

Registered

DALHOUSIE UNIVERSITY

» BULLETIN »

INAUGURATION NUMBER





THE INAUGURATION
of
CARLETON W. STANLEY
as
President
of Dalhousie University



Programme of Ceremonies

~*~*~

Capitol Theatre, Halifax
Friday, October 9, 1931

PROGRAMME

- 2.15 p. m. Assembly of Delegates and Guests of the University, Members of the Board of Governors, of the Senate and of the Faculties of the University in the Lounge of the Capitol Theatre.
- 2.45 p.m. ACADEMIC PROCESSION.
- 3.00 p.m. ORCHESTRA: *O Canada*.

INVOCATION.

Rev. A. H. Moore, M.A.,D.D.,D.C.L.,
President of the University of King's College.

ADDRESSES OF WELCOME.

W. G. Stewart, B.A.,
President of the Council of the Students.

Murray Macneill, M.A.,
Member of the Senate.

Rt. Hon. R. B. Bennett, P.C., LL.B.,LL.D.,
Prime Minister of Canada,
Governor of Dalhousie University.

INDUCTION OF CARLETON W. STANLEY, M.A.(Oxon.),
G. Fred Pearson, LL.B., K.C.,
Chairman of the Board of Governors.

TRANSFER OF SEALS OF OFFICE.

A. Stanley Mackenzie, Ph.D.,D.C.L.,LL.D.,
President Emeritus.

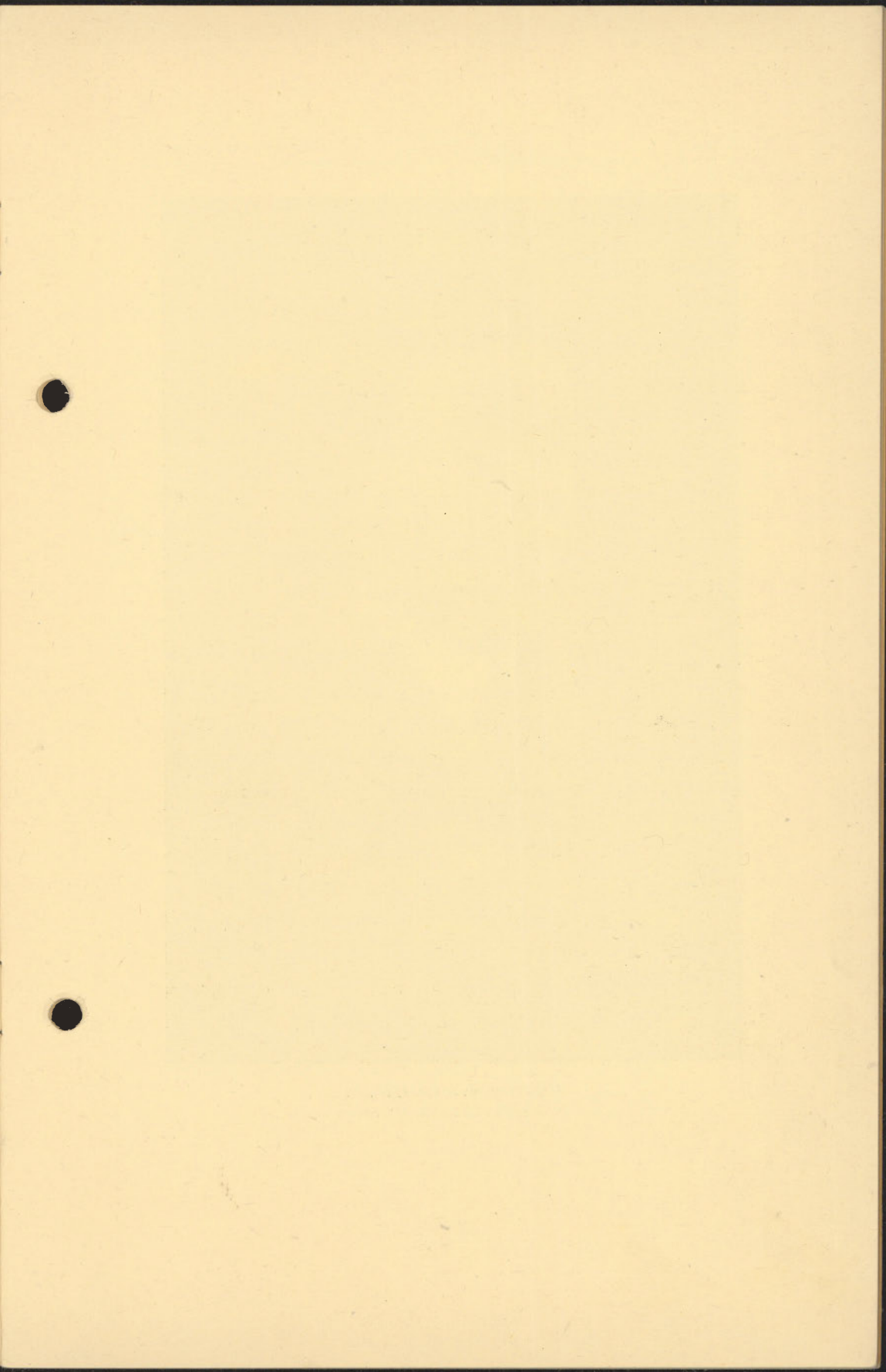
INAUGURAL ADDRESS.

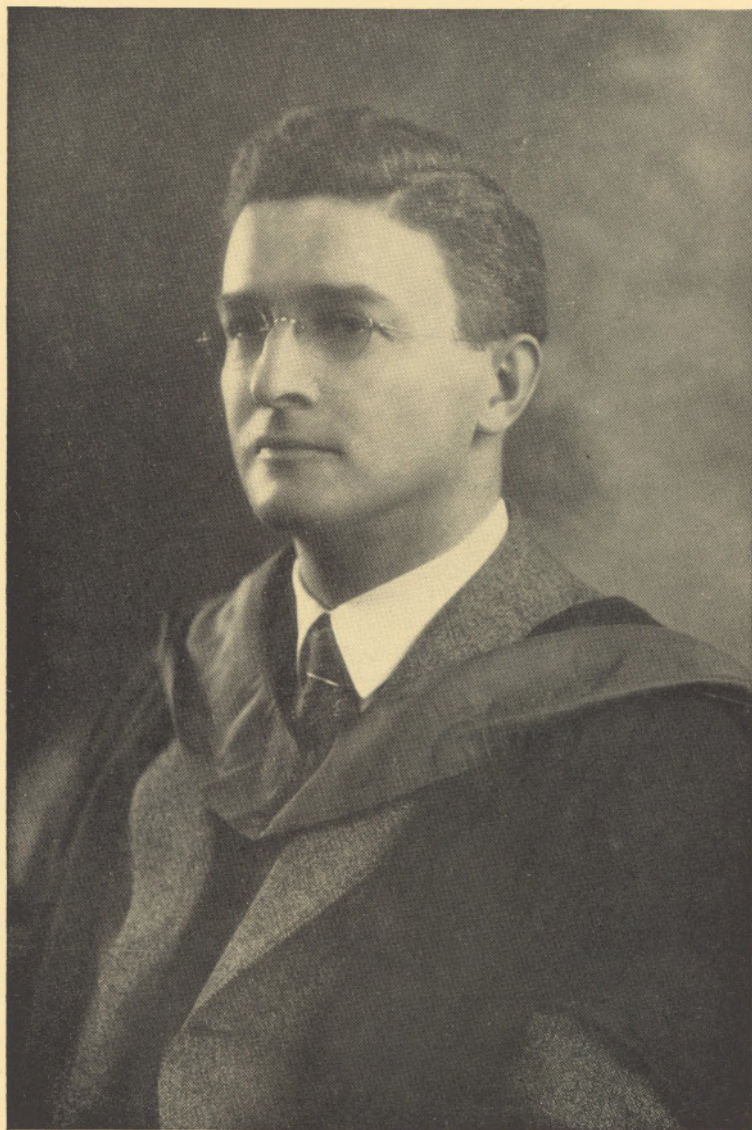
President Carleton W. Stanley.

ORCHESTRA AND GLEE CLUB:

All Hail to Thee, Dalhousie!

GOD SAVE THE KING.





CARLETON W. STANLEY, M. A.
President of Dalhousie University

* Address of the Right Honorable R. B. Bennett,
P.C., LL.B., LL.D.

Prime Minister of Canada
Governor of Dalhousie University

I JOIN with Dalhousians and all the friends of Dalhousie in welcoming our new President, and in wishing him and our University the fullest measure of success in the regime upon which we are now entering. The little college of a century ago has grown into the great university of today, with resources and equipment adapted to meet the needs of the present time. It has developed, but it has not changed. For it has built upon the old traditions and the old ideals which gave it being, and which, through its honoured history, have been the mainspring of its splendid and far-reaching activities and enabled it to make so considerable a contribution to the national life not only of Canada but of other countries as well. The maintenance of those ideals and traditions must be alike the triumph of its old leader and the inspiration of the new. We confidently entrust them to his keeping, knowing that his qualities of heart and mind, his ripe scholarship and extensive business experience, with the loyal co-operation of his colleagues and of the whole student body, will carry our university steadily forward to even greater achievements in an age which demands and will welcome what old Dalhousie is so well prepared to give.

** The Prime Minister spoke from his office in Ottawa, using long distance telephone. Amplifiers in the theatre enabled the audience to hear the address perfectly.*

Address of G. Fred Pearson, Esq., LL.B., K.C.

Chairman of the Board of Governors

ON behalf of the University it is my pleasant duty to express high appreciation of the attendance here of so many distinguished guests. Particularly am I pleased to welcome His Honour, the Lieutenant-Governor. It is, I believe, his first public appearance since he assumed his high office and we offer him our warmest congratulations and express the fervent hope that he may live long and happily to rule over us.

We are highly honoured by the presence of the distinguished gentlemen who have come here to represent the universities of Canada and the New England States. They testify by their presence an interest in higher education which we share, and we are particularly delighted to have them with us. May I also express our appreciation for the attendance here today of so many prominent citizens of Halifax. Dalhousie was never more fortunate than now in the number of her friends.

We are met this afternoon formally to instal the fifth President of Dalhousie. Dr. Mackenzie, having completed twenty years of devoted service, expressed a wish to be relieved of the burdens of office, and the Governors of the University with reluctance acceded to his request. The Board has caused to be spread upon its Minutes an expression of its high appreciation of his arduous and successful labours and in other ways has made manifest the great esteem in which Dr. Mackenzie is held by all Dalhousians.

After six months had been spent in the search for a successor the Board, feeling confident that the right man had been found for the post, on June 23rd last invited Carleton W. Stanley, M.A., to take office as the fifth President of this University. Mr. Stanley accepted the post and entered upon the duties of his office on the first day of August. President Stanley has had a distinguished academic career, he has been a successful teacher and has had valuable experience on the administrative side of University work as assistant to Sir Arthur Currie, Principal of McGill University. Dalhousie is

fortunate in having secured him for its leader and I venture to believe that President Stanley feels himself no less fortunate in having such an opportunity as the leadership of Dalhousie offers, in which to make use of the talents which he possesses for the advancement of learning and the higher education of the youth, to fit them to face the great problems which confront the world to-day.

In 1919, when the world was reeling from the confusion which was the product of the Great War, that eminent scholar, diplomat and statesman, James Bryce, out of the ripe wisdom of a long public career, pointed out the urgent need for careful and exact thinking on the new problems being created by the general unsettlement and flux of opinion. "This work of hard thinking", he declared, "ought to be done by the most capable intellects, which can bring to it all the world's experience recorded in history or contained in the writings of our wisest predecessors. Highly trained intellects are needed to give the clear-cut, penetrating, scientific kind of thinking that will help us through these days of confusion."

In a letter to that great kindred soul, Dr. Charles W. Eliot, of Harvard, at that time Lord Bryce wrote:

"Now it is the Universities that seem especially called to meet this emergency, by giving us the trained thinkers we desire. Universities exist largely for the purpose of clarifying thought and testing not only ideas but schemes looking to the moral and social welfare of mankind. Whatever strengthens them and extends their influence, benefits a nation. They are its intellectual life blood."

That there is still a very present need for careful and exact thinking is painfully apparent. The venerable head of Princeton, Dr. John Greer Hibben, just entered upon his twentieth year as President, stressed the same thought the other day, in his reflections upon the emergency in world economics, when he said: "from this emergency a new world radically different from the present will emerge, and demand men far above the present standard of intellectual acumen and resourcefulness."

May we not then believe that, true to the purpose of its original foundation as an institution of higher learning, Dalhousie has laid upon her now more than ever before the duty

and the obligation of providing trained leadership to cope with the perplexities and confusions of the time in which we live. So may we not also cherish the confidence that President Stanley has been summoned at the appointed hour to the great task of leading our University onward to meet the challenge of a new day.

May I quote some words of the late Earl of Oxford:

"There is work to be done. There are spurs to be won by every soldier who has enlisted in the army of progress. You and I, who have taken service in its ranks, this afternoon renew our fealty to that great cause of which justice is the end and freedom the instrument, and with whose fortunes are bound up the best hopes of the future of our country."

Directly addressing Mr. Stanley, Mr. Pearson concluded with the formal phraseology of the act of investiture:

"In accord with the statutes in that respect made and provided, and by direction of the Governors of Dalhousie College at Halifax, I vest you with the office and declare you to be President of this University, with all the rights, privileges, duties, and emoluments appertaining thereto."

Address of A. Stanley Mackenzie, Ph.D.,
D.C.L., L.L.D., F.R.S.C.

President Emeritus

LET me add my welcome to that already extended to President Stanley on behalf of the Governors, the Faculties and the Student Body, and by the Premier of Canada; and I wish also to tender my congratulations both to him and to the University on his appointment to the office which I know he will so worthily fill.

This University has been fortunate in many ways, but in no way more fortunate than in its Founder, George Ramsay, ninth Earl of Dalhousie, and in its first President, Dr. Thomas McCulloch. One has but to read the speeches and pronouncements of Lord Dalhousie with respect to the institution which he was founding, and which he called the College of Halifax, to realize how far he was in advance of his times in his conception of freedom and liberal thinking, and how clear were his views of the importance and necessity of education for all sorts and conditions of the people of the Province. President McCulloch, a man of great intellectual calibre and of unusually wide scholarship and of intense convictions, formulated academic ideals and set a standard which have been the aim of all succeeding generations to emulate.

The authorities of the newly founded institution prevailed on Earl Dalhousie to have it given his name—no small honour; for it is a name that will remain forever imbedded in the annals of Imperial Britain. As a further favour and honour the Earl gave to the College the right to use the Dalhousie Coat of Arms in its seal. For well over a century this has been the badge and emblem of our Dalhousie descent. May we not take to ourselves the words of the poet Allan Ramsay, a member of the Dalhousie clan, written about the father of our Founder—

“Boast of Ramsay’s clannish name,
Dalhousie of an auld descent;
My pride, my stoup, my ornament.”

Turning to Mr. Stanley, and handing him the University Seal, Dr. Mackenzie added:

As a symbol of your having assumed the incumbency of the office of President of this University, I have the honour of formally putting in your keeping the historic seal of the University.

INAUGURAL ADDRESS

PRESIDENT CARLETON W. STANLEY, M.A.

SO many kind things have been said to me, and about me, since I came here, that I think that for once something must be said on the other side. It is true that those in authority selected me as a successor to my good friend, Dr. A. Stanley Mackenzie—of whose successful career I shall say something in a moment. But it is also true that I, though I had other work to do, was greatly attracted by Dalhousie University. I knew its long and glorious history, I knew many of its teachers, past and present, and I knew scores of its graduates, young and old. My deliberate judgment of Dalhousie is and has been that it has, more consistently than most other Canadian Universities, kept in mind what the purpose and function of a university is. What that is I shall try to make clear as I go on. As against those great attractions, and the manifold attractions which the life and people of these Maritime Provinces have long had for me, there were some misgivings. In the last two decades Dalhousie University has leaped ahead with a marvellous impetus. In the newer parts of Canada new universities have sprung into being and shown great physical growth. But Dalhousie is one of the very oldest of Canadian universities, and lies in one of the oldest parts of Canada. Nor has its recent growth been merely physical. It has added new faculties; it has succeeded—partly, I believe, through the persistence of my predecessor,—in healing a breach more than a century old, and there now stand on Dalhousie Campus the beautiful buildings which house an institution even older than itself—the University of King's College. I feel that that happy affiliation presages other fruitful movements of cooperation. In short, in addition to carrying on the old work in the Arts Faculty, and in the famous Law School, great new movements have been set going in the regime of my predecessor. I confess to some misgivings about my ability to keep up the pace. But I am sufficiently immodest to hope that the average results of Dr.

Mackenzie's efforts and my own, will be found to be a good average. He has done much more than his stint; I pledge myself to do my best.

Nor can I fail to mention here those public-spirited gentlemen who constitute the Board of Governors of Dalhousie University. The presidency of a modern university, with its many faculties, its diverse and endlessly ramifying interests, is not a burden rashly to be undertaken. I should never have undertaken it had I not known the zeal and tireless support of the Dalhousie Governors in the past, and had I not been sure that it would be so in the future. Few universities, I believe, have supporters so devoted and unselfish.

I am now going to address this audience as a university audience, to say a few words as to a company of fellow students. In one of his letters Plato says that a man should say little, and write little, but go on learning to the end. And all wise men do that. But, we who assemble together in universities have special opportunities for learning. Some of us think at the time that we have not sufficient leisure at university to learn the things we should like to learn. I have heard professors complain about that, I have even heard students make a similar complaint. On the other hand, I believe that most graduates look back on college days as days of spacious and tranquil leisure. And while I can bear testimony to the diligence of Canadian university teachers, and to the fact that many of them are obliged to work much too hard, they at least are busy with the work which they have chosen to be occupied with, and to a degree that is rare in other human occupations.

And so we are here to learn. So far as I know it has never been disputed that a university is an institution of learning. But from the outside it has often been urged that universities are occupied with useless learning, and latterly in the universities themselves there has been much debate about what things should be taught and what things should be learned. Especially has there been a demand that in view of our changed ways of life we give up the traditional subjects of study and pursue new paths. It is urged, for example, and with some show of reason, that university should be a preparation for life. But life, it is added, has changed, and changed funda-

mentally. Even if we would, we cannot live as our fathers lived. For one thing, life has become mechanized, and so a large proportion of us must become expert in machines, and in all that machines entail. Again life has become complicated to an almost baffling degree; new sciences have been added and the old sciences made over. Nay, more, the student of the history of science observes that the leaders in science today are asking certain fundamental questions with the same dubiety as men had in the fourth and third centuries B. C., which raises the still more fundamental question whether all the intervening human accomplishments may not have brought us round in a circle, like a wanderer, lost in the clouds on the mountain tops. However that may be, some ground for argument has been afforded to those who urge that no student can be expected to know everything, and that it behooves those in charge of the curriculum to see that the most useful things are studied only, or at least studied first.

Now, I think that these arguments must be listened to. They must even be listened to patiently. University men must humbly remember the old saying that there is no fool like a wise fool. They must remember also the besetting sin of academies and the academic mind, namely, a dogmatic and prejudiced conservatism. When times and conditions change, when the minds and hearts of men are seized with new needs and filled with new aspirations, or it may be with a new despair, then the intellectual leaders of society need a new endowment of humour, and imagination, and sympathy. True, we must hold fast to those things which are good—but it is possible to have one's hands full of weazened pods when it is time to be gathering fresh fruit.

I am deliberately putting the case for the innovators and revolutionaries in education as fairly and even as philosophically as I can. I am not upholding conservatism merely for the sake of conservatism. But, on the other hand, at this stage it must in reason be asked: What is the purpose and function of a university? For the reformers must not be allowed to reform the University out of recognition. We said a little while ago that university could fairly be called a preparation for life. That statement is all very well so far as it goes, but it is not a definition of a university. Many other things are

a preparation for life. What distinguishes a university from these other things? From a 'business college' for example, or a carpenter's shop that trains apprentices? A preparation for life? Would it help perhaps to stop for a moment and ask what we mean by life, and what we mean by learning to live? The men who founded the first schools and academies in Europe—the men who gave Europe its mathematics and its science, much of its medicine, its most profound philosophy of law, who developed every form of literature which today we possess, and the loftiest examples of Art—these men believed that Life was an Art, an art which could be learned, and in which some men might become proficient, so that they could live nobly, and wisely. And the test of success in life was neither distinction in war nor aggrandizement in peace, neither personal popularity nor political renown, but if you please whether a man could make intellectual use of his leisure time. Not inventing machines, nor even writing books, no, nothing of that sort; simply housing with ideas, contentedly and even gaily. Now, some may think that is far too simple a test of a noble and wise life. But, reflect on it for a moment. Reflect on how most men and women spend their week-ends, asking yourself: 'Are they spending their leisure intellectually? Are they willingly housing with ideas, are they thinking, and can they think contentedly and cheerfully?'—if you will reflect on this you will see that there is more than a little in this test of life: the intellectual use of leisure. But the men who held this creed were the earliest schoolmasters, the first founders of academies in Europe. And so it is no accident that our word school—like so many other modern European words expressing an ultimate idea—is a Greek word, and that it means leisure. (As has been said, school boys have a way of finding this out, whether they know Greek or not. That merely shows that school boys from one age to another are right in their fundamental ideas).

If then, ancient philosophers and modern school boys are sound, education in the true sense of the word means leisure to learn how to use one's leisure. It means a training in the finest and highest of the arts—the art of learning how to live. Not to make a living. A tradesman can teach youth that. And it's a very useful thing to know. Nor should

any university man sneer at it. For it seems a part of the order of things that for thousands upon thousands who know how to make a living, only one here and there learns how to live, and what a divine thing human life may be. University men and women should rather reflect that they are a specially privileged class, and that they owe large duties to the community which makes their education possible.

This feature of the situation leads me to digress for a moment on a thing which has often struck me forcibly: the purity of motive shown by the early benefactors and founders of universities on this continent. True, great exceptions may be found. But let me cite the case of the university from which I have just come. Montreal is, and always has been, a commercial city. But something more than a century ago McGill University was established there by a merchant (who himself had had no university education) and turned over to a society recently formed for the 'advancement of learning.' The advancement of learning! Could any nobler motto for a university be found? In other places at this time and later, both in the Old World and in the New, colleges were being made a social preserve, or the battle ground of sects, or a political football. But, meantime a Montreal merchant endows a college for the advancement of learning.

About twelve years ago, I happened to be in this city of Halifax, and my attention was then called to a facsimile of the brass plate on the corner stone of the original Dalhousie. It was there described as 'a public seminary, in which the youth of this and other British Provinces may be educated in the various branches of literature, science, and the useful arts.' Admirable phrases! A public seminary, here in Halifax in 1820, when neither Oxford nor Cambridge was public. For the youth of the British Provinces, however, and there follow the names of these: 'Lower Canada, Upper Canada, Nova Scotia and New Brunswick, and the Islands of Prince Edward and Cape Breton.' Prophecy as well as patriotism in that! And then the education itself: 'Literature, science and the useful arts.' Was it accident, I wonder, that put 'literature' first? Many decades later than this, two great Englishmen were publicly to record their regret over having neglected literature, one in the pursuit of science, and another

in the pursuit of systems. Was it accident, again, I ask, that the 'useful arts' were put last? I don't know. But perhaps something more was intended than the mere cadence proper to an inscription: "Literature, science, and the useful arts." Then, after I read the inscription I read the founder's speech, at the laying of the corner-stone. There I read with delight that Dalhousie was 'founded upon the principles of religious toleration.' The youth of today may read that lightly. But in the year 1820 it was a forward-looking thing to establish an institution of learning on principles such as these.

But to return from our digression: We are talking of life, and the function of a university. Most of you here will be able to amplify the terms I have used. Life is so endlessly rich, and man himself is such a paragon of animals that no puny definition should be allowed to circumscribe their dignity. I shall be content, however, if my words have succeeded in causing you to think of university education in terms of Life—Life in its fullest significance, in its divinest implications. Now once we have risen to that plane of thinking, do we not find it hard to believe that the heart of man has changed very much because of the more tools which he himself has invented? Is a Scotchman less a Scot because of the invention of the telephone? Is an Englishman less an Englishman when he rides in an aeroplane? Are we Europeans who live in this country less Europeans because we trade swiftly across the Pacific with the Orient? To ask such questions, of course, is to answer them. And yet in that most important of human activities—the education of our youth,—we are prone to listen to catch-words. I have heard it said, for example, in the last year, and in quarters where one would have expected something different, that Canadians ought to be studying Chinese instead of Greek and Latin. I have heard it said, and perhaps many of you have heard it said, that in our day boys were given too much theoretical mathematics and not enough practical science. But to say such things is to suppose that we can loose ourselves from the very warp threads of our being. No European since the fifth century B. C. has been able to think of science apart from mathematics. That is not to say, of course, that all Europeans in the interval have been scientists. Again, though a native of India may deny

the validity of history, and will seriously query whether the concept Time has any real meaning, the European is historically minded. And that is not less true of Canadians of European stock and culture. Like exiles of old, we cannot forget. "If I forget thee, O Jerusalem, let my right hand forget her cunning; if I do not remember thee, let my tongue cleave to the roof of my mouth." We cannot utter ourselves, except in terms of European culture. Go into a Quebec law-court and you are reminded irresistibly of the Forum in the day of Cicero. But a Canadian chemist talks in terms of a still older European culture. One of the strange things about it all is that our twentieth century culture is much closer to the Europe of the fourth century B.C., than to the Europe of the fifteenth century, A.D. And, indeed, it was about 1850 A. D., before Europeans at large shed anthropomorphism sufficiently to interest themselves once more in biology: to resume, that is, the Greek, or scientific, attitude to life and nature.

There is much of life, to be sure, that lies beyond the scope of the university, and much that should lie beyond it. Indeed that is one of the egregious mistakes that have been made on this continent—to suppose that to become a barber a boy must be sent to a university. And many have further confused the issues by dragging in the word 'democracy'. Is it not high time for common sense to assert itself, and insist that barbering is one thing, and democracy another thing, and a university still another thing? And again, on the other side, some of us have been a little too bigoted and exclusive in our talk about education. We have set up unreal antitheses, or, where the antithesis is genuine, we have applied it too rigidly. For example, there is a real antithesis between pure and applied science. Yet it is pretty hard to discover, for example, where geology leaves off, and mining engineering begins, and where mining engineering leaves off, and geology begins.

One can make mistakes of inclusion and mistakes of exclusion. But I suggest to you before I close with this part of my subject that the chief function of a university is to gather together the more gifted minds of the community for an arduous though delightful study of ideas, and principles, and fundamental things. This will involve a careful turning over of all the first-rate things that our human predecessors have said

and done. This country and this age cry aloud for a re-birth of humanism, for a re-interpretation of the human values of present human activities, and a re-assessment of the usefulness, humanly speaking, of many of our institutions. With no wish to flatter either the living or the dead, I believe that Dalhousie University, because of its tradition and because of the human material of which it is constituted, is pre-eminent-ly fitted for this task.

Life! Let us ponder, who can, once and again, what life is. You remember Hazlitt: "The contemplation of truth and beauty is the proper object for which we were created, which calls forth the most intense desires of the soul, and of which it never tires." Let me repeat that, for your benefit, my young friends, who are students of Dalhousie, and especially for you, who, like myself, are freshmen here: "The contemplation of truth and beauty is the proper object for which we were created, which calls forth the most intense desires of the soul, and of which it never tires."

Would it be right to leave the subject here? Perhaps for purposes of mere oratory, yes. But I spoke a moment ago of the gifted souls with which the university must chiefly work. Now in this distracting age, the gifted souls will not come to us. We may have to concern ourselves with seeking them out. I am reminded of the ancient Dalhousie motto, *Ora et Labora*. Trust in God, but keep your powder dry. The citing of all the philosophers will not solve our educational problem today; and it is a sin against honesty, a sin against youth, to prate of truth and beauty, and the intensest desires of the soul, when in reality we fall far short of these things.

In this and other parts of Canada, universities and schools were once famous for team work and coordinated effort. Schools selected their pupils carefully, and some of their very best went on to college. Colleges continuously selected their students and put some of the best of their male students back into the schools as teachers. There was no divorce between teachers in the schools and teachers in the colleges. Many college teachers I have known went from that to teach in the schools, and conversely. In Europe, this system still obtains, but for some reason Canada has followed after other gods, and the disastrous results are well known to all who

are conversant with the situation. That situation is as wide as Canada. The result has been all over Canada a marked deterioration both in colleges and schools. Colleges are everywhere saying that their unhappy plight cannot be mended until the schools send them better prepared students. The schools are hardly so articulate, perhaps, but they understand thoroughly that they cannot improve until the colleges take it as one of their chief practical duties, if not the chiefest of all, to send back some of the very best male brains into the schools.

There is nothing new or revolutionary in this doctrine. For the past ten weeks in Nova Scotia I have not talked to anyone who has not understood it thoroughly. Why then is not the doctrine practised? My opinion is that economic and social changes have followed one another so swiftly in this country that we have not adapted our institutions to them. This was partly what I meant earlier by saying that our institutions must be re-humanized. For example, machinery has inevitably depopulated the countryside and the fishing communities, and made hundreds of our precious country schools the mere husks of themselves. But then we should use machinery and our improved roads to consolidate secondary schools. The difficulties are not insuperable there. I do not believe that any of our difficulties are insuperable. I have heard it said in some parts of Canada: "You cannot induce men to take up school-teaching." I do not believe this. There is an ultimate fact which contradicts it, and that is this: After a certain age boys can be educated only by men. Every boy in Canada knows this, every man in Canada knows it. And my firm belief is that this knowledge will presently assert itself in a practical way, and make us all marvel that we sinned against the light so long.

Dalhousie University, therefore, cannot live unto itself alone. In a sense, and in a very real sense, every school in these Maritime Provinces, is a part of it. Its founder, you remember, cast his gaze as far to the Westward as Lower Canada and Upper Canada. If it be not impiety, I venture to revise his geography somewhat, and substitute for these further provinces the Island of Newfoundland. But I have no doubt that the graduates of Dalhousie will continue in the future to regard 'the Canadas', and the territories much farther west, as a proper field for the display of their virtues, and as a harvest which they can reap.

Delegates from other Universities.

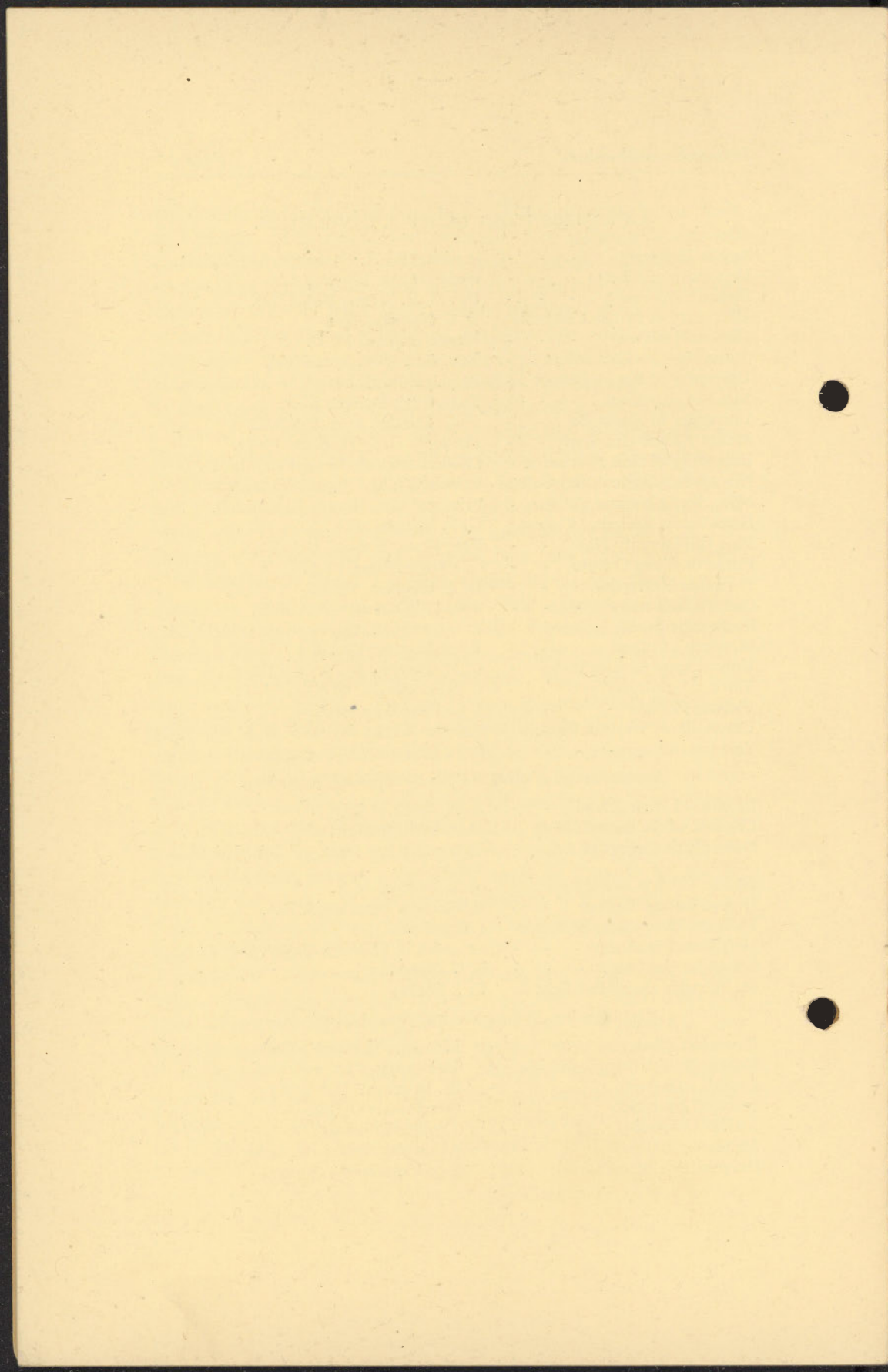
Acadia University	- - -	President F. W. Patterson, D.D.,LL.D.
University of Alberta	- - -	Dixie Pelluet, Ph.D.
Bishop's University	- - -	Rev. J. E. Moore, B.A.,LL.B.
University of British Columbia		B. C. Nicholas, Esq.
Harvard University	- - -	Harold S. King, Ph.D.
Johns Hopkins University	-	Rev. P. J. Nicholson, Ph.D.
University of King's College	-	President A. H. Moore, M.A.,D.D.,D.C.L.
McGill University	- - -	Dean P. E. Corbett, M.A.
University of Manitoba	- - -	D. C. Harvey, M.A.,F.R.S.C.
Mount Allison University	- - -	President G. J. Trueman, Ph.D.
University of New Brunswick	- - -	Chancellor C. C. Jones, Ph.D.,LL.D.
Nova Scotia Agricultural College	- - -	Principal J. M. Trueman, LL.D.
Nova Scotia Normal College	- - -	Principal D. G. Davis, M.A.,Ed.D.
Nova Scotia Technical College	- - -	G. F. Murphy, B.E.
Pine Hill Divinity Hall	- - -	Rev. W. G. Watson, B.A.,D.D.
Prince of Wales College	- - -	G. Douglas Steel, M.A.
Princeton University	- - -	R. A. MacKay, Ph.D.
Queen's University	- - -	Rev. T. W. Savary, B.A.,D.D.
St. Francis Xavier University	- - -	President H. P. MacPherson, D.D.,D.C.L.
St. Mary's College	- - -	Rev. Brother Cornelia.
University of Saskatchewan	- - -	G. H. Henderson, Ph.D.,F.R.S.C.
Toronto University	- - -	C. N. Cochrane, M.A.
Victoria College	- - -	J. C. Robertson, M.A.
University of Western Ontario	- - -	Captain Arthur James, M.D.,M.Sc.
Yale University	- - -	H. L. Bronson, Ph.D.,F.R.S.C.

Representatives of other Halifax Educational Institutions.

Bloomfield High School	- - -	H. H. Blois, B.A.
Convent of the Sacred Heart	- - -	M. Eileen Burns, M.A.
Nova Scotia College of Art	- - -	Elizabeth S. Nutt, F.S.A.M.,A.M.D. A.R.C.A.
Halifax County Academy	- - -	S. A. Morton, M.A.
Halifax Ladies' College	- - -	E. Florence Blackwood, B.A.
Halifax Conservatory of Music	- - -	Harry Dean
Holy Heart Seminary	- - -	Dr. John B. O'Reilly, C.J.M.
School for the Deaf	- - -	G. C. Bateman
St. Patrick's Boys High School	- - -	F. J. Phelan

The following Universities sent formal Greetings:—

Bowdoin College	Memorial University College
University of British Columbia	University of Ottawa
Cornell University	St. Dunstan's University
Harvard University	Swarthmore College
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