valuable role in the world. In the moderate and balanced view of the Massey Commission Report of 1951: "Every intelligent Canadian acknowledges his debt to the United States for excellent films, radio programs

and periodicals. But the price may be excessive . . . our national radio which carries the Sunday symphony from New York also carries the soap opera . . . we receive many admirable American journals but also a flood of others much less admirable which is threatening to submerge completely our national product . . . It cannot be denied that a vast and disproportionate amount of material coming from a single alien source may stifle rather than stimulate our own creative effort . . ." ⁴

Americans can and should show greater understanding of this problem than they have shown in the past. At the same time the problem, by its very nature, is one which only Canadians can solve. Expressions of resentment against the United States for its social and cultural impact are, in my opinion, both unfair and irrelevant. No one compels Canada, or any other country, to read American magazines, view American television and movies, or, indeed, to accept American investment. These are the result of proximity and preference, and if Canadians wish to modify their impact, it is only they who can do so.

In world politics, it seems to me, Canada has maintained a distinct identity. In the years since World War II Canada has played a more constructive and effective role in world affairs than many larger nations. Canadians have made a major contribution to world peace through their strong support of the United Nations and in many other ways. The world is indebted to Canada for her leadership and for the creative initiative of Lester Pearson in the settlement of the Suez Crisis of 1956. As a member of the International Control Commission for Indo-China, Canada has helped to sustain the tenuous neutrality of Laos and to prevent the worsening of the intermittent conflict over that country.

If I may say so, I believe that Canada can and should play an even more positive role in world affairs in the years to come. I for one would very much like to see Canadian initiatives in such fields as United Nations finance, the control of nuclear weapons, and problems of defense and trade in the Atlantic Alliance.

As I suggested earlier in these remarks, the most important problems faced by Canada and the United States are not those which divide us but those which are common to us in our relations with the outside world. Besides defense, the most important of these, in my opinion, is the need for a liberal free world trading community.

Both Canada and the United States are confronted with mounting competition for world markets from the resurgent industrial economies of Europe and Japan. At the same time the Canadian and American economies are suffering from general sluggishness and high unemployment. The formation and great success of the Common Market pose for our two countries the danger of severe discrimination against our agricultural and industrial exports to Europe, a danger which has been intensified by the exclusion of Great Britain from the European Community and mounting indications that the Community is heading toward a protectionist agricultural policy.

It is manifestly in the interests of Canada, Great Britain, the United States and other countries to concert their efforts for a general worldwide reduction of tariffs. Under the Trade Expansion Act of 1962 the United States is well equipped to mount such an effort and it is our hope that Canada and other countries will join with us in an organized effort to reduce barriers to trade. In a rapidly industrializing world no country, especially a small country, can hope to sustain a high and rising standard of living except by concentrating on those products which it can produce most efficiently, and by maintaining sufficient flexibility to be able to develop new competitive lines of production as the need may arise.

For this purpose a general reduction of world trade barriers is essential. The spur of competition and the general expansion of world trade could have the effect of

⁴ Quoted in Barber, *Good Fences Make Good Neighbors*, p. 74.

stimulating more rapid economic growth in Canada and the United States and of substantially alleviating our present unemployment problem.

The challenge of trade is of course part of the broader problem of shaping a durable partnership of the North Atlantic and the entire free world. In the building of such a partnership the interests of Canada and the United States are not identical in every detail but they are as near to being identical as the interests of two separate sovereign nations can be. Our hopes for security and prosperity and for the preservation of free institutions in North America bind us together in the common enterprise of forging a worldwide concert of free nations. It is this common task, rather than specific bilateral issues, that constitutes the vital core of Canadian-American relations. Our prospects for success in this task are powerfully enhanced by what Arnold Heeney (Chairman of the Canadian section of the Canadian-American International Joint Commission) has called the "desirable sanity and permanence in our relations."



THE RESTORATION

DR. COLIN B. MACKAY, *President*

Delivered May 15 in the Great Hall of the oldest University building in Canada during ceremonies dedicating the Edwin Jacob Chapel to the Principal and Head of King's College, now the University of New Brunswick. The ceremony was part of the one hundred and thirty-fourth Encaenia observances.

THE GREAT HALL of our original college building, where we assembled this afternoon, and its adjoining chapel were the scene of all ceremonial occasions during the years in which we were known as New Brunswick's Royal Charter King's College. It was in this hall, as many of you know, that the official opening of the building took place on January 1, 1829, while in the Chapel on June 24, 1830, there was held the first Encaenia.

We have very little information in regard to the Chapel. The original plans of the building designated this room as the refectory, but we are certain that it was the Chapel from the very opening of King's College.

The earliest reference to the Chapel is found in a minute relating to the appointment of a steward for the college where it was recorded on October 26, 1829:

"His duties shall be as follows—to keep the public parts of the building, including lecture rooms, dining room and *chapel* and all the students' rooms clean and in good order;

To find good and sufficient fuel and candlelight for all the public rooms and the hall of the building."

At a meeting in December of 1829 the Clerk reported that he had not been able to find in Fredericton or in Saint John, more than one Franklin stove with grates suitable for the public rooms, whereupon it was "ordered that the clerk do send to Liverpool in England for the Franklin stoves with grates required for the public rooms—..." Then, under the heading COLLEGE CHAPEL, one may read the following minute:

"The clerk reports several estimates received (by the committee for fitting up the chapel) from Thomas Aitken, the cabinet-maker, among which there is one, wherein he offers to fit up the chapel with two reading desks with raised floors, one in each space between the windows, with the panelled fronts according to plan exhibited, two stalls for the council, occupying the space on each side of the end door, leading from the entrance hall, also with panelled fronts according to plan and with requisite seats to the reading desks and stalls also with benches or seats for the students and panelled backs to them and elbows at each end to be fitted with the several spaces in the sides and ends of the room not taken up by the reading desks, stalls, door and altar as may be directed by the committee with kneeling benches stuffed with hair and covered with carpet to all the seats.

Also, an altar with a raised platform under it—the whole work to be done in well-seasoned white pine painted in imitation of oak for the sum of £40 and 15s.

Whereupon, ordered that the kneeling benches be dispensed with and upon a proportionate deduction being made from the amount of the estimate to the satisfaction of the committee appointed to superintend the work for the expense of the kneeling benches so to be left out that then the offer of said Aitken be accepted by the said committee and that they make a contract with him to

do the work according to the foregoing estimate as above specified with the exception of the kneeling benches."

There is no record of this work having been carried out as so described. Certainly, it is at variance with the lay-out of the Chapel as we know it. The fireplace must have been blocked up soon after the opening of the building and a small raised platform placed at that end of the room, for, upon opening the fireplace, we discovered that the bricks were hardly touched by smoke and that the hearth tiles might have been laid during the past year. Also, the pine flooring under the raised platform showed very little evidence of wear. (You can see this original flooring and a portion of the hearth tile on either side of the new altar.) Thus, we assume that the fireplace gave way to one of the Franklin stoves referred to in the Minutes of 1829 and that the raised platform was constructed following the bricking up of the fireplace.

The only description of the room which we have been able to discover, is the following brief note by Isaac Allen Jack, written in 1861 under the heading THE COLLEGE CHAPEL in which he says:

"It was a large room, much longer than it was wide, had a railing at one extremity in which the College Council, President and Professors met on gala days: When degrees had to be conferred or similar work had to be performed: on one side there were two desks, one for the officiating minister, the other for the student appointed to read the lesson for the day: for we then performed a considerable portion of the service of the C. of E. The other end of the room in which was situated the entrance had a portrait of Dr. Sommerville, the founder and the first principal of the College. There were also two desks more in the form of boxes than anything else, one on either side of the door. Here sat the Professors when they favoured us with their presence!"

And so it was that we had little to serve as a guide in our work of restoration. However, since the fireplace had been covered for many years, we have placed the new altar in front of it. The name "de Lancey Robinson", 1860, was found written on the plaster beneath the board cupboards which at one time stood at either side of the fireplace. This indicated that these fixtures were later additions to the room and so they have been removed. It was thought that we should get back to the original flooring and that the second platform might well be done away with. Reference was made to a railing in that brief note which I have quoted, and so one has been replaced in the room. The heating pipes of the twentieth century were buried in the walls and new radiators of small dimensions installed in place of those in use for many years. The old benches remain untouched other than to be securely affixed to the floor.

We think that our consulting architect, our carpenters, and our painters have done a fine job in this work of restoration and we hope that it will meet with general approval.

Now, this room is to be named in memory of Dr. Edwin Jacob, and his portrait hangs on its inner wall. It was here that he conducted divine service and delivered his daily lectures during those thirty years in which he served as the head of King's College. A member of our present department of history who has a particular interest in the story of New Brunswick and Fredericton during the 1850's and 60's is Dr. James Chapman. At present, he is busy with the final preparations for the publication of his life of Arthur Hamilton Gordon, Lieutenant-Governor of New Brunswick from 1861 to 1866. Dr. Chapman has consented to speak to us today about Principal Jacob. I shall call upon him to address you. Dr. Chapman—



DR. EDWIN JACOB: A BIOGRAPHY

JAMES K. CHAPMAN,
Associate Professor of History

Delivered May 15 in the Great Hall of the oldest University building in Canada during ceremonies dedicating the Edwin Jacob Chapel to the Principal and Head of King's College, now the University of New Brunswick. The ceremony was part of the one hundred and thirty-fourth Encaenia observances.

FROM 1829 UNTIL 1859 Dr. Edwin Jacob was principal of King's College, the immediate predecessor of the present University of New Brunswick. Jacob was far from being the most popular chief executive of this institution. In his day he was spoken of as obstinate—stubborn—incompetent. The Speaker of the Assembly said that "the greatest curse of the College was the head of it". My distinguished colleague, Professor MacNutt, in his recent history of New Brunswick has written that Jacob "was probably the only public functionary in the province upon whom the political changes of the passing years had made utterly no impression. Almost every lieutenant-governor under whom he served had considered him, for one reason or another, unfitted for his duties." But Professor Kenneth Mackirdy, a former member of the history department at U.N.B., writing in the U.N.B. Memorial Volume in 1950, refers to Principal Jacob's "able direction" of King's College.

To what extent can we agree with these judgements? Most of the personal attacks by his contemporaries can be attributed to their dislike of the institution and to their ignorance of the value and importance of a liberal education. Dedicated to commercialism and non-conformity Jacob's opponents vented their spleen upon the defender of classical education as the most useful education even for a frontier community. No doubt the critics could make a case against the College on the grounds that in a colony whose population was increasingly non-conformist the College Council should not be exclusively Anglican nor the principal an Anglican clergyman. Their grounds for attacking its classical curriculum were much weaker. They failed to understand that, as Jacob put it, "In a thinly peopled and comparatively uncultivated country, no means which could be employed would have the effect of filling the College with agricultural, manufacturing, mechanical, or commercial students, the attempt could have no better effect than miserable, disheartening, self-destructive disappointment. Intellectual and moral culture should be our pursuit and occupation." Jacob was saying, in other words, "The colony is not sufficiently developed to support a system of lower schools which could produce a large enough College enrollment to warrant the establishment of vocational departments." In support of Jacob's position we might note that in almost every country of the world the establishment of universities providing intellectual, moral or professional education has preceded the establishment of a system of primary education and of vocational departments in universities.

What of Professor MacNutt's judgement that the political changes made utterly no impression on Jacob and that the lieutenant-governor considered him unfitted for his duties. If Professor MacNutt means, as I think he does, that Jacob recognized the changes but disapproved of them, refused to bow to them, and thus rendered himself unfit for his duties, I think we may agree. Jacob was certainly conservative if not reactionary. He was stubborn and difficult to get along with. This is clear from his refusal to vacate his office and his quarters in 1860 when, after the passage of the University of

New Brunswick Bill no clergyman was allowed to hold the office of president, and he was superseded by President Hea.

I do not think Jacob was either an incompetent administrator or teacher. It is clear that his pupils liked and respected him, and I think my colleagues will agree that students can be highly critical. His chief fault was his inability to change even a little with the times. It has been said that to understand a man is to forgive him his faults. Jacob, by reason of the time and circumstances of his birth and upbringing, could scarcely have been anything but a conservative.

Edwin Jacob was born in 1794 in Painswick, Gloucestershire. Painswick was then a secluded village situated in a wooded area some seven miles south of the city of Gloucester and about ten miles east of the head of tide on the river Severn. Within sight on clear days was the magnificent perpendicular cathedral of Gloucester.

The year of Jacob's birth was also the year that Revolutionary France, confident that an internal revolution in England was imminent, declared war upon England. The pacific prime minister, William Pitt, had no choice but to accept the gage of battle and to defend the monarchy and the established church against the sworn enemy of all Kings, and all religions. The war was to last with but one short truce for twenty years. On more than one occasion it appeared that England must fall.

Edwin Jacob grew to young manhood during these critical years. The threat of Napoleonic invasion under the battle flag of liberty, equality and fraternity must surely have reinforced a natural conservatism arising from the sense of permanence conferred upon him by his boyhood rural life. Jacob's anti-Jacobinism was not only exemplified but further strengthened by his early dedication to the established church and by his choice of university and college. He matriculated from Lincoln College on June 15, 1810, and sixteen months later at the age of seventeen was admitted as a Gloucestershire scholar of Corpus Christi, perhaps the most conservative college of (at that time) the most conservative university in the United Kingdom. He attained his B.A. in 1815 while the Congress of Vienna was demonstrating that conservatism had triumphed over revolution in Europe, and his M.A. in 1818 while the labour riots of the post-war depression were proving that revolution was not dead in England and that the establishment must be ever vigilant.

In 1820 Jacob was elected a fellow of Corpus Christi, a post he did not vacate until seven years later when he was appointed to the rectory of St. Pancras, in Chichester, a cathedral and market town in Sussex with, I may add, one of the best public houses in England. In 1829 he received the degrees of Bachelor of Divinity and Doctor of Divinity both from Corpus Christi, Oxford. On each occasion he was designated as "Principal of King's College" to which office he had been appointed through the agency of Sir Howard Douglas, the lieutenant-governor.

Jacob with his wife and children left England for New Brunswick in the Autumn of 1829 as the Duke of Wellington, England's arch-conservative prime minister, was proclaiming that the unreformed Parliament was perfect and could not therefore be improved.

It is scarcely to be wondered that Jacob, with a mind so oriented toward the past, should place himself in opposition to the Jacksonian populism which seeped across the border and enhanced the tendency to democracy already prevalent in New Brunswick's frontier society. No wonder he opposed the supersession of what passed for aristocracy in the colony (the loyalists and the officers of the establishment) by lumberers, publicans and tradesmen who wished to use the colony's revenues for their own selfish purposes and to destroy both the society and the institution in which he had a vested interest. The fact that perhaps nearly half of the population of the colony shared his prejudices in some respects does not however absolve him of the charge that he would make absolutely no concessions to the times. Indeed even his investments and speculations in land in the

Stanley area may be construed as an attempt to turn the hands of the clock back; by becoming a country squire he might transplant some of the atmosphere of 18th century rural England to New Brunswick.

Edwin Jacob's career which had begun so promisingly both in England and (under the benign influence of Sir Howard Douglas) in New Brunswick, ended badly. A year after his supersession as president, he lost his professorship. He retired to his country estate at Mapledown, near Stanley, in 1861, from where he fought unsuccessfully for two years to obtain the pension to which he felt he was entitled. He died in 1868 aged 74. His body lies in the graveyard at Nashwaaksis in the parish of Douglas which, together with St. Mary's parish, he served during his years at King's College.

*Dr. Colin B. Mackay returned to the lectern
to conclude his remarks and to introduce the
guest of honour, Mr. William G. Quinn.*

When the members of the Senate agreed that the Chapel should bear Dr. Jacob's name, there were no funds available to begin this work of restoration. However, plans were prepared and last summer, as a sort of preliminary project, we began to complete the panelling of the Great Hall. The original plans indicated that the area was to be finished in this manner but a wallpaper of imitation panelling was all that could be provided when the building was opened in 1829. (Evidence of this was discovered when we removed the unsightly sheathing that covered the walls for the past seventy years and more.)

Last September carpenters were busy with this work in the Great Hall when Mr. William Quinn happened upon the scene. Mr. Quinn is, as many of you know, a life-long resident of Fredericton and although he did not attend U.N.B. he has displayed a keen interest in its development and is most knowledgeable about the history and background of many of the great universities in Canada and the United States.

He looked over some of the work that we had been doing and in particular he approved of the restoration of the Board Room which served as the library in the time of Dr. Jacob. Then it was that he asked about our plans for the chapel, and we were able to show him what we had in mind. Now, the very wonderful thing about Mr. Quinn is that when interested and enthused about a project he does something more than just talk. His great generosity has made it possible for us to assemble here today and in the Great Hall, now panelled on all of its sides and up the stairs to the Board Room. This has come about because Mr. Quinn was not prepared to have our students and visitors enter a restored chapel from a shabby hall and stairway.

Many of our recent visitors have commented most favourably on our improved appearance—what I would describe as a new-old look. Now, I will call on Mr. William G. Quinn to unveil the plaque within the chapel. I want to assure him that we are most grateful for his generosity. It has enabled us to bring back the great hall to something quite surpassing its former splendor, and at the same time has given to our Provincial University a finely proportioned and dignified room which we hope will serve the needs of future generations of students of all creeds and denominations.



PHOENIX WITHOUT FIRE: A HISTORY

DR. COLIN B. MACKAY, *President*

Delivered May 16 at ceremonies dedicating McCord Hall in honor of David McCord, writer and Executive Director Emeritus of the Harvard Alumni Fund.

THIS YEAR WE have had something of a change in the pattern of events for Encaenia Week. In recent years there have been sod-turnings, ceremonial laying of cornerstones, and dedications of new buildings. Yesterday, we held a ceremony in connection with the restoration of our chapel in the old King's College building which now bears the name, Edwin Jacob Chapel. Today, we are concerned with the restoration of a small and unpretentious structure that had fallen into disuse and neglect.

It was in the summer of 1958 that I first met Mr. David McCord. Of course, I had heard much about him from the late Dr. Alex Bell who called me early in that summer and asked that I show Mr. McCord about the University. This I was most happy to do and on that occasion, on a sunny afternoon in mid-July, we spent a most pleasant two hours touring our hillside campus.

As we walked around he said all the right things, the nice things, the polite things, but you could see he wasn't really interested in the small University. He was thinking of his great Harvard founded in 1636. And it wasn't until he was about to leave and we were standing by the large elm just across the road where this small building was then situated that he said, "What are you going to do with that building?" I said, "Tear it down as soon as we can so that we may widen the road". And he said, "Oh, you can't take that building down, it has such a beautiful little cupola." And I said, "Well, take it down is what we're going to."

The next week I went off to a conference at Pugwash, Nova Scotia, and it was there I met another equally distinguished Bostonian, Dr. Walter Muir Whitehill, who I discovered was a colleague and long-time friend of Mr. McCord. I told Dr. Whitehill of David McCord's visit, and it was Dr. Whitehill who first made the suggestion that the building be preserved. A check of my files shows that Dr. Whitehill first wrote concerning the project on August 27 of that year, when he made the following comment:

"I was in Vermont over the last week-end. David McCord drove over from Bread Loaf where he has been teaching, to spend the night with us. I told him of our conversation about the ice-house and he was much diverted."

Early in the new year, I wrote to Mr. McCord saying:

"I was glad of the chance to talk with you last summer. At that time, we were about to demolish the old ice-house behind the Arts Building in order that we might widen the road. However, your interest in this little building was such that we have decided we should preserve it, and now have moved it next to the old observatory. Walter Whitehill has suggested that we fix it up as a place for a poet in residence. Dr. Pacey and I have decided that we should name it McCord Hall."

In March of 1959 we had a second visit from Mr. McCord (when he came to deliver what proved to be a most excellent Founders' Day address), and on this occasion he was accompanied by Dr. Whitehill. In the opening remarks of Mr. McCord's address, we learned that a graduate of U.N.B., Sir Charles G. D. Roberts, was responsible for first turning him towards writing as a profession. It was the works of the late Sir Charles

G. D. Roberts, and as David McCord said on that occasion, "Today, there is no doubt in my mind that it was Red Fox as well as the Kindred of the Wild, the Watchers of the Trails, the Feet of the Furtive, and similar collections of his then enormously popular nature stories which made me aware, not only of the diversity of animals in the deep woods and of the exquisite balance in nature, but prepared me for a life on the edge of the true wilderness which I was soon to lead in the south of Far-off Oregon."

Now, in moving this small building from its original site where it nestled against the trunk of the large elm across the road, we found it impossible to remove the lower walls of the three of its sides which were made of stone, and so for that winter, it stood dejectedly in this spot with its back-side exposed to the elements and that's how Mr. McCord saw it when he was here on Founders' Day. On June 4 I wrote again to David advising him, "Today, I look out my window and find that the repairs to McCord Hall have commenced. We shall have it walled in during the next few weeks. When it has been restored on the outside, then I will discuss with you the matter of the inside."

Then, in a letter in November of the same year he wrote,

"Just as soon as ever I can, I mean to come down for a day or two, and look forward with awe to seeing what you have made of McCord Hall."

For the next two years we were busy with the planning and construction of new buildings and so the old ice-house was all but forgotten—that is by those of us here—not by Mr. McCord. In June of 1961 he wrote to say that he would be in New Brunswick to do some fishing and at the same time to inspect his building. My letter to him following this visit said in part:

"Dear David:

I am so glad that I arrived back in New Brunswick in time to have a good talk with you. Today, I am meeting with Alfred Bailey and also talked with Desmond Pacey, and both of them said how pleased they were that you had visited us once again at U.N.B.

All of us are most enthused about your plans for McCord Hall. This morning, Mr. Macaulay and I inspected the building and have given orders to remove the limb from the tree which hides the cupola. Next, we will get estimates on the business of bringing heat into the building and laying the pine floor. Also, we will remove the loft floor and the door which leads into the loft, replacing the latter with a window. When this has been done, we shall then get further instructions from you."

And this I want to read into the record:

"It is tremendously kind of you to suggest that you might like to have a portion of your library allocated to McCord Hall. It is our feeling that it could be turned into a unique and interesting room, and since even U.N.B. has grown to the point where quiet and restful corners are more and more difficult to discover, it would be a wonderful thing to have your wee building preserved as that kind of place. I feel confident that this project can be a lot of fun and that the result will be a most worthwhile addition to our campus."

At the same time, I find that I made a memorandum for the files which I prepared following discussions with Dean Bailey and Mr. Macaulay.

On August 9 I received David's reply to my letter:

"Dear Colin:

I had dinner with Walter Whitehill Sunday (out at North Andover), and we talked about the building. Walter volunteered that some of his books might be available—I want that read into the record as well—and it seems to me that we could put other things into the room besides poetry—books dealing with the history of New Brunswick and of Scotland, for example, both fields of which are within Walter's province. Then you have that offer of mine that I would give

some of my Quebec prints. We could think about the poetry—whether it should be all poetry (from my library) or poetry in my light verse library as well. I have thought of the light verse library as going somewhere else since very few universities possess such a collection. Light verse is more apt to be written by people in or near large urban centres, I think. At any rate, this is for future discussion.

I am glad to know for sure that the building is more than a hundred years old. It ought to have a monograph in the long run, and it seems to me that Walter would be the ideal one to write it.

I rather hope to get back again before the leaves fall. I have been thinking about a trip to Bar Harbor, taking the boat over to Nova Scotia, and driving up north and then west to Moncton."

Now, how do we know that this small structure is more than a hundred years old? Well, first of all, it was only natural that we should consult Mr. Fred Neville. He has told us that his father, Mr. Michael Neville, brought the original stone for the side walls. I began to think that perhaps Mr. Neville should be attached to the department of history as an honorary lecturer, since his unfailing memory is a most important original source for much of the story of U.N.B.

Last week, we checked old records which indicate that Fred is right—in the journals of the House of Assembly for 1851 (the same year in which the Observatory was built) there is this notation—Incidental expenses at the University—John Barrett—work, making shed etc. £51 1s and 3d; materials £54 5s 9d.

These costs indicate that the building in question was something more than just a rough shed, and it is the only record of a substantial expenditure (for those days) on a shed at the University in the mid-1850's. We feel that this evidence corroborates Fred Neville's memory, and so have set the date of the original construction of McCord Hall as the year 1851.

No one is better qualified to speak on matters of history, and about the man who saved this building, than is Walter Whitehill. He is a graduate of Harvard University and an honorary graduate of this University. He is the Director of the Boston Athenaeum as well as a member of many boards and societies dealing with the preservation and restoration of antiquities, not only in his native Boston area, but in Virginia and other parts of the United States. He is a long-time friend and confidant of David McCord.

As evidence of his good feeling for New Brunswick, I need only quote this extract from a note which he wrote following that visit in March of 1959:

"As our train left in the early minutes of this morning, David McCord and I agreed that we never had two more completely happy days anywhere. I had tagged along on the theory that David would like company on the train and that it would be pleasant to see you again, and I have never been better rewarded for following such a casual hunch.

"Your University makes me feel very poignantly what we have lost here by excessive growth, for I feel that I have seen what Harvard must have been like a couple of generations ago when the faculty was of friendly and manageable size and before the city had completely surrounded and strangled the College. To have scholars who wear their learning lightly within sight of hills and open country means a great deal to me. This combination exists in Charlottesville and Fredericton but it is lost beyond recall in Cambridge. I am happy to think that your students still have this open to them."

This morning, we welcome both Dr. Walter Whitehill and Mrs. Whitehill back to our campus. I shall now call upon him to address you.



A LITTLE LIKE LENIN

DR. W. M. WHITEHILL,
Director and Librarian
Boston Athenaeum

Delivered May 16 at ceremonies dedicating McCord Hall in honor of David McCord, writer and former Executive Director of the Harvard Fund.

THIS IS A very different day from the one of my first visit in March, 1959. I came here with David McCord to inspect his hall, which was almost obscured by a very high snow-drift. It came up very nearly to the eaves, but President Mackay, who has a passion for accurately documented history, felt we should have a photograph with McCord in front of his hall; consequently McCord climbed the snowdrift and succeeded in crouching in the doorway of the building and was there photographed. I cherish a print of that as a record of my first view of the unrestored building.

The extract from my letter that President Mackay read in introducing me represents my very honest and genuine feeling about this university. In Cambridge, Massachusetts, we originally had all kinds of pleasant buildings, Gothic revival houses that had been turned into offices and the like, but one by one they are inexplicably demolished and in their places we have some very remarkable examples of the architectural tastes of the 1960's. In Quincy Street beside the Fogg Museum directly opposite the President's house there was a charming building that was almost a contemporary of McCord Hall. It fitted its space and was pleasing to the eye; a very delightful spot for Dean J. P. Elder to conduct the business of the Graduate School of Arts and Sciences. But we now have on its site an immense structure built of concrete by Le Corbusier. I would hesitate to mention some of the descriptions that are given by undergraduates: the common jest is that when Le Corbusier received photographs of the finished building, he cried: "My God, they've built it upside down!" It is not entirely clear which way is up, but in the course of putting that nuisance into an otherwise over-crowded street a very pleasant mid-nineteenth century building has disappeared. Now, this one has survived.

It is wonderful when a small building is dignified by an impressive title. One of David McCord's great enthusiasms in New Brunswick is the memory of Sir Charles G. D. Roberts and at various times in the negotiations for the restoration of this building Mr. McCord insisted that it should be named for Roberts rather than for himself. The President has always overruled these suggestions, although last night we were suggesting that we might speak of the Sir Charles G. D. Roberts Room in McCord Hall. Now, there is only one room in McCord Hall. The sign is on the outside. The President suggested that it was a little like Lenin's tomb where you filed in one door and out the other.

It isn't going to be easy even for this rather modest company to appreciate the interior of the building after the ribbon has been cut, because a great deal of space is taken up by the extremely handsome Italian table that has been sent here by David McCord. He and I have a very good time in Boston in a great many directions and places. One spot that we much enjoy is Torrey Little's auction room in Newbury Street where pieces of furniture and books that we do not need but covet turn up very frequently. The table that is now in McCord Hall appeared there, and it was a very handsome table. David McCord hadn't any room for it in his office, yet he felt he couldn't bear to see it disappear into other hands, so in the end that table found its way here to the University.

A drawer got lost on the way. It was coming down with a truck that was delivering furniture to some elderly lady in Maine. She got not only what she bargained for but one of the drawers from this table as well. It was eventually retrieved. Somehow a knob got lost and the University with its admirable precision in such matters has succeeded in having a substitute knob turned so that the table is now complete.

If we were to carry the analogy of Lenin's tomb a step further, we probably ought to lay Mr. McCord out on the table and find a false beard for him. I think his head, at least in the lack of hair, would fit Lenin all very well, but he does need a beard.

There are a great many books and prints that we'd like to have come here. The Hall is really going to be well crowded when all this is done. But it is a perfectly delightful thing to have the building restored and to have this engaging and mock-heroic ceremony in which it is dedicated. One of the pleasant things about a genuine institution of learning is that people can have a pleasant time laughing at themselves and the solemnities that take place in the course of the ordinary academic year. I once watched McGeorge Bundy when he was Dean of the Faculty of Arts and Sciences at Harvard presiding over a faculty meeting at which it was proposed that there be a vacation of two or three days between the terms in the middle of the winter. Now this was a very simple and sensible proposal that delighted everyone, but it's the kind of thing about which faculties can become very contentious. There is always one person, if not two or three, who feel obliged to speak on every subject and to express their views at enormous length. The more unimportant the subject the longer they speak. Now this proposal was a perfect subject for a great deal of wind and oratory, but McGeorge Bundy conducted the meeting in the manner of a parody of a dean presiding over a faculty meeting. He made the whole thing so charmingly ridiculous that nobody dared speak on the subject in any direction and the vacation was properly voted and everyone got on to important business.

I do not have to introduce McCord of McCord Hall to you for many of you have heard his Founders' Day Address four years ago or have read it in print. He is an engaging combination of fisherman, poet, essayist and extremely genial and pleasant companion. It was through him that I first came here in the spring of 1959. That is only one of the many things that I owe him, and I am very happy to have had the privilege of making a few remarks at the dedication of McCord Hall.

Dr. Colin B. Mackay returned to the lectern to conclude his remarks and to introduce the guest of honor, David McCord.

Thank you very much, Dr. Whitehill.

Now, ladies and gentlemen, this small structure was built as an ice-house, and the ice was put in through a center door (now the front window). The ice took up the central portion of the building while on either side were two areas used as cold rooms for the hanging of meat and poultry. I had further confirmation of that today when Dr. Andrew McVey of the class of 1903 inspected the building about an hour ago. It was then that he asked Dr. McNally, the former Chancellor of the University of Alberta, and one of our graduates of the class of 1900, "Do you remember when we stole the pig from this building and dressed it in President Harrison's gown and put it in his lecture room before he came for lectures?" I said to Dr. McVey, "Isn't confession good for the soul after all these years?" And he said, "You bet it is!"

Now I think this too will be of interest to you. Peggie Nichol McLeod was the first person who worked in the field of art at this University. She came at the time Dr. Norman MacKenzie and Mrs. MacKenzie were here, and one summer at least, perhaps more, when the building was across the road, she occupied the second story, the loft area, with her daughter. So the building has also played a part in the development of art at U.N.B.

The loft floor has been removed and in place of the door there is a large window from which future poets in residence may contemplate clouds and sky. The dirt floor has been covered with concrete and pine, the rough studding has been covered with insulation and sheathing, and heat has been brought into the building. New doors, copied from that of the observatory, and with box locks salvaged from Dr. MacKenzie's cupboards in the old college building, complete the picture.

Now, I shall call upon the man who made this ceremony possible to take the shears and cut the ribbon and so mark the official opening of McCord Hall. He may wish to say something to us before he performs that ceremony. I wish to assure him that we shall keep it in readiness for his future visits. We hope that these visits are going to be more frequent than in the past and that when next he returns it will be a sufficient length of time for him to hold court in the hall as the University's first poet in residence. I give you Mr. David McCord.



HOMAGE TO SIR CHARLES G. D. ROBERTS

DAVID MCCORD

*Poet and Essayist; Executive Director Emeritus,
Harvard Fund Council, 1925-1963*

Mr. Premier, Mr. President, Mr. Whitehill, Ladies and Gentlemen:

This is a very extraordinary moment in my life. I never dreamed, asleep or awake, that I would ever have a building named for me. Certainly not a building in Canada—least of all in my beloved New Brunswick. Certainly not a building with such a curious thermal history as to suggest an igloo. But today the building radiates a special warmth of its own. Your President has suggested that we should discuss the outside first, and then the inside. I have just finished writing a brief history of the Peter Bent Brigham Hospital in Boston. That's what the doctors always say: we'll discuss the outside first, then we'll discuss the inside. To this I happily agree; because the inside of this hall, as time goes on, will be important. At least I hope it will be important. At any rate, I am deeply touched. For what an endearing hall it is: flawless and, as I see it, of perfect proportion.

My acquaintance with this marvelous little building goes back further than my first meeting with your President. I had earlier met Jack Murray when he was newly appointed field secretary of this University. He took me over the campus. I had cheerfully expressed my delight in the shape of this old carpenter-shed and ice-house, with a special good word for the cupola, when Jack told me it all was to be destroyed. I urged him to have it saved at any cost. I did so because I once had a small hand in saving a certain building at Harvard which was to be torn down to make way for another. In it had lived the father of the man who wrote *Two Years Before the Mast*; and it had also served, queerly and correspondingly enough, as our first observatory. Indeed, from that building at Harvard, then in clear sight of the far-distant Blue Hill which today supports our weather station and the TV antenna of Channel 2, Harvard had established our New England Greenwich line. This building would have gone but for the action of one large-minded alumnus, like my friend Walter Whitehill, who wrote a very angry letter just when I happened to be editor of our Alumni magazine. I printed his letter and followed it over the next few months with twenty pages of similar protests, so that our New York benefactor, Mr. Thomas W. Lamont, gave us some \$75,000 to save the building and move it across the street where it now stands: a handsome residence for visiting dignitaries.

Mr. Whitehill and I could talk for an hour about some Boston buildings which he has tried to save—and in some cases succeeded in saving—because they possessed a definite functional beauty, or because they were of some historic importance. In our case here, we have a building obviously made by someone who put into it a deal of craftsmanship and true labour of love. No one else could possibly have achieved that pitch of roof, or have known so much about carpentry, without being an artist at heart. It pleases me that it cost as much as £51 to build—if that is the figure—because Thoreau built his famous hut at Walden for just \$28.12. That was in 1845. Our building dates from 1851. I wish I could think of something significant and parallel that happened in 1851. Actually I can: the Crystal Palace first dazzled the Victorians and the rest of a marvelling world in 1851. *Pari passu!*

And now to another matter which relates me to this ground if not to this fine landmark. I would like to tell you, before I cut the ribbon, that when I was a boy, and living in the Princeton known to Dr. Dodds, I spent every summer in the Poconos in Pennsylvania where my family rented a small cottage. In the central room of the Quaker manor where we took our meals, there was a very good nature library which contained at least a dozen books written by your famous alumnus, who lived to become Sir Charles G. D. Roberts. So from the time I was seven until I was ten, I went through the bulk of his nature writing: *Red Fox*, *The Watchers of the Trails*, *The Kindred of the Wild*, *The Feet of the Furtive*, *The Haunters of the Silences* . . . all of which meant a great deal to me. Indeed, in some subtle way, I knew even then that these volumes and that strong, poetic prose had turned me toward some thought of trying to become a writer. So over all these years my debt to Sir Charles has been enormous. And when I first came down through Fredericton in 1931, having rounded the Gaspé the year its scenic road was opened, I found in a gas station a little brochure naming some of the significant citizens of the town below us: Bliss Carman, Roberts, Sherman, and one or two others. That sent me to look for Sir Charles. But he was an old man then, and had gone to Toronto to live, and I lost forever the pleasure and privilege of meeting him. Furthermore, I never rallied my courage even to write him of my debt. But I did meet his cousin here on that same visit, and we had a long talk about him. You can readily understand, therefore, why this is the happiest moment in my life since I first came to visit Canada as a small boy—already indebted, even though I did not understand the word.

To close these brief remarks, I shall read a poem—a short one. I shall read it not only for its obvious overtone but because it is called "Under the Zodiac", has to do with the sky, and because we are gathered together near the first observatory on this campus, if not the first one in all New Brunswick. This poem concerns an imaginary meeting with a man—a gypsy sort of man who knows all about the elements and who does not talk down to a boy of six or seven. I cannot think of any campus which I have ever visited—and I have been on a great many—that is more open to the sky than this one here. Of course, with the great floats of cloud that drift continually down the wide St. Lawrence Basin, you have a more magnificent and continual spectacle of the cumulus than anyone else. Emerson said long ago that the sky is the daily bread of the eyes. I don't know how that could be said better. I am appalled that so few of my fellow citizens seem ever to look at the sky. I look at it constantly from morning to night, just to revel in the varying pageant which is never the same show twice. Well, this poem* of mine, in style and diction and all deep down, goes back to Sir Charles G. D. Roberts and the beginning of my gratitude to him. Here it is:

Under the Zodiac

In the small years there came a man
Concerned to sell me on the clouds:
He led no gypsy caravan,
Yet talked as one unknown to crowds.

I met him where the dark wood by
The open field had drawn the line
That made my preference the sky
As his would seem to be the pine.

There in the sober shade he sat
And looked at me across the sun,
Its flickering upon his hat,
Its fire in me, need I to run.

* Copyright 1950 by David McCord.

And long he looked, beyond and through
And out and up to where the mass
Of cloudy shapes against the blue
Controlled the shadows on the grass.

"My little man, as you grow up,
As you grow old, as you grow wise,
As you shall break the sterile cup,
As you may win to other skies,

"Asking, unanswered; telling, told;
Friendly, befriended; anxious, crossed;
Never forget that you behold
In the great sky the kingdom lost.

"Nothing you make but shall be made
More beautiful than love is fond
By wind and weather in the glade
That runs forever and beyond."

The sun shone down upon his face,
The dayborne clouds sailed to the rim
Beyond the hills of every place.
And many times I've thought of him.

This is all a great honour; and I do thank you Mr., President, for that and for what you have done to save and restore with imagination this small gem of simplicity. May its use, and the books which go into it, remain as a monument to your Sir Charles and mine.



Associated Alumni

UNIVERSITY OF NEW BRUNSWICK

FREDERICTON, N.B.

INTRODUCTION

Those who attended our Centenary were delighted with the character, wit and sagacity of our speakers. Each in turn quickly demonstrated the ability and intelligence that had placed them at the very summit of their professions. Their wise counsel is recorded in part of this publication, and thus becomes a fine record of our highly successful Centenary.

Those who find time to read these pages will appreciate the good fortune that brought such distinguished men to U.N.B. The Centenary was a fitting milestone for the first 100 years. The second hundred have commenced with promises of great achievements "Up the Hill".

George C. Robinson

George C. Robinson,
President.

President

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SOME CURRENT TRENDS IN AMERICAN HIGHER EDUCATION

DR. HAROLD W. DODDS
President Emeritus, Princeton University

Delivered May 17 before the University of New Brunswick Associated Alumni on the occasion of its Centenary.

SINCE THE MARITIMES were so heavily settled by colonists from New England who remained loyal to King George III, it is not strange that the two areas shared much in common. One of the most prominent aspects of their common background was a respect for higher education amounting to a deep faith. So it was natural that before they were out of the log cabin stage they should begin establishing academies and colleges. In the United States by the time of the Civil War five hundred colleges and universities had been established and no one knows how many academies. Some of the latter grew into colleges and later into universities.

In origin practically all our academies and colleges of the early days were privately sustained—many were church related—though publicly chartered. I was very much interested in a note in your catalog showing that the granting of your eighteenth century charter as a college was delayed by the opposition of the Anglican bishop of New Brunswick. In 1746 the founders of Princeton likewise experienced a similar opposition by the Anglicans who constituted the established church in the Royal Colony of New Jersey. The founders of Princeton were non-conformists and they had a hard time getting a charter issued from the Royal Governor. When it was issued it contained a provision denying the college the right to discriminate among students of different religious faiths. This has often been interpreted as a fine early example of religious tolerance. I am inclined to believe it was more a practical method of prevailing upon the provincial governor to give us a charter at all.

It wasn't until the Civil War that the state-supported and controlled university began to figure importantly in our system of higher education. Today the tax-supported segment of our college and university system is expanding more rapidly than the private segment. While the tax-supported institutions are fewer in number they are educating more than half of our college and university students, and this proportion will continue to grow. (It would seem that our states provide a higher percentage of the construction and operating costs of their tax-supported institutions than do your provinces. With us fees are very low in the state institutions; the bulk of the money comes from the tax payers. The fees at the University of New Brunswick are two to three times higher than you would find in many of our state universities.)

Thus you see that, viewed at the national level, our system of higher education remains an example of a mixed economy of public and private endeavor. I predict that this will continue into the future, although aid from Washington will come to represent a larger and larger proportion of the income of both state and private institutions. In respect to the questions involved in federal aid to these institutions I shall have something to say a little later.

America, as have you, has long since abandoned the idea that access to higher education is an aristocratic privilege for the few. We have rejected the idea of even an intellectual elite, as well as a social elite, as being the only ones worthy of a college or university education. Consequently the country supports more than two thousand colleges and universities—about a quarter of which are junior colleges offering two-year programs without baccalaureate degrees.

Of course we have no real national system of higher education as obtains in Europe. There are wide variations among these two thousand institutions in standards, admission requirements, curricular programs and ideals. We have some colleges and universities which rank with the best in the world. At the other end we have some that are very poor, probably among the poorest in the world. Of course the large number are to be found in the middle of this scale.

Some figures regarding enrollments may be of interest to indicate where our democratic principles are leading us. Last year the total enrollments in our colleges and universities numbered four million two hundred thousand, of whom slightly more than four hundred thousand were pursuing graduate work. Forty-three percent of high school graduates entered college on a full-time basis; ten percent more on a part-time basis. It is estimated that by 1973—ten years hence—the total enrollments will be eight million young men and women; just about double what they are today.

Admittedly our system contains a considerable proportion of human wastage of several sorts. No more than sixty percent of those who enter college as freshman graduate four years later. In our tax-supported institutions the percentage that graduates is even less. In them about a third of those who enter as freshman drop out—or are flunked out—the first year and slightly less than fifty percent graduate.

The reason for the high attrition in the tax-supported institutions is to be traced to their lower admission requirements which are set by law and which may require that any graduate of any high school in the state must be admitted to the state institution of his choice. In those colleges which are strong enough to enforce their own rigorous standards of admission the attrition rate is below the national average. Taking Princeton as an example, about 85 percent of each freshman class graduate. Of the 15 percent that do not carry through to graduation, about one half drop out for academic failure and the other half leave college for personal reasons such as health or financial problems.

About 80 percent of those who graduate from the college divisions of Harvard, Yale and Princeton ultimately go on to post-graduate work in preparation for a profession. This high percentage worries some through fear that these universities are becoming essentially prep schools to the professional schools of law, medicine, business and education. As with you, the historic mission of the American 4-year college has been to prepare for life and not merely for the practice of a profession. One aspect, which I rather fear, is that this stress on preparation for graduate work is tending to lead the student to overspecialize in order to be accepted by the graduate school of his choice. If this is the case, the four-year colleges may be in danger of losing control over their destinies and becoming a sort of slave labor camp for the professional schools.

So much for a description of our system, or better lack of system, in higher education. Now may I turn to the problem which the great bulge, past and present, in student enrollments is doing to us. Since the war the actual growth in enrollments has always outdistanced estimates. Ten years ago it was estimated that by 1973 total enrollments would be in the neighborhood of 5 million young people. Today the actual number is more than 4 million and the estimate of 8 million by 1973 seems wholly reasonable.

While some believe that too many high school graduates are going to college who should be taking a job for their own sake and the country's, such voices are among those crying in the wilderness. Social and economic pressures plus rising family incomes, improved opportunities for financial aid and the strengthening democratic belief that anyone who can get into a college deserves a college education are too strong to resist. The truth is that our young people crowding our college corridors are not there just to satisfy a desire for learning. Going to college infers social status (not as great as it once was but still real nevertheless). Equally important are the economic benefits to be derived. It is no longer true that a high school education gets a boy a good job as a start up the

ladder of life. Many doors which were open to high school graduates a generation ago are now closed to those who do not possess a college degree. Business corporations look to the colleges for their supply of young engineers, mathematicians and scientists; but they also look there for promising young men for less specialized positions in their executive development programs. For example more than 300 corporations send representatives to the Princeton campus each year in search of promising young talent. In making their selections they consider academic proficiency as well as personality qualities and promise for leadership. The long and short of it is that our colleges are doing a preliminary national screening job for business and industry, as well as for the learned professions. Whether we are meeting this great bulge in student enrollments, (not to mention whether we will be able to meet the estimated 100 percent increase by 1973,) without seriously lowering standards of education is indeed a critical problem. Where is the money coming from to pay for the maintenance and construction of new buildings? Even more serious is where are the faculties coming from to teach the students? Prestige institutions, relatively few in number, with higher salary levels and more opportunities for research are able to attract faculties in the number and of the quality desired although it must be admitted that they succeed to a considerable measure by robbing less favored institutions of their best talent. The cruel truth is that despite a substantial increase in the size of our graduate schools we are not turning out a sufficient number of new teachers of college quality to maintain nationally what has always been considered a proper ratio of faculty to students. The teacher pinch has been felt most in science and engineering. Indeed informed observers believe that the quality of science teaching has declined in many colleges owing to the scarcity of teachers who will work at the academic pay level, but also owing to the great costs of apparatus called for by modern science. There are not many institutions that can afford an atom smasher, even a small one for teaching purposes. And those which can afford (from their own funds or from government grants) to maintain elaborate research programs are in a position to drain off the cream of the crop.

Indeed if it is to escape fatal dilution of its program, American higher education will have to find many millions of dollars soon, but this is not all. Faculties should be doing more than they are in experimenting with new methods of instruction which would enable faculties of present size to do more effective work with larger numbers without diminishing the quality of education being dispensed. Instead of exploring new methods by which our present faculties can become more efficient, the academic fraternity has been busy multiplying the need for more faculty members. It has done this by introducing many new subjects of instruction plus new specialized work in the old subjects. Undoubtedly much of the planning for new curricular ideas is excellent but the sad part is that what emerges always seems to cost more money rather than less. With rare exceptions, the academic world has shown little inclination to develop ways to handle large groups as effectively as they know how to handle small ones. Given sufficient funds, I naturally prefer small group teaching with personalized service, but I fear that for many of the less favored institutions particularly, this is becoming no longer possible. Also I refuse to admit that the education of large numbers can be nothing better than impersonal mass education. Although there are notable exceptions, I fear that in this area a considerable segment of faculty opinion is suffering from intellectual hardening of the arteries. After all the academic profession is perhaps the most conservative of all the least inclined to change its traditional methods.

Now I come to the question of finances and particularly the problem of federal aid which is much disputed particularly in respect to privately supported universities. To some it represents a new heaven for our universities. To others it means the kiss of death for our traditionally privately supported and controlled institutions. As in so many cases of extremes the truth will lie somewhere in the middle. It is clear that as the movement for federal aid grows in both size and scope the need for the federal government

to accommodate itself to the needs of the universities and colleges, and vice versa, will become exceedingly clear.

Even if one is an ardent enemy of federal aid for education in any form there is no point in blinking the fact that many of our non-tax supported institutions are severely in need of more money than they are obtaining from private sources. One must sympathize with the hundreds of necessitous colleges and universities struggling on, just one leap or two ahead of the sheriff, caught in the squeeze between rising costs and inadequate incomes, which see no alternative to federal aid from Washington.

While many educators argue that federal aid should come without controls and refer to opponents as engaging in "the old tribal dance of federal control versus institutional autonomy", I cannot share this complacency. I predict on the other hand that in time, as federal support increases, the colleges and universities will have to muster great strength to resist the history of the past fifty years in respect to federal grants in other areas. This history has been consistently marked by ever increasing controls from Washington. And I see no signs that Congress will make an exception of education. Our colleges and universities will have to put up a strong fight if they are to arrive at a reasonable accommodation between federal aid and institutional self-direction. The strong and wealthy universities with high national prestige can put up a pretty stiff resistance, and I think they will, but even they are always in need of more funds. On the other hand the resistance which the financially weak institution is able to muster against overreaching federal control is much slighter indeed.

We shall have to work this issue out in our own way. I see no hope in Washington for the introduction of the system of treasury grants to universities which has been so popular in the United Kingdom, but which by the way is showing more inclination to political control by Parliament and by the Exchequer than it did formerly. In short the trend there has been to encroach more and more upon the autonomy which traditionally the British universities have valued so highly.

Nor do I see any real possibility for us adopting the Canadian system of unrestricted grants by the federal government. Our institutions are too numerous and diverse, scattered over wide areas of various needs, to make such a system as yours practicable, particularly when you consider the political habits of our congressman and the pressures they are under to bring home the bacon. It probably will not occur but one can conceive that a congressman's duty to get help for the colleges or universities in his area becomes almost as important as his duty to get federal support for a new bridge or the dredging of the local river.

To date the great bulk of the many millions of dollars which our federal government has supplied the universities has gone for research projects in science, engineering and medicine. Most of the grants have related to national defense. No longer will the traditional sources of income provide the astronomical sums which modern research and technology and medicine require. For many universities the choice has been to accept federal money—even go out and actively work to get it—or to exclude themselves from research in the central and most significant areas of new scientific knowledge. As a consequence a great portion of the research being carried on has had to adjust itself to projects determined by federal authority. The weaker the university's own resources, the less able it has been to be selective as to what it would accept and what it would reject. But so heavy has been the federal support in many of even the wealthiest institutions that it is easy to imagine the serious problems with which they would be confronted were peace to break out tomorrow and the pressures of national defense removed.

Indeed some worry that our universities are falling into the trap of a university-military complex, similar to the industrial-military alliance that President Eisenhower warned against.

At best federal research grants usually involve prolonged negotiations and submission to detailed accounting procedures which are something new for our professors who are accustomed to a large degree of freedom to pursue fruitful avenues of inquiry as they choose. Moreover signs are not wanting in Washington pointing to greater Congressional control over how the universities can spend their money.

The future will have to determine how much the government will trust the professor in spending government money, as his university does in respect to university research funds. There is still danger that he will be constantly policed by a governmental bureaucracy.

One feature of the huge federal grants deserves more hardnosed examination than it is receiving. It would have occurred in any case even had the money been miraculously supplied by private sources other than the government. I refer to the rapid development of research in contrast to the teaching function of the university. While faculties are loathe to admit it, this new emphasis and a wider sharing in the prestige of research threatens a diminution in the prestige of the teacher. Many universities emphasize research and the teaching function enjoys a lower prestige. A university has an obligation to search always for new truth but it also has an obligation to transmit truth. There is no contradiction necessarily between research and teaching but the question is always one of proportion. The highest academic honors go to the scholar rather than to the teacher. Furthermore universities find that results of research pay off in publicity and prestige, while good teaching rarely makes the headlines of the metropolitan press. Yet universities as well as colleges are supported by society in the belief that they are teaching institutions. If the more rigorous and creative minds on the faculties become so heavily absorbed in research as to take them away from serious attention to their students the whole nation will suffer.

Now I turn to the role of the alumni. At this centenary of the Associated Alumni my tale would be incomplete without reference to the part the alumni of American institutions play. Contrary to the old myth that alumni are a hair short for a university president, they are in fact the solid rock on which our private universities have been built and they continue as a prime source of support. More and more the tax-supported institutions are enlisting their active financial and moral aid. A Harrow School song—referring to the Old Boys—speaks of “being shorter in wind but in memory longer. What shall it help us that once we were strong”? Well one way it seems to operate is to help resist change and undoubtedly some alumni—often quite vocal—do belong to the change-resisting category. But if the university pays its alumni the compliment of assuming that they are interested in its high purposes and its continued growth and excellence, a gratifying and most influential number will respond with enthusiasm. Of course all colleges and universities in the States look to their alumni for money; the state-supported look also but political help in the legislature at the time when the university appropriations are up or the university is under attack by members of the legislature or the governor. Sometimes the alumni of our state universities have formed quite an impressive public opinion bloc.

Among the universities in the States, Princeton is noted for its alumni loyalty. This loyalty is praised or criticized as the sentiment of the individual dictates. It may be interpreted as a mature attitude and understanding of the university, or it may be interpreted as a sign of adolescence and the perpetual refusal of Princeton graduates to grow up.

In any event it has been suggested that I might describe our organization and what it does and in so doing I shall be describing the alumni work of a good many other colleges and universities.

All who attended Princeton, even if they were dropped out or flunked out during their course are considered alumni. There are no alumni dues as such. All receive the

weekly alumni publication called *The Princeton Alumni Weekly* which carries the sorts of articles and news about university affairs, from class notes and athletics through to serious discussions of research of the faculty and the development of the educational process. Our alumni work rests heavily on the class organizations of which we make a great deal. Next to the class organizations come the numerous regional associations which exist all over the country and in a number of foreign lands. The only dues which an alumnus pays are his class dues and this is a voluntary matter.

The classes hold reunions at commencement time which cost a great deal of money, too much in my opinion. Much of the reunion emphasis is on what is known as the major reunions which occur at five-year intervals. The regional associations may hold monthly luncheons in some cases. In practically all cases they hold at least one dinner a year which is attended by a representative of the administration or a member of the faculty who is supposed to give them the hot news from the campus. The President is expected to cover a few of the largest associations each year.

The top organization is the National Alumni Association. Its governing body is the Alumni Council which is composed of representatives of class and regional organizations. It meets twice a year in Princeton. Its office on the campus is a busy place.

When it comes to fund raising we make use of both the class organizations and the regional associations. These regional and class organizations played a large part in our recent national capital fund drive. But an occasional drive is not all they do, for each year they conduct our annual giving program which produced this year slightly more than a million and a half dollars for free current support for next year. Our annual fund drive involves a national organization of approximately 2,000 alumni and you can be sure that a great body of the alumni are pressured to contribute. How they are able to endure this pressure year after year and how the university is able to persuade 2,000 people to give active time to the program is really beyond my comprehension, but it happens.

Another important function of our regional alumni associations is the work of their school and scholarship committees. They raise money for scholarships but they do not award scholarships. The award of individual scholarships is solely in the hands of the university authorities. But the regional associations do advertise the university among likely candidates, and help explain its requirements to them. We have been successful in building schools and scholarship committees which take the trouble to find out about the university and are interested in seeing that bright and able boys are directed to us. In the old days these committees used to be heavily interested, indeed embarrassingly interested often, in promising athletes. Today, while I should not assert the athletic capacity is completely disregarded, I do assert that the overwhelming evidence is on other qualities. In any case we do not permit athletic scholarships. An athlete gets a scholarship of course but not for athletic prowess. In short we do not discriminate against an athlete but we do not favor one either. In this respect the maintenance of our ideals of purity is greatly aided by an organization of eight universities known as The Ivy League which polices the whole system of scholarship grants and sees to it that scholastic standards are maintained as a condition for playing on intercollegiate teams.

But I do not want to leave you with the impression that we use our alumni only as willing money-raising slaves. More and more are we providing opportunities for them to help in ways other than financial, ways that carry the attraction of some adult education for the participants and give a better understanding of the educational process.

Since there is no better road to understanding than through participation, we are finding more and more opportunities for alumni participation in the intellectual affairs of the institution. So we are arranging symposia and seminars throughout the year in which the alumni and faculty participate so that they can become better acquainted with

each other and so that the alumni by returning to their old university can get a more intimate knowledge of what is going on. Class reunions at commencement time which used to be purely social—even bibulous—occasions are now featuring three days of alumni-faculty symposia at which representatives of both groups speak. Moreover we are discovering how helpful old grads can be as members of advisory councils to the various schools and departments, and the like.

I don't want to leave you with the impression that our effort to interest our alumni in the intellectual life is solely for the purpose of expecting money from them after their interest has been aroused. We have found the alumni seminars held in conjunction with members of our faculty to have a very good influence on the faculty by bringing them into closer touch with men of affairs who are practicing what the faculty may merely be talking about. Moreover it seems to me that every university should recognize an obligation to see that the education of its students does not cease on the day that the diploma is granted, and accept a continuing responsibility as education is a continuing activity until the undertaker calls for one.

Now I turn to my concluding topic which is one that has given me concern for a good many years. It is the question what is a university anyway?

Although it stands at the apex of our whole structure of education, Americans are far from clear as to what a university really is. Many seem to assume that all that is required to make a university is a galaxy of undergraduate colleges and graduate schools of arts and sciences, law, medicine, business administration and so forth. Now if all that is required to qualify as a university is a congeries of individual schools under one president and one board of control, the justification for it is questionable. If the only cords that bind these schools together are a college cheer, a president and a board of trustees, and a chance to contribute to an alumni fund, there is little or no economic or educational basis for our universities.

But something tells us that it would be folly to turn our backs on our medieval ancestors and to split up our universities into autonomous specialist schools or institutes. This is because the very concept of a university assumes a unifying principle which composes the various parts into a rational whole. A true university does have a theme which prevents it from decomposing into a multiversity.

The golden thread, indeed the only one that can unite the pasts, is the spirit of liberal learning diffused throughout all its branches. This is what prevents the modern university with its numerous schools and divisions from becoming a mere service station for various vocational interests and specialties.

One of the great threats to a free society is an all too prevalent belief that we can control reality by purely material means; by dependence upon science and technology to save us from ourselves.

Nothing is clearer than that the free world is suffering today from lack of power to direct human relations to good and peaceful ends. Now that it has lost the security of unchallenged superiority in nuclear weapons, we are beginning to realize that human values and how we conduct human relations have become the center of the power of survival.

James Thurber in one of his animal fables tells us where too narrow a view of the future can lead us. It is the story of an aged ostrich which was refuting several young ostriches which were complaining that human beings were better off than they were. One argument they advanced was that "man can fly sitting down and we can't fly at all." The old ostrich glared at the young ostrich severely, first out of one eye and then out of the other and replied, in these words of wisdom, "man is flying too fast for a world that is round. Soon he will catch up with himself in a great rear end collision, and man will never know that what hit man from behind was man."

It is the business of educated men and women to see that the catastrophe which this fable portends never happens.

Our universities should never forget their ultimate responsibility for cultivating wisdom as well as technical proficiency in the learned professions and business vocations. Wisdom is hard to define and I shall not attempt to do so now, nevertheless it has a meaning that we all grasp and we know it when we see it. It is more than intelligence. It relates to man's ultimate satisfactions. It is our guide for the application of all human and spiritual resource to the service of the soul.

Sir Thomas Browne wrote three hundred years ago in his *Religio Medici*: "Wisdom is God's most beauteous attribute; no man can attain unto it, yet Solomon pleased God when he desired it".

That universities should strive to teach wisdom as its end product may seem overly pretentious to some but I trust that they will never be satisfied with anything less. If they fail there is no other social institution equal to the task.



ACADEMIC PHILANTHROPY

DR. WILDER PENFIELD

Honorary Consultant, Montreal Neurological Institute

Delivered May 18 before the University of New Brunswick Associated Alumni on the occasion of its Centenary.

Alumni of the University of New Brunswick:

It showed great vigour and foresight to found the organization of Associated Alumni in Fredericton one hundred years ago, sixty-three years after the birth of King's College, and four years after that College became the University of New Brunswick. No university is complete until it has consciously included those who are graduates, and those who are friends, those who learn about it through the press and those who support it and are proud of it. This is the great *Collegium Amicorum*. It makes a university what it is, and determines what it becomes.

In terms of time since admission to this inner Chapter of Associated Alumni, no one is younger than I. No one is more pleased and more honoured than I to be admitted to this organization that you have "dedicated to the 'Advancement of the interests of the University by all honourable means'."

The Arts have had their patrons for a very long time. But this patronage was dealt to individuals—painters, sculptors, poets, minstrels, musicians and scholars. Each gift was expected to bring a return. The Greeks had their competitions in poetry and drama and the winner received rewards and acclaim. Institutions came later in the history of higher learning but, nevertheless, our universities and institutes had their prototypes in Classical Greece.

Hippocrates, as a member of the Asclepiads, charged fees to medical students and taught them, in what might have been termed a college, on the Island of Cos. Fortunately, his library was preserved and somehow found its way to Alexandria where scholars seem to have copied the flimsy papyrus manuscripts by hand. But his teaching institution vanished when he left the Island. Plato, on the other hand, who was born thirty-three years later, established a place to teach, a place to which tradition could cling, the Grove of Academus. This first academy endured 900 years. Endowment did it. The world's oldest universities are not yet so old. And who can see what the years will bring to them?

The young Plato left Athens in disgust after Socrates, his beloved master, was forced to drink the deadly hemlock to silence him. In time, Plato was captured in a foreign war and became a slave. Athenian friends, who learned of this, raised money for his ransom and bought this talented slave, bringing him back to Athens. Their financial campaign had been over-subscribed. Plato, it seems, was given the surplus to purchase an olive grove on the banks of a little river, the Cephissus, outside the walls of Athens. The grove had been named for Academus, a hero of Greek mythology.

As Plato walked beneath the trees of his grove, pupils came to talk and walk with him. They wore short cloaks of a special cut, the gowns of Academia. He charged the disciples no fees, although most philosophers did in those days. Perhaps because of this, parents and kings made gifts to him, and to his pupils. It was these endowments that created the institution and made the Academy live as long as Graeco-Roman civil-

ization was to survive. Four centuries after the purchase of the Grove of Academus, Plutarch described it thus: (quote) "Academus . . . a beautiful well-watered garden where philosophers meet and express their irreligious views on the nature of the Gods." It survived another five centuries until a Roman Emperor, a so-called Christian, considering the Academy "pagan" put an end to it.

So the intellectual life, begun in Greece, ebbed away and the ages of darkness came. At length, new life stirred. A fresh ferment began to work. Young men, hungry for learning, formed groups. Tradesman created the great guilds to improve their skills and raise their status. Monks brought out from the monasteries scattered scraps of classical writing and taught as much as they could. Latin was made the language of learning. Old seed sprouted. New roots grew down into the soil of northern Italy. And so, the Renaissance of classical learning broke into bloom. After seventeen centuries, Socrates and Plato, Aristotle and Hippocrates, were alive again and new light glowed on the horizon to show where the sun would rise on a new day for man's mind.

In Bologna, a student guild formed what was called a university, a permanent organization. In Paris, a guild of masters did the same. Across the English Channel, students and masters together created colleges, hitting upon a new scheme to gain the quiet and freedom for the mind. The Greeks had found it in the Grove of Academus. At Oxford, and later Cambridge, high walls were built to shut the world away. Inside the walls there were quadrangles, halls, chapels, libraries. There were fireplaces, too, where peat could burn and throw a pleasant heat on the scholar within, adding vast clouds of smoke to the chilling English fog without. Thus students, who wore again the gown of Plato's disciples, found peace and a place for quiet scholarship within the Town. Learning had found a fortress of her own. It was a strange spectacle to begin with: Anglo-Saxons, speaking Latin and reading Greek, shutting themselves away from the town. But soon the stage had been set for Newton and Darwin and Shakespeare and Lister.

Merton College built her Mob Quadrangle at Oxford, with its library of chained books, in 1264. And today this College houses her scholars in the same quadrangle still, and to very good purpose. I know. My room was there. Though I shivered through the winter, I gained a new perspective and carried warm memories away. The ferment continued to work all through Europe. Universities and colleges flourished from Salamanca to Upsala and Leipzig. Shutting themselves away from the public distraction, they became the repositories of all learning, the place where eternal truth could be sought and taught. There was freedom in the air they breathed. And so these institutions grew into quiet independence. Higher education had found a place of its own. Endowments from Church, and Ruler, and Merchant, brought them permanence and independence. Like the universities and colleges of the Old World, those that have appeared in the New World can also claim this continuity of learning from Grecian times. It is as though the dark ages had never blotted out the light of intellectual endeavour.

Separation of Science from the other disciplines took place gradually, and here Medicine played a leading role. Hippocrates declared there was no place in the Art of Medicine for the unprovable hypotheses of the philosophers. Science must grow gradually by observation of nature. Nature was thus set up as the final authority.

But as long as natural science depended on one method only, on observation, advance was slow. It was many centuries before the experimental method was added. And here again a physician, William Harvey, played an important rôle for Biology. Medicine is the Mother of Science in much the same way that Necessity is the Mother of Invention (Alan Gregg). The suffering of the patient challenges the compassionate physician. It drives the intelligent one to do something, even to experiment.

Before the studies of Harvey, the blood was thought to oscillate within the blood vessels, while humours, as well as spirits, moved mysteriously within the body and its

members. This was Galen's teaching. Harvey practised medicine in Folkstone, a town that looks out pleasantly on the English Channel. He was a kind, scholarly, observant man who saw that Galen's explanation, fourteen centuries old, did not agree with his guess as to what was going on. For years he studied the matter. In the end, he resorted to an unheard-of stratagem. He used vivisection, assuming that there was a biological analogy between man and mammal. He tied ligatures around blood vessels. He made injections of fluid into veins. He proved that the heart was a muscular pump which forced the blood along the arteries into smaller and smaller vessels until at last it entered the enlarging venous channels and returned, in a circle, to the heart and the lungs.

He finished the whole study in 1616. That was the year that the Church in Rome condemned the theories of Galileo. He had announced them after he too had set up experiments. Three hundred years were to pass away before the organized Christian Church could bring itself to recognize the folly of fundamentalist opposition to science, and the evidence of evolution.

In the year of 1616, literature, too, was coming into its own in England. That year, not far from Folkstone, the great master of *litterae humaniores*, William Shakespeare, died. Harvey lectured on his strange conclusions in London at the Royal College of Physicians. He was a Fellow of the College. But he did not publish his conclusions, not until 1628. Then he brought out a small book of 72 pages, *De Motu Cordis*, written in Latin, as was still proper for a member of a learned profession. There was one immediate result. His practice fell off sharply. Soon, his ideas were attacked as heresy. But more thoughtful and less impulsive men in the profession realized that he was right. A physiological mechanism had replaced the "doctrine of spirits and humours." The slender book had done much more than to change the thinking of physicians. It had introduced a new approach to natural phenomena.

A little over thirty years later, King Charles II granted a charter to an Academy of Sciences. It was called *The Royal Society of London for Improving Natural Knowledge*. The era of scientific advance had begun in real earnest. It may seem surprising, since Hippocrates had defined the field, that science should make such meagre progress for the following 2000 years. Sir William Osler had this in mind, no doubt, when he wrote (quote): "Man can do a great deal by observation and thinking, but with them alone he cannot unravel the mysteries of Nature. Had it been possible, the Greeks would have done it; and could Plato and Aristotle have grasped the value of experiment in the progress of human knowledge, the course of European history might have been very different."*

In spite of the misinterpretations that led church leaders to oppose freedom of thought, the Christian Churches continued to be the most generous of the patrons of higher learning. At the close of the Nineteenth Century, the Protestant Churches in the United States and Canada were still founding universities and colleges and hospitals, but they had begun to withdraw from control and direction. They were unable to provide adequate continuing support, while Roman Catholics lagged behind.

In his recent brilliant discussion of Higher Education in Canada, Robin Harris shows how the far-sighted Loyalists, who settled this region, begged at once for institutions of higher education. They had lost their homes in the thirteen Colonies, and they hoped now, with fierce aristocratic loyalty, for something that would be completely English. The King's College were the answer. But although they were supported by public funds, they were not free. Those who would matriculate were forced to subscribe to the Thirty-nine Articles of the Church of England. In various parts of Canada, this brought on a resentful crop of colleges loyal to other Christian denominations, a good thing at first perhaps. I suppose the King's Colleges gave the loyal settlers an atmosphere that they wanted—something that had disappeared in the undenominational colleges they had left behind, Harvard, Dartmouth, Princeton and others.

*Osler, William: *Man's Redemption of Man*. London, 1910, p. 22.

It was a sort of revolution gone into reverse. Dalhousie, born in 1818, without Church support, expired—then, gasping, came to life again. The so-called Royal Institution of Montreal created with no Church affiliation in 1821 by the fur-trader, James McGill, would have expired, too, if it had not been for a nucleus of Scottish physicians teaching Medicine in the Montreal General Hospital.

Before Confederation, New Brunswick University had begun to breed men of intellectual distinction and to export them generously. This is an activity for which this country must be ever grateful. In 1867, George Parkin, a New Brunswick farmer boy, who had learned to love the music of Virgil and had early committed the Latin lines to heart while plowing, graduated here. George Parkin, later to be Sir George and the organizer of the Rhodes Scholarship system in England, went on to do graduate work in Oxford. But he returned and earned his M.A. degree at New Brunswick. As Headmaster of the Collegiate School in Fredericton, he taught the Roberts boys and Bliss Carman. They were to found the New Brunswick School of Poetry and Romance. Their New England cousins below the border produced a culture of their own. Ralph Waldo Emerson was one of them. Certain it is that the Canadian School owed much to this University and to the classical enthusiasms of Parkin. To use Carman's words, "he taught the beauty of Virgil's lovely passages and the greatness of Homer." Charles Roberts and his schoolmate, Carman, suspected that he quoted recent English classics "instead of his prayers."

I had no early contacts with New Brunswick but I did with Sir George Parkin and can add a note to his legend. When I was a Rhodes Scholar at Oxford, Dr. Parkin, who was then head of the Rhodes Trust, no longer lived in Oxford. He made a heroic effort to invite every scholar to his home sometime during the year. Vaguely remembering this hospitality, I looked up the letters I wrote to my mother while there and which she typed out and placed in a notebook, as only a mother would. Here is the letter I discovered, written from Merton College May 2nd, nearly fifty years ago. You will forgive, I hope, the naïveté if I quote it:
"Merton College—May 2, 1915.

"Yesterday was May morning and we climbed early to the top of Magdalen tower . . . at sunrise a choir on the tower with us sang a hymn of praise—the Te Deum—and the birds from the tree tops below filled in the pauses. It was a very short song . . . It was quite an effort just to hear that, but I did see quite a pretty girl, which was some consolation.(!)

"At noon I took the train for Goring-on-Thames and had lunch and tea with the Parkins and a couple of other Rhodes Scholars. It is a beautiful little village. Their home is beside an old square church built in eleven hundred. Dr. Parkin says he reads the service there sometimes and he reflected that service was read there before there was an English language. Long before Chaucer, you see. A nice garden slopes down to the Thames, which is a pretty little stream . . . Opposite rise some bluffs where a Roman road runs and some battles were fought."

But returning to the problem of academic support—After 1870 the horizon of higher education changed. Industrialists began to develop a new form of academic philanthropy and later on federal governments turned toward socialism in varying forms.

I have just read a book called *Random Reminiscences* by John D. Rockefeller, Sr. He was a man who had as great a genius for philanthropy as he had for making money. Not many have read this simple and unpretentious little book. I searched for it in local libraries but it was not to be found anywhere in Montreal. We secured it finally in the Queen's University Library. There had been a great deal of unfair criticism of this great American, in the period of so-called Trust-busting—that criticism is a thing of the past now. But the echoes of prejudice have probably not yet died away. The book is hardly

to be called a literary achievement but it contains some very significant ideas. Chapter II is devoted to "The Difficult Art of Getting," Chapter VI is called "The Difficult Art of Giving."

The first campaign in which Rockefeller took a hand was launched when he was seventeen or eighteen years of age. He was sitting in church with his mother, Eliza Davison Rockefeller, one Sunday morning. She was of Scottish descent, red-haired and woman of strong character. They heard the Minister announce, from the pulpit, that unless the mortgage of \$2,000 could be paid off, this Church would be closed. It was a small mission or branch church, on the outskirts of Cleveland, Ohio. I don't know what the mother may have said to the son or he to her, but young Rockefeller met the situation head on. Somehow he reached the Church door before the congregation started to file out. He asked each one, as he stepped out, what he could and would give and made a note of the pledge. He kept at it in the days that followed until the goal was reached and his Church delivered from debt.

When he was sixteen, it was necessary for him to leave High School. He managed to take a course of a few months in bookkeeping and then for "days and weeks" he walked the streets of Cleveland, applying everywhere, until he found a merchant who would hire "a boy". A little over a year later he managed to become a partner in a small trading firm. From there on, his phenomenal rise, and the growth of the Standard Oil Company, has become an epic, a scarcely credible saga of American capitalism.

When he had reached fifty, he was being flooded with appeals for charity, four-fifths of which, he concluded, were for personal purposes. He was spending more time investigating the appeals than he gave to the Standard Oil. So he took on a partner for philanthropy, a very remarkable Baptist Minister, named Frederick Gates. They were asked to help in the proposed building of a Baptist college, either in New York or Chicago. The project was altered. It grew into a great university that has since achieved world famous academic excellence, the University of Chicago. He made a colossal contribution to it. But nothing of this is mentioned in Rockefeller's little book of *Random Reminiscences*. On the final page, he described a dinner given for the tenth anniversary of the foundation of the University of Chicago. He had been asked to speak and, as he said, he had "jotted down a few notes".

"When the time arrived to stand up and face these guests," he said, "... I thought of the latent power of good that rested with these rich and influential people, (and) I was greatly affected. I threw down my notes and started to plead for my Benevolent Trust Plan."

After saying that, he brought his book to a surprisingly sudden close with a paragraph of one sentence. It was a brief and altogether characteristic understatement. Here it is: "I confess I felt most strongly on the subject, and I feel so now."

A year after the publication of this book, he began to replace the several foundations he had created by a permanent corporate body, the Rockefeller Foundation, finally established in 1913. Many other wealthy individuals followed his lead. This initiated a great era of constructive philanthropy in Education and in Health that produced astonishing changes and advances during the first half of the Twentieth Century. There was an outburst of new privately endowed foundations. It began in the United States and spread to Great Britain.

In 1960, and in spite of changing income-tax patterns, the Director of the Nuffield Foundation of Great Britain pointed out that, in that country, foundations were still increasing in number and in the United States they were still multiplying at the rate of 1,000 annually. He pointed out that in the past fifty years the foundations which came into existence were (and I quote) "profoundly influenced by the Rockefeller tradition, especially by its insistent search for excellence" and the creation of on-going independent

work groups. He closed his report by pointing to a rather surprising fact, that Canada and Australia have yet to make a beginning. "It is hard to believe," he wrote, "that national foundations will not play an important part in the future life of Canada and Australia."

Mr. Leslie Farrer-Brown, Director of the Nuffield Foundation, must be right, I suppose, when he says that Canadian philanthropy, seen in proportion, lags behind the two larger English-speaking nations. We have benefitted, it seems, from our family connections like the proverbial poor relations. But, however that may be, I suppose foundations will come in time. Perhaps they will come when our capitalists come to believe, as it has been said of Americans, that a man who dies rich beyond his family's real need, "dies disgraced".

But the creation of permanent foundations is only one evidence of strength in a great national project. The foundation is an unexpected dividend. There is, however, a great national industry in which all should take part. This industry is philanthropy. We are all involved in it, great and small, rich and poor. The problem is to make our national philanthropic industry constructive.

To put money in every outstretched hand, as though admitting that the money had been gained because of social injustice, may be called charity, but it is not constructive, and it is often not wise. This sort of charity bears little relationship to the example set in the Master's parable of the Good Samaritan. We must, of course, first of all, support the combined funds. They accept our responsibility to care for those who are victims of accident, misfortune and miscarriage of justice. Beyond that, let us endeavour to "search for cause," to use Mr. Rockefeller's words, and make "an attempt to cure evils at their source."

It may be true that "all service ranks the same with God," but all charity is not of equal value to mankind. A national campaign for funds to combat a certain disease or disability is not necessarily wise or good. The funds may be used by short-sighted, ignorant people as a sort of bribe to young physicians to drop what they are doing and spend time on the condition in question when there is no promising scientific approach to the condition at that particular time. Those who promote the campaign, with the best will in the world, and who then distribute the money in short term grants, are not necessarily in a position to judge strategy in regard to medical research. The money may be madly needed elsewhere.

It is to the field of education that we may look with confident hope that cures for human ills will be discovered and better means of applying those cures, whether the ill applies to the health of the body or, more important than that, to the health of society.

"There is nothing wrong with Canadian Education that a great deal of money won't cure." Those words of Dr. A. W. Trueman at the First Canadian Conference on Education were startling. They could prove to be true. They could prove to be dreadfully wrong. A most important amendment must be added. Dr. Trueman, President of the Canada Council, would be the first, I am sure, to agree. A "great deal of money" wisely used would cure what is wrong. More than that, it would bring intellectual leadership to Canada. The wise form of support for education is the subject of this address. Allow me then to return to Rockefeller's idea, not his money.

John D. Rockefeller Jr. carried forward the new philanthropy which his father and Gates created. He strove to make it effective and efficient, first as President of the Foundation and then as Chairman of the Board of Trustees. He taught a man's bible class in the church his father had built. He made bold new adventures of his own in creative philanthropy, but always quietly, modestly, shunning personal credit. His service to science and to society and his constructive wisdom led the Royal Society of London

to elect him an Honorary Fellow, a most unusual tribute to an industrialist! Father and son sought to better the lot of humanity through what might be called Christian Capitalism.

Since their first establishment, foundations have turned to more transient methods, and we must consider new developments all round the world. Today, federal governments have entered the field of support of higher education, for different reasons in different countries. In Britain and Canada, old universities were rescued from economic collapse by government grants. In the Soviet Union, the whole scheme of education and research was planned with no previous experience of foundations. The support and control was placed in the central government, beginning in 1918 after the Bolshevik Revolution. The same Communist pattern of support and control has been adopted since 1949 in the People's Republic of China. In Britain, socialization has been moving ahead also, but characteristically without revolution. Health insurance was introduced by Lloyd George before the war of 1914, and the Medical Research Council was created during that war, followed by the Agricultural Research Board and Department of Scientific and Industrial Research. Most important of all in that country, is the University Grants Committee which, with its quinquennial system, has taken over the greater part of the total financing of universities and medical schools.

In the United States, the Federal Government has embarked on a recent vast campaign to stimulate scientific research in the universities through the National Science Foundation and other government agencies. In Canada, the Federal Government has entered the whole field of higher education by the simple means of annual grants to universities computed simply on a per capita basis. Added to that, there is the National Research Council for Science and the Canada Council for Arts.

In the English-speaking, non-Communist countries in general, the governments have borrowed their method from the foundations, but it is the scheme of short-term grants. They have ignored the wise policy, introduced at Johns Hopkins and later by Rockefeller and his advisers, the policy of building up self-sufficient units where excellent work may prosper without loss of freedom and independence. This has become a time of government pressures, especially in the United States. Science is sometimes forced, and the humanities all too often ignored. The foundations themselves, meanwhile, have unfortunately nearly forgotten the need to build self-sufficient units. The result is an era of recurring grants, and of bribes to work in specified fields. Private universities with a wealthy alumnus body, like Harvard and Princeton, continue the effort to increase endowments. But at Oxford and Cambridge, further endowment has slowed down.

If governments were to carry out the original Rockefeller idea, their major grants for research should be accompanied by an annual addition of 50 per cent for permanent endowment. That would build up independence in those institutions found worthy of support, instead of increasing their dependence, as at present. It would give department directors free-money available annually.

Lord Altrincham* remarks that in the British Welfare State nearly 50 million pounds goes to the universities and less than 2 millions comes from endowments. Referring to the United States he points out that there is more emphasis on self-help. (quote) "In this respect we have much to learn from the Americans—and much to unlearn of our own exaggerated addiction to State capitalism."

In a recent startling broadcast on the B.B.C., a History Fellow of Trinity College, Cambridge, suggests that since the teaching and research at Cambridge and Oxford is so superior to that of the "Redbrick" Universities, they should be combined to form a Graduate School, a "University of the English". All university undergraduates would go then first to the redbrick institutions. It is endowment that has made it possible for Oxford and Cambridge (or Oxbridge!) to do what they have done.

* *Manchester Guardian*, May 9, 1963.

Varying fortunes and opportunities have taken me to many countries to study, and to exchange ideas. Comparisons by any individual are often unreliable and yet they must be made. In the Soviet Union, the system of national scholarships seems to me a tower of strength for their higher education and research. It makes up, to some extent, for what their university men miss in self-determination. They have limited freedom of self-determination in their work. The U.S.S.R. scholarship scheme, on the other hand, makes it possible for a boy of ability to gain support from middle school and on through university and into professional preparation. Thus security and scholastic opportunity comes to the man of superior ability. But he must compete for it.

The lack of any such system, up to the present, in the People's Republic of China seems to me a great disadvantage. It may be counterbalanced, to some extent temporarily, by the high level of enthusiasm for education in that country.

In the United States and Canada, scholarships that would draw the best brains into graduate work are poorly organized and inadequate. The great variety in our academic institutions is not a drawback. On the contrary, it could be made a source of strength. Basic support comes from the States and Provinces, and from private sources, not from federal sources. But national scholarships and rewards for excellence in performance could well come from federal sources.

In Great Britain, there is also diversity of educational organization. But the socialization of medicine and the introduction of major support of universities from London places her midway between the Western lack of central control and support, and the almost complete centralization and standardization in Moscow.

It is difficult to decide what effect the central control by a federal government has on academic output. But this is a basic question of great importance and we must face it. Certainly there was no central control or support, no standardization in ancient Greece like that in the modern U.S.S.R. There was standardization and control of life after the Roman Empire took over from Greece. In that Empire, the contributions of the mind were few and inferior as compared with the previous output of the independent Greek Cities.

Here is a brief example from my personal experience of what central control did to the work of one man capable of genius. In 1928, I travelled to Breslau, Germany, with my family and spent six months working under Professor Otfried Foerster. The equipment was poor, but the enthusiasm of the great Professor and his assistants was high. Those about him had come to him spontaneously, as I had. Or they had been selected by him after application. He had devised a surgical operation to stop attacks of certain types of epilepsy. As luck, for me, would have it, he still had in his laboratory the blocks of brain tissue removed, scar and all, from the patients who suffered such seizures. Most of the patients had received gunshot wounds of the head in the First World War. I knew the techniques of examination, and so I set to work at once. We published a combined study in English and another in German. It was an exciting period. When Foerster was not working furiously in the clinic, or presiding at the German Neurological Congress, of which he was long time President, he loved to play with our children and our families became great friends.

In 1937, my wife and youngest son and I went to England and journeyed to Breslau for a three-day visit. It had become Hitler's Germany. I went directly to the Wenzl Hancke Krankenhaus. The Professor, I learned, was making the visit to his patients. I waited in the hall until the visit should be over. The Professor came out at last, followed by young men in white coats. His face lit up. His first assistant, very erect and unsmiling, clicked his heels to me. The Professor was changed somehow and more stooped. Of course, he was older too. He welcomed me and there was affection in his smile. We went to his office and he closed the doors, slowly, carefully. I noticed with surprise that there were double doors to his room now. He closed them both. Then he came slowly and, sitting down, looked at me. I understood.

What a change I saw! Not only in him—in the office as well. It was orderly now, no longer littered with the fascinating specimens that had so delighted us when we worked on them together. Two large pictures looked down from the walls, Hindenberg and Hitler. The Professor's research had stopped, the enthusiasm was gone. He had better equipment—but he had not selected his own assistants. Someone else had. The spark that had kindled the flame of his research, reports of which had drawn me across the ocean, had died and the ashes were cold. Of course, that was pre-war Hitlerized Germany. But the Führer was making a direct effort to speed up science throughout the Reich, directing everything, trying to orient investigation toward his own ulterior purposes.

He hurt German science and research gravely. This put scientists at a fatal disadvantage in the war that followed so soon, fatal to Hitler's cause. It seems likely now that the spontaneous researches, the unexpected contributions of allied science, did much to save Great Britain and to win the war. Free scientists won the day against the scientists of a dictatorial regime. Genius in science does not come to command, nor leadership in the humanities.

Looking back to the hey-day of Ancient Greece, there was one City State that made no contribution to the intellectual distinction of the period. It was Sparta. That government directed all attention to military prowess. Only the soldier and the athlete were free to compete for rewards. Sparta contributed most, perhaps, to the overthrow of what was good in Greece, and helped to end it all.

The control and direction of higher education and research, which centralized financial support is apt to produce, leads toward intellectual mediocrity. That nation that has such control and standardizes institutions of higher education will inevitably lose in a race for the achievement of excellence. Freedom in organization and sufficient financial independence to permit unhurried academic self expression—these are the conditions that promote the flowering of genius within academic institutions.

Foundations would do well to turn back to the creation of independent groups, using short term grants only with caution. Governments should add endowments to grants in such a way as to promote independence. In the end, we must rely on the hope that, hidden in the nature of man, lies the secret of his salvation. Indeed that should be the assurance, the guiding faith of those who plan academic philanthropy.

In conclusion, I do not wish to overstate the case. In this feverish era of annual grants, putting money on the men as though they were race horses, it cannot be denied that some good has come to mankind and great advance has been produced in the field of applied research. The American and the British governments, entering the field of Education, have achieved great things, working in different ways. But for long range achievement, and for basic research, and for leadership in the Arts and the Humanities and the Sciences, the need is for local endowments and for free money in academic budgets. In Canada, the Government has made a tentative beginning. Private foundations have hardly made a start and we need their help so much.

A government agency could create independence as well as a foundation, if both would only follow the pattern of constructive philanthropy elaborated by Rockefeller and Gates. Foundations can hardly hope to compete with governments in their yearly handouts. But they might well get back to higher ground where they can promote formation of groups of continuing endeavour. The field of philanthropic pioneering is originally their own and they, in some ways, are better qualified for it than political bodies will ever be. In the diversity of our institutions, there lies far greater potential strength than in the centralized, standardized system of the Communist states.

Let us give greater local independence, not less. Let us endeavour to bring back the Greek Cult of Surpassing Excellence. To do this we must provide rewards, and foster public admiration for excellence. Create an adequate system of graduated scholarship

from school through college to graduate schools and institutes and academies. Create a ladder for keen competition among those who have the mind and the will to work. This will form a channel for the precious stream of scholarly talent that is now so often dissipated in multiple pools of mediocrity.

We cannot retrace our steps. We must go forward with the faith that, hidden in the nature of man, is the secret of man's salvation.



THE UNIVERSITY PRESIDENT: EDUCATOR OR CARETAKER?

Excerpts from a panel discussion by the three past Presidents and the present executive head of the University before the Associated Alumni May 18 on the occasion of its Centenary. Participants were Dr. N. A. M. MacKenzie (1940-1944); Dr. Milton F. Gregg (1944-1947); Dr. Albert W. Trueman (1948-1953); Dr. Colin B. Mackay (since 1953). Moderator of the "Presidents' Panel" was Dr. Harold W. Dodds, President Emeritus of Princeton University.

DR. DODDS: . . . A panel is judged by the dust it kicks up rather than the wisdom it dispenses; and I hope that I will have some refereeing to do because, frankly, the last two days have left me without any other thought than one of extreme gratitude for your hospitality.

I think we might dispense, gentlemen, with calling each other president or doctor or what not and get right into the informal side of this. Larry MacKenzie has promised to kick off with some contentious remarks which we trust will stimulate the others to agree with if they must, but to disagree with if they can.

DR. MACKENZIE: . . . The theme of our exchange of views—University President: Educator or Caretaker?—is not quite as simple as all that. I think you'll realize this as the morning progresses. For instance I'm not quite sure in which of those two categories you would put Colin Mackay after his dancing performance last night . . . As for my own experience, the first weekend within two days of arriving at this University, the first major problem that confronted me, was a little matter of a flag pole that some of you who were contemporaries of mine will remember. Some students had gone on a dark night to the residence of the Lieutenant-Governor and pinched a flag pole, the official flag pole that I think they likely believed was theirs, not the Governor's. It had been in front of the Beaverbrook residence here and had been removed for more dignified services to Government House. But it had flown the Royal standard in front of the Beaverbrook Residence and the students felt it was an honour that sort of belonged to them. When they came back in the Autumn and found their flag pole, their favourite and only flag pole, was missing, well they took the usual action. And of course they anchored it this time in concrete—and it was a good engineering and forestry operation. Now, Mr. Moderator, whether I was acting as an educator or caretaker in that instance I leave it to you to decide.

. . . At the University of British Columbia the first problem confronting me, Harold, was to provide accommodation on a campus that was inadequately supplied for eighteen hundred students for some ten thousand students who suddenly came over, without, as we have at the present time, building equipment or the right to build because you couldn't do so without a permit; neither did we have skilled labour required to build, nor, far more important, the staff to look after those ten thousand students. Now again, sir, whether this was education or being an educator or caretaker or something else I leave it to you . . .

Just one other little comment on this . . . I happen to be one of those who believe that a university exists primarily for the students who come to it, undergraduates and graduates. If it were not for the students there would be no university, and if there are people who believe that research is more important than teaching and students then I think they should go off quite properly to institutions better designed and devised for

their benefit and their purposes, ones that we describe as research institutions. To be a university you must first have a body of the best representatives of the young men and women of your community, your country and your generation, brought together with a common purpose to become educated in all the senses of the word. I think every President ought to understand this. Now having said that, I would be the last to minimize the value and the importance and the necessity of research and scholarship; I personally distinguish between research and scholarship because I don't believe the working library should or is properly research . . . Research in its proper sense is more the province of the scientist. And that concern is less with the past than it is with what we call the frontiers of knowledge.

. . . Now I'm going to throw into the discussion the idea that while the president of the university might like to be and try to be an educator, he is in fact in the generation in which we live and in the institutions for which we have some responsibility almost inevitably a caretaker. It is, if you like, something of a tragedy, but I think it has to be accepted and admitted.

DR. TRUEMAN: . . . The University President: Educator or Caretaker? I think that's an unfortunate kind of question because it seems to suggest two mutually exclusive propositions: that the President can be an educator *or* a caretaker and the careless people will accept a division like that and go along grandly and make the assumption that the President has got to be an educator *or* a caretaker. The trouble with this is that as soon as you accept that kind of a division you accept by indication the possibility that you're going to get a caretaker, and if you get a caretaker you're sunk . . . Every President has got to exercise something of this janitorial function, this caretaking business, but the difficulty, of course, is that you get a President who is a caretaker and nothing more . . . It is true we have to exercise the caretaking, the promoting, the money raising function, but if the President is not an educator, if he does not retain some shred of scholarship then his power of communication, his effect as a link between the faculty and the board of governors I think becomes diminished to the point of absurdity. So I say down with caretakers up with educators and scholars, but let us recognize that the function is a dual one.

DR. DODDS: . . . May I ask, Mr. Trueman, what is the function of the President in respect to the education of his trustees? Should he try to keep them a rubber stamp board and fearful of the faculty or what?

DR. TRUEMAN: . . . A very quick answer which opens up a very large can of worms indeed is this. I think the President has an almost impossible function to exercise in the education of the board because he is so long unassisted. I would urge that in this country and in the United States as rapidly as possible we get some academic representation on the board of governors.

DR. GREGG: . . . I agree wholeheartedly with that point of view. Not too many but enough to give the President support when he introduces an unpopular proposition to the board of governors.

DR. MACKENZIE: . . . I would like to say two things: that in my experience this business of—as Albert describes it—educating the board of governors is far from impossible. I think that, again on the basis of my experience, I have by and large worked with dedicated men and women who, at considerable inconvenience to themselves, have given such talents as they possess to assist me in this complicated business of running a university. The real problem is for the President to find the time to sit down individually and collectively with his board of governors and tell them quite frankly and simply what the problems of the situation are. Now on his other issue of representation of faculty, I know it's immensely popular. I wouldn't suggest that Milton Gregg and Albert said what they said because they want to be popular with professors because neither of them has to be any longer. But still, it's nice to be loved.

DR. DODDS: . . . What do you have to say Mr. President?

DR. MACKAY: . . . One comment first on Larry's remarks. He said that in regard to the flag pole he wasn't sure in what capacity he was operating. Now I was a student at that time and I hope no one is going to ask me in what capacity I was operating—after all, it was our flag pole.

This business of academic representation on the board: it's a matter we've discussed a great deal lately. I don't think any of our universities, particularly the larger ones in Canada, have academic representation on the boards. I know Dr. Dodds' book has a good deal to say about it, and it seems to me that some of the discussion almost came down against academic representation. We talked about it here this year, and thought, "we won't wait to be boxed in by the faculty on this, we'll take the lead". After discussing it with the Board, and I think we did a bit of persuading, they agreed we would get the Vice-President (Academic), one of my most senior colleagues, a man highly respected and highly regarded for many years, to sit on the Board with us. I thought this would be agreed to by the faculty, but I found to my astonishment that they said, "Not at all, this fellow Mackay is just putting one of his stooges on the Board."

Well now if anybody had ever told me when I was a student that Frank Toole would ever be a stooge of mine—this is just the most incredible nonsense you know, yet this is the attitude some of them took. The problem there is once you have allowed faculty representation on the Board the faculty members so appointed must be prepared to act as board members. You've got to get on with the business of the University; you've got to discuss academic matters. Faculty members must be prepared to act as board members, to take a stand as board members. But when I have discussed this with some of them down at U.N.B. I found a bit of hesitancy to adjust to such a procedure. This they would have to be prepared to do if they are going to sit on the Board.

I want to make one other comment on communication. I think one of the President's big problems today is communicating with the public because universities are not the same places they were twenty-five or thirty-five years ago. I find that even our graduates who have been to university prior to the second world war haven't too much of an appreciation or idea of what a modern university is like . . . I've found I take more and more of my time trying to explain to our graduates and to the public what our problems are . . .

DR. MACKENZIE: Mr. Moderator, since this business of representation has proved so popular could I pitch in another idea. I think it would be rather appropriate if we had the students represented on the board of governors . . . I think we might take a leaf out of the experience of the Scottish universities and have the university student elect, at appropriate intervals, a Rector. I think it would be wonderful if Milton Gregg were Rector of the students at the University of New Brunswick.

DR. DODDS: I don't know any principals of the Scottish universities who like this idea of student elected Rectors.

DR. MACKENZIE: I still think the idea might be a good one.

DR. DODDS: . . . On this point of communication, if Trueman had only read my book he would realize that what Mackay was talking about in communicating to the public is part of the 50 per cent of the time that I would credit to the educational function of the president. Educating the public, including the board, seems to me to be one of his highest educational functions . . . The trouble I see with a good many presidents on this communication business, even with the board, is they think they must do it all themselves . . . As a class of course, they are poor at delegating. On that side, we are absolutely weak . . . As for this question of faculty on boards, I think there are a good many other ways of approaching that communication problem. The thesis that I have put down was

that there are better ways of faculty and trustee co-operation than sitting on each others boards . . . Most of the problems you deal with on the educational level with the board are best interpreted by the faculty; but when you get to the areas or terms of employment it seems to me that the faculty man is hamstrung there because he is in a conflict of interest. But let's for the moment confine the whole matter of communications, to internal communication. What do you say about this, Dr. Gregg?

DR. GREGG: I want first to go back to the definition of the subject—"Educator or Caretaker?" Certainly in my short and interesting period at this university, the only one in which I had the privilege of presiding, I fell definitely into the second category, providing the definition is the one the moderator hinted at—caretaker interpreted in its broadest sense. I think there is a very important area of common ground between the two fields of educator and caretaker . . . I came here in the immediate post war years. At that particular time we were dealing with young people who had had five years of rigid discipline in the armed forces. For them, even though mature men and women, it would have been a terrible thing if members of the faculty had not rallied round and instituted free and easy post war guidance. Now I know that is a controversial question—whether this atmosphere, this type of guidance should be continued today among younger people who have had less experience in life. I for one am going to put forward a controversial point, I know, and say that I believe there should not be any semblance of dictatorship either on the part of the president or on the part of the faculty or on the part of that august body that the students themselves elect; and I think there the president has a duty to perform.

. . . Now I am going to end by adding one other thing which may appear quite parochial, but it has not been mentioned at all. I conceive it as a part of that caretaker task of the president. And I will admit, Mr. Moderator, that it applies most particularly to my native province. I believe that the President has an important task, Colin, in seeing to it, as you have begun to see to it, that the University plays an increasingly important part in the life of the community. When I say community I mean primarily the province of New Brunswick and secondarily our country of Canada and thirdly the international community. I hope I'm not divulging confidential correspondence with Colin when I say that within the last year and a half Colin and I have been in correspondence on a topic that might make it possible, when things steady down, for universities such as this to have some relationship with similar universities in other lands . . . Without in any way minimizing the importance of scholarship and the research phase of the university, I would like to see the university extend its work beyond its immediate horizons, particularly the small university which has the opportunity of making a big impact both spiritually and economically upon the community as a whole.

DR. DODDS: Your remarks suggest a question which deals particularly with the office of President and worries a good many of us in the States: and that relates to the civic responsibility of the President.

DR. MACKAY: . . . It is quite true that one gets on a board and is then asked to serve on another and another and so on. Before you know it the faculty are wondering if you are ever around the campus. I think there is also a tendency to discover that it's quite nice to spend a week in Ottawa at the government's expense and get away from the problems at home. But, it can be difficult to turn down requests to serve on boards and so on. I do think it is something that every President has to watch very carefully.

DR. MACKENZIE: Mr. Moderator, there is a point here growing out of the title of our topic that I would like a little clarification about. I think we have been using "educator" in different senses. Originally, I think, we were inclined to talk about educator as an *academic* educator only. One who is concerned primarily with the academic program; a person who actively participates in this most important area of university operation.

But on this new interpretation of the President as educator which has been coming out in terms of what you said and what Milton Gregg said about work in other areas of life, I can see a very real role for the University President and one which, by virtue of his office, he can probably contribute a great deal to, but I do think it is important that we should realize that there are these two definitions of the term educator.

DR. DODDS: I will discuss that point with you, Larry. I don't think that you've got a dichotomy there by any means. I question whether one can be effective in one area here without pretty intimate contact with the other. It seems to me the President has got to be considered by the faculty as an intellectual peer—not in the sense of being a specialized scholar; I agree that's out of the question. The Presidents who seem to me to fail are the ones who have not been able to convince the faculty that they were their intellectual peers . . . I would now like to call on Mr. Trueman to wind this up.

DR. TRUEMAN: If I may go back to my initial proposition. It was with the sense of mischief, I am willing to admit, that I introduced this controversial suggestion that there might be faculty representation on the board of governors. I would still like to see it done. This is not the important matter, however, for the purpose of this conference. What emerged during these moments of discussion is the fact that there are certain difficult problems which fall under the educational role of the President that have to be met. This device that I have suggested is one way of tackling it. I have found in my experience that something ought to be done to make boards of governors understand the nature of the faculty, the kinds of people they have on faculties, what the professorial, dedicated, intellectual mind is. On the other hand you have to get the faculty to know what the board of governors is . . . But here's a significant thing: Dr. Dodds himself raised, as an objection to faculty representation, the fact that the faculty member would then find himself in an area of conflict with board members. Now I think I know precisely what he meant. But I think that anything which can be done to reduce the notion that there is an area of conflict and to expand the notion that there is a significant area of understanding and joint purpose is of the greatest importance . . . I just want to make it clear that contrary to what impression Dr. Dodds got, my notion was not that the faculty and the board should be kept apart—on the contrary. Something very serious has to be done to bring the faculty and the board of governors together in an area of common purpose and understanding.

DR. DODDS: I couldn't agree more.



