

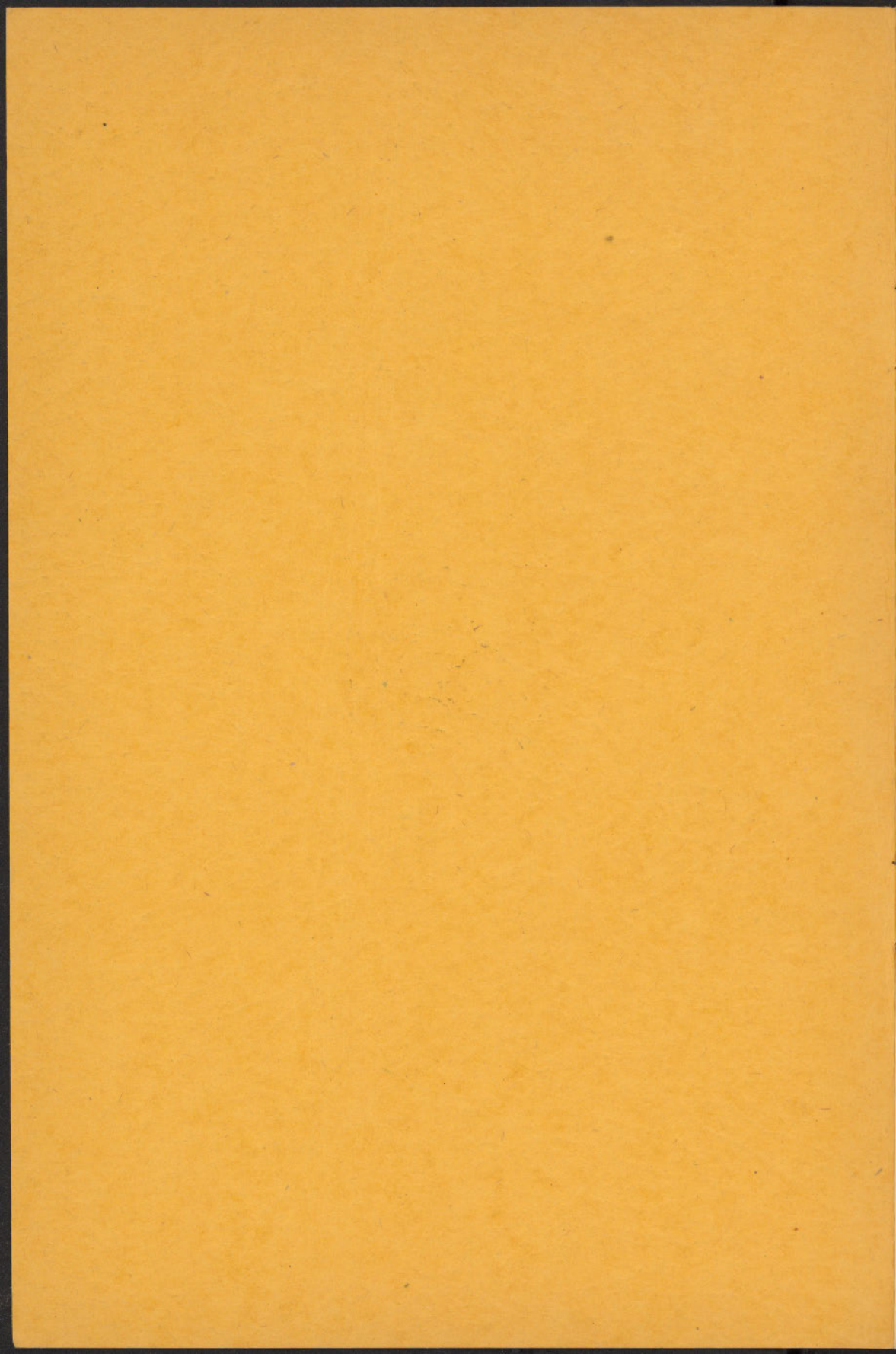
DALHOUSIE UNIVERSITY

INAUGURATION CEREMONIES

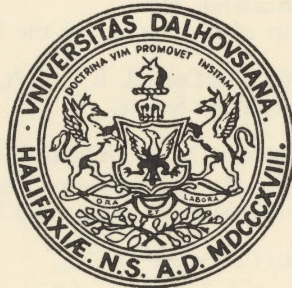


HALIFAX, N. S.

NOVEMBER, 1945



THE INAUGURATION
of
ALEXANDER E. KERR
as
President
of
Dalhousie University



Programme of Ceremonies



THE GYMNASIUM
Tuesday, November 13, 1945

PROGRAMME

- 2.45 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 Science Building (East Entrance).
- 2.55 p.m. ACADEMIC PROCESSION.
- 3.00 p.m. ORCHESTRA: *O Canada*.

INVOCATION:

Rev. J. H. A. Holmes, M.A.,B.D., Hon. D.D.,
Dean of Divinity Faculty, University of King's College.

ADDRESSES OF WELCOME:

D. L. Sutherland, B.A.,
President of the Council of the Students.

Vincent C. MacDonald, K.C.,B.A.,LL.B.,
Member of the Senate.

G. J. Trueman, M.A.,Ph.D.,D.C.L.,LL.D.,
Chairman, Central Advisory Committee on Education
in the Maritime Provinces and Newfoundland.

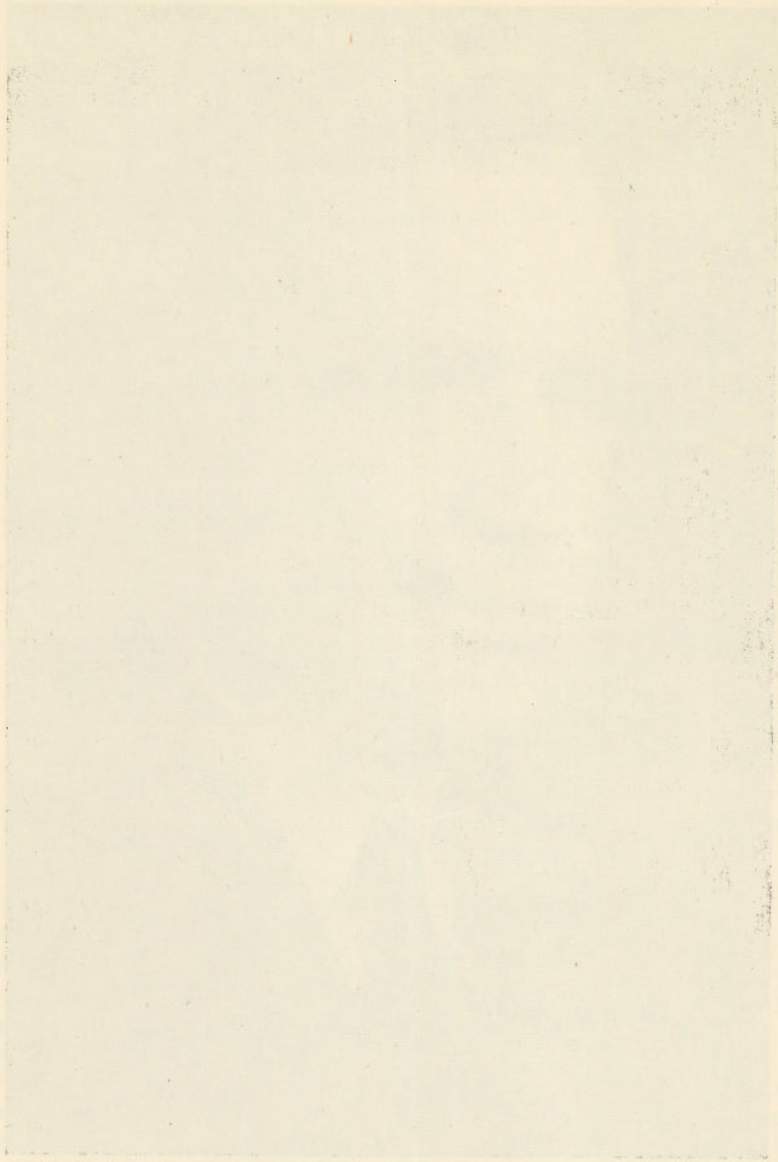
Lt. Col. K. C. Laurie, D.C.L.,
Chairman of the Board of Governors.

INDUCTION OF ALEXANDER E. KERR, B.A.,B.D.,D.D., and
TRANSFER OF SEALS OF OFFICE.

INAUGURAL ADDRESS:

President Alexander E. Kerr.

God Save the King.



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ALEXANDER E. KERR, B.A., B.D., D.D.
President of Dalhousie University

Address of D. L. Sutherland, B.A.

President of the Council of the Students

IT was with great pleasure that I accepted the invitation of the Inauguration Committee to say a few words this afternoon on behalf of the Dalhousie Student Body.

Dr. Kerr, as we all know, is no stranger to Dalhousie, having graduated from this University. He had, moreover, become acquainted with a large number of its students, both present and past, even before accepting his new appointment. I refer in particular to the many students who have lived at Pine Hill Residence, while attending classes at Dalhousie, this campus having been without a men's residence until the present year. During the unforgettable years we spent there in fellowship with other students, the name of Dr. Kerr, Principal of Pine Hill Divinity Hall, both commanded the respect and earned the admiration of every man in residence.

We who were not studying theology did not have any basis for judging the standard of scholarship demanded by Dr. Kerr of his students. However, a brief sampling of opinion among them would reassure any graduate, or dash the hope of any student, who might entertain a thought that the high standards called for here at Dalhousie are due to relax. Perhaps we students are fortunate in having him as our President and not as a professor.

But it is for other reasons, in particular, that we welcome Dr. Kerr to Dalhousie. We in Pine Hill Residence noted with approval that in him the student body found one who had a deep-seated interest in their activities. We, here at Dalhousie, note that our President is giving evidence that he intends to carry on that interest, not only by his attendance at games and student functions, but also by his sympathetic assistance in their requests and problems.

For our part, we assure Dr. Kerr that he may expect from us in equal measure the co-operation which he is showing. May I express the hope that in the years to come this will mean that the Student Body and the Administration will work in closer harmony than ever before, for the common good of Dalhousie.

Dr. Kerr, on behalf of the students, it gives me great pleasure to extend to you a warm welcome to the office of President of Dalhousie University.

Address of Dean Vincent C. MacDonald,
K.C., B.A., LL.B.

Speaking for the University Senate

IT is my happy duty to voice the sentiments of the Senate of Dalhousie towards our new President.

We witness his advent with pleasure, because of what we know of his record as the exemplar of a great profession and as a teacher and college administrator; and with satisfaction, because our recent experience with him suggests that together we may be able to advance the traditional ideals of our University in significant degree. We stand ready to co-operate with him in all matters great or small, as we are persuaded he will co-operate with us to the common good. Indeed we are emboldened to hope that in fact, as well as in symbol, we pass into a new era which may well become Dalhousie's golden age.

We shall then—in our proper sphere—make common cause with our new President in the work of the University; but as we embark together upon this work, it may be well for me to state our concept of the goals of that work and the conditions of their attainment.

Without striving for a definitive statement, it is apparent that a university is concerned with the immense capitalized experience of the human race which we call knowledge; it is concerned with students who come to it for education in and through the arts and sciences, or in and for the segments of knowledge which constitute the professions; and it is concerned with the life of the community of which it is a part.

Now in its primary sense a university is—as Newman said—“a place of concourse whither students come from every quarter for every kind of knowledge”; it is a place wherein students pursue knowledge and training under men learned in such knowledge, and wherein both scholars and students pursue knowledge without fear of restraint or pressure as to what knowledge shall be sought or expounded, or how. In this context knowledge means Truth, and the ultimate purpose of the university “can never be less than the training of the human mind to search out and know the truth”.

We may well agree with Disraeli that a university must be a place of Learning, of Liberty and of Light.

It must be a place of *Learning* staffed by scholars whose learning keeps them ever-conscious of their relative ignorance, and whose passion for truth urges them to seek it beyond existing frontiers, and to inspire others to the same quest. It must be a place of *Liberty*; for “he who seeks

truth must follow wherever the search may lead", and, therefore, the pursuit must be free of impediment or inhibition, and all inquiries and discussions must be made, and had, in the great tradition of academic freedom. A university must be a place of *Light* wherein illumination is cast over every area of darkness, whether of ignorance, of superstition, or of prejudice; and it must not be merely a place of internal light, for the university must stand as a beacon seen from all sides, and symbolizing the unity of the arts and sciences and their application to the immediate life around.

In this whole process of cultivating, enlarging and diffusing knowledge the staff will of necessity play a great part; but there is yet room for the university president to play a distinguished, or even a starring, role. He it is who selects the staff, and who co-ordinates the work of individual scholars and faculties, and who controls the direction in which they shall move; he it is who personifies and interprets the whole work of the university to the public. No university president need yearn for avenues of influence nor scope for statesmanship in education; rather need he fear his ability to discharge the diverse tasks devolved upon him by the current concept of the presidential function.

To be a scholar, the selector and leader of scholars, the general manager of a great business concern with many employees and clients, the procurer of great endowments and the disburser of large income, the common link between students, staff, trustees and public, the entertainer of notables, the dispenser of wisdom on all subjects to groups of all kinds and (in his spare time) to be expected to be the fabricator of great policies—these are aspects of the current ideal!

Under this concept it is natural that presidents should become unduly preoccupied with matters of organization, of curricula, and of administration, in discount of the fact that these are but means to the intrinsic ends of scholarship and teaching, and that universities exist only for the creation and transmission of ideas.

I have no doubt that our new President will struggle manfully against the thralldom of this conception and that (like others) he will manage somehow to keep the balance true between what is of the essence and what is accidental; and in particular come to believe, with others, in the virtue of letting an institution largely run itself.

Viewing his dilemma with sympathetic eyes the Senate ventures to hope that the President will hold true to his own conception of the function of his high office, and that within it the affairs of scholarship will find the leading place.

Certain it is that in the minds of the Senate, and of the rest of the teaching staff, there is the unanimous wish that Dr. Kerr may long grace the presidential chair, and that under his guidance Dalhousie will be, in truth, the home of Learning, of Liberty, and of Light.

Address of George J. Trueman,

M.A., Ph.D., D.C.L., LL.D.

Chairman, Central Advisory Committee on Education in the
Maritime Provinces and Newfoundland

IN 1924, under the direction of the late Dr. Frederick P. Keppel, President of the Carnegie Corporation, a representative committee was formed in the Maritime Provinces and Newfoundland for the special purpose of discussing the educational problems facing us in this area. It was to be known as the Central Advisory Committee on Education and has met every year since that time, the twenty-second session having been held in the Library of this University on Wednesday last. The continued success of this committee is due very largely to the good start given by its first Chairman, Dr. Stanley Mackenzie, so long President of Dalhousie University. I have the honour to bring greetings to-day from this committee to Dr. Kerr and his University.

In my capacity as a member of the Governing Board of Pine Hill Divinity Hall I cannot ignore the loss we have sustained and the almost insurmountable difficulty that faces us as we look for Dr. Kerr's successor. I am speaking now, however, for the Central Advisory Committee on Education. This represents all the Universities and Departments of Education in this area and to this group Dalhousie University means a very great deal for many reasons, the most important being that Dalhousie alone gives courses in Medicine and Dentistry. These subjects can only be taught where there are large, well equipped hospitals and numbers of first class doctors. No other university in the Maritimes is so located as to meet these conditions. More than that, it is clear that not more than one medical college in this Maritime area could be maintained. A few years ago one might have argued that we could not maintain even one, and that our would-be medicos should go to Central Canada and the United States for their training. It is now very clear that medical schools in Central Canada and even in the United States have not room enough for their own men, and we are therefore compelled to build up and maintain a first class medical school. In Eastern Canada we owe much to the far-sighted men in Halifax who have at great expense and with much wearisome effort built up an institution of which we can all be proud. The importance of the work, the rapid advance in medical science and the increasing number of medical doctors needed in the field have caused expenses to increase by leaps and bounds. A few years ago all or nearly

all of the universities agreed to urge that our medical college here in Halifax be given financial support by all of our local governments. While such action has not yet been generally accepted, it will not, I hope, be long delayed.

Our interest in Dalhousie is not confined only to the medical school. While most of the Maritime Universities give certain professional courses and do a limited amount of graduate and research work, yet it must be remembered that all such work is very expensive. It would be of little use to establish extensive graduate courses even if the money were available for faculty and equipment, without large scholarships. Not more than one university can be expected to go very far in such development and I believe most of our universities would like to see Dalhousie University in a position to extend and strengthen her graduate courses.

Almost all the universities in this country were established on religious foundations. We believe that religion alone will enable us to steer a right course in these troubled seas. The study of religion in History, Philosophy, Ethics, Literature and Psychology is doubtless of great value, but real progress will not be made unless we see it exemplified in the unselfish and devoted lives of inspired men and women. Under the direction of President Kerr we shall look to Dalhousie to give spiritual leadership not only on this campus but in a much wider field.

It gives me great satisfaction to welcome Dr. Kerr to the presidency of this important University and to congratulate the Board of Governors on their wise choice.

Address of Lieutenant-Colonel K. C. Laurie, D.C.L.

Chairman of the Board of Governors

ON behalf of the University, it is my pleasant duty to express our great appreciation of the attendance here of so many distinguished guests. We are highly honoured by the presence of the distinguished gentlemen who have come here to represent the universities of Canada and the United States. I also extend a warm welcome to the many prominent citizens of Halifax who are present here with us to-day. Dalhousie seeks, and hopes always to enjoy the support of all her Alumni and all citizens of the Maritime Provinces.

We have learnt with great pleasure that friends and graduates of Dalhousie throughout the Maritimes—and even as far as New York—are taking part in this ceremony to-day through the radio broadcast and we send them the cordial greetings of the audience here assembled. We welcome all present to the University Campus and invite you, upon leaving this building, to visit the Men's Residence—recently taken over from the Naval Department, who built it upon the old gymnasium foundations, for the use of the naval cadets, and also to visit the MacDonald Memorial Library.

We are met to instal the sixth President of Dalhousie University. A large number of distinguished and highly qualified men, especially Maritimers, occupying prominent educational positions throughout the length and breadth of Canada, as well as several also working in the United States, were carefully considered by the Committee appointed by the Board of Governors of the University, and unanimity was enthusiastically reached by the whole Board in the selection of Dr. A. E. Kerr.

Dr. Kerr is a Nova Scotian from Cape Breton, a distinguished graduate of Dalhousie, well known throughout Canada for the valuable work he has done in Vancouver and Winnipeg. He is especially welcomed by Maritimers who are aware of the fine leadership he has given here through the past six years as the Principal of Pine Hill Divinity Hall.

I can assure him on the part of all now present, and very many Dalhousians and other Maritimers who are unable to be here with us this afternoon, of a warm welcome and the fullest co-operation and support from all with whom he will work for the advancement of higher education in these provinces.

Dr. Kerr's appointment was announced in the press on Monday, July the 23rd, and with characteristic energy he started work the follow-

ing day, when he met nearly all the members of the University staff then present in Halifax, and discussed urgent problems. Later he took many papers for study in the fastnesses of Cape Breton, thus enabling himself to be the better informed when he officially commenced his duties on September 1st.

As we think of the vast problems awaiting a university president in these days of resettlement and of the opportunities—some of them fleeting—that we wish to make use of, to enable the University to render still greater service to this maritime community—with its unequalled record of academic and scholarly raw material, in the youth of past generations—I cannot resist calling your attention to the report of the situation which existed exactly a century ago, given to us by our Provincial Archivist, Dr. D. C. Harvey who is an Alumni representative on the Board of Governors. He tells us in his "Introduction to the History of Dalhousie University" that:

"At the beginning of the summer term of 1844, there was much uncertainty as to whether the College could continue teaching. Only *one* professor, Professor Deloutte, was on hand. Only *ten* students received instruction in Dalhousie during the last term of 1844; one in classics, two in mathematics and natural philosophy, and seven in modern languages!! It is little wonder that Professor Deloutte grew discouraged and offered his resignation at the end of the autumn term; but the Board prevailed upon him to continue until March 31, 1845, the end of his winter term. During that winter the legislature did not renew its grant to Dalhousie, and on June 3, 1845, the Board met, only to close the institution formally and to take leave of Professor Deloutte with regret." Dr. Harvey adds, "Ten years later, (that is in 1855), the Board received no grant from the legislature, and had at its disposal only the proceeds of the three per cent Consols in England, amounting to £350, and rentals amounting to £125, it lived within its income, paid its teachers regularly, kept the building in repair, and closed the year with a small balance to its credit".

Living within our income and closing with a credit balance seem to-day objectives beyond our reach, with all the increased calls made upon us! And though teachers *are* paid regularly, increases in salaries are long overdue.

What would Sir William Young, who assumed the chairmanship of the Board of Governors at the College's lowest ebb in 1848, and discharged its duties for 36 years, and Drs. McCullough and J. Gordon MacGregor and many others, feel, think, or say, if they could be with us to-day and see the many activities of the College they loved and for which, in its infancy, they worked so hard. Could they but meet our present staff, could they but see our impressive buildings, could they visit our classrooms and watch our students preparing themselves, with the most modern

advantages, to take their place as true Dalhousians, in the service of the Canadian commonwealth, what cheer they would have, and what encouragement to whole-hearted effort they would give us!

The memories of the past should inspire us to meet and overcome all difficulties, financial and otherwise, which lie before us, confident that they are indeed trifling compared with those faced by our predecessors and, confident also, that by co-operation with *all* other bodies in these provinces, especially colleges and schools, we can advance to new heights in our ability to render service.

The purpose which institutions of higher education may properly be expected to serve is an exceedingly interesting theme, and I shall not attempt, nor do I claim any competence, to speak on it at length. Two observations which came to my attention recently however seem to bear so directly on it that I must quote them. The first was a remark of Dr. Inge, late Dean of St. Paul's Cathedral, London, England, that "we should learn all that it concerns us to know, in order that we may become all that it concerns us to be". The second was a comment in Earl Baldwin's book *On England*. Referring to democracy, he says, "democratic government calls for *harder* work, for *higher* education, for *further* vision, than any form of government known in this world. It has not lasted long yet in the west, and it is only by those like ourselves who believe in making it a success that we can hope to see it permanent, and yielding those fruits which it ought to yield . . . Democracy can rise to great heights; it can also sink to great depths. It is for us to conduct ourselves, and so to educate our own people that we may achieve the heights and avoid the depths".

Continuing, Lord Baldwin refers to the people of the British Empire as . . . "a people to whom freedom and justice are as the breath of their nostrils, a people distinguished, as we would fain hope and believe, above all things, by an abiding sense of duty".

In Dean Inge's statement, we have the basis, the training of the individual; in Lord Baldwin's, the urgent necessity of the training of the whole people, in which the universities must give the lead, maintain the standard and,—while emphasizing the claims of duty to the state and community,—provide the tools and the skill in using them that is required by our leaders of to-day and to-morrow.

In the final analysis, the worst system can produce fair results in the hands of fine men, the best be but a failure when directed by poor leaders. Personality—*character*—is what counts. It is because we are confident that we have in Dr. Kerr the personality we want, a man of great executive ability, possessing fine qualities of leadership, scholarly instincts, and the invaluable faculty of being able to work enthusiastically with others in all good causes, that we have chosen him to be the President of Dalhousie. I have the greatest pleasure in presiding at his inauguration to-day.

INDUCTION OF DR. KERR, AND TRANSFER OF SEALS OF OFFICE.

Turning to Dr. Kerr, Lieutenant-Colonel Laurie concluded his address 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."

"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 A. E. Kerr, B.A., B.D., D.D.

I APPRECIATE very deeply the kind words of welcome addressed to me in your hearing by Colonel Laurie, the Chairman of the Board of Governors. He has already given me many proofs of his friendship, and we have all been inspired by his enthusiastic interest in the welfare of Dalhousie. I am profoundly grateful too for the assurances of co-operation and support conveyed to me by the spokesmen of the Senate and the Students' Council.

The responsibilities of the position in which I have just been installed are manifestly heavy—I do not take up my task with any illusions on that score. The retired President of an American university—and apparently some do survive to a ripe old age, in spite of a recent newspaper article telling us why university presidents die young—told a friend of mine that the office would be ideal if it were not for three facts, namely, the Board of Governors, the teaching staff and the student body! It so happens that these very facts are a source of comfort to me as I commence my new duties: for with the wise counsel of my colleagues to guide me, and the eagerness of such a splendid company of youth to challenge me—the dispassionate report of the Carnegie Foundation some years ago stated that the young people of the Maritime Provinces have no superiors in natural equipment anywhere in the world!—it is not too much for me to hope that I shall be able to justify to some fair and reasonable degree the faith of those who have reposed their confidence in me.

It is fitting on such an occasion as this to remember that we have just emerged victorious from the greatest war in all history; and it should be a salutary exercise for us to consider what our plight would be to-day if we, and not our enemy, had gone down to defeat. We should even now be hewers of wood and drawers of water for our arrogant conquerors. The heritage of freedom which we have received from our fathers would have been taken away from us, and we should be regimentated in every activity of our lives by our haughty overlords. The horrors of prison camps which investigations are now bringing to light would be repeated among us, and the bread of affliction would be our daily fare. The universities of which we are so proud would be used for any purpose that our masters might determine, and they made it abundantly clear that when

they won the war they intended to reserve the privilege of higher education for themselves: they planned to consign the races which had resisted them to intellectual darkness, relieved only to the extent that helots might require for the performance of their appointed toil. The Nazis who stated bluntly in an official document that they "would not need a Polish intelligentsia" would certainly not permit higher education for Canadians either. This is the bitter fate from which we have been saved by the mercy of God, and the courage of a host of young men well represented in our universities to-day, and the labours of a multitude of workers which no man has attempted to number.

Peace as it appears to sad eyes in Europe may, for the present, seem only a desolation: but the threat that the future for a thousand years would be shaped by Nazi ideology has been effectively turned aside, and the nations which believe that the "work of righteousness shall be peace" can now apply their thoughts once more to their creative tasks. And if, as a modern historian has said, great disruptions in the normal life of society provide the condition for fresh advances and mark the new departures in the forward movement of mankind, we should not only be truly thankful for the deliverance which came to us this year, but we should resolve to face the future with disciplined and reasoned optimism and to accept the obligations which devolve upon us as victors and as citizens of "One World".

Let us now turn our attention more directly to the subject of the university itself, and reflect on its place and importance in our corporate life. It is usually taken for granted that to have a distinguished university is a justifiable ground for pride on the part of any community. It would be admitted also, and by none more readily than by those most intimately concerned, that not even a university has a right to continue unless it is conferring some real benefits upon its constituency. No institution, educational, ecclesiastical, or any other, can be exempted from the inexorable demand that it prove its right to exist by the service that it is rendering. I venture then, in the hope of clarifying our understanding of the matter and of showing that such foundations for public appreciation of our universities are not lacking, to ask what a university essentially is, and what functions it fulfils in the economy of the common life. In answer to this question, I shall submit four propositions. No one by itself contains the whole truth: indeed all of them together are not exhaustive; but I think they suffice for the purpose in hand.

In the first place, a university is an association of scholars devoted to teaching and research. The term originally meant simply a union in a world of higher education corresponding to the guild in the general world of labour; and there were two distinct types of such educational unions in Europe. In the tradition of Bologna, the *universitates* were guilds of students; they hired the professors and dismissed them if they proved

unsatisfactory. In the tradition of Paris, which some authorities considered the first real university, the *universitas* was a guild of teachers who combined for the protection and promotion of their own interests. The origin of the word and the different senses in which it has been used, have nothing more than an antiquarian interest for us to-day, but the usage of Paris emphasizes the fact that a university requires a number of outstanding scholars, who are also teachers, as its organizing centre. You may recall Carlyle's reference to the origin of universities in his *Heroes and Hero Worship*. Centuries ago, he said, when a teacher had something to communicate he did so by gathering a company of students about him. If men wished to know what Abelard thought, for instance, they had to take up their residence where Abelard lived, and great numbers of them did so. Then other teachers who wanted to secure followings for themselves went to the places to which students had flocked. At length perhaps the King took notice of what was happening, consolidated the various schools into one and gave this one "edifices, privileges, encouragements". "The University of Paris in all its essential characteristics was there." A university, that is to say, was created by the popular appeal of a group of scholars of acknowledged authority in their respective fields. It may be defined as a fellowship of learned men who guide the feet of youth in the pursuit of higher learning, and stimulate and correct each other in their investigations; and it is one of the finest flowers and most inevitable features of the life of a civilized nation. The attitude of the judge in the French Revolution who condemned Lavoisier to death, saying, "The Republic has no need of learned men", would be repudiated to-day by every self-respecting people in the world.

In the second place, a university is a school for the training of the mind, based on the assumption that a proper development of the intellect is required for the full life of man and for the improvement of society at large. Newman, in his *Idea of a University*, laid great stress on this. He listed a number of arts and skills which some institutions would do very well to teach, but he excluded them from the curriculum of a university on the ground that the disciplines which they called for did not "form or cultivate the intellect". "The business of a university", he said, "is to employ itself in the education of the intellect—just as the work of a hospital lies in healing the sick and wounded, of a riding or fencing school or a gymnasium in exercising the limbs, or an almshouse in aiding and solacing the old". When a university accomplished the full measure of intellectual improvement of which the individual was capable, it might leave him for its work was done. Its object was not merely to disseminate information: it laboured in vain unless it aroused the mind to the exercise of its powers, and the impartation of new knowledge was a means, an indispensable means as it happened, to that end. It should teach the student to "disentangle a skein of thought, to detect what is sophistical and to

disregard what is irrelevant". Newman recognized implicitly at least, in other passages that the training of the intellect in the narrow sense of the word was not the whole duty of a university, but he maintained that this was its most fundamental task.

In the third place, a university is an institution which offers instruction in certain kinds of professional knowledge and skill, by which the student may afterwards earn his livelihood and contribute to what Bacon calls "the relief of man's estate". Let me say at once that some of the older authorities dispute the place of professional schools within the scheme of a university at all. John Stuart Mill offered a vigorous opinion on this point in his famous Inaugural Address at the University of St. Andrews. He said that the proper function of a university was fairly well understood, or there was at least general agreement on what a university was not. "It is not", he said, "a place of professional education. Universities are not intended to teach the knowledge required to fit men for some special mode of gaining their livelihood. Their object is not to make skilful lawyers, and physicians, and engineers, but capable and cultivated human beings". It was desirable that there should be schools to prepare men for the professions, but it was not the responsibility of the university to provide them. Its province ended, he said, where education "ceasing to be general, branches off into departments adapted to the individual's destination in life".

In spite of the plausibility with which Mill argued, his view is quite generally rejected to-day. Professional schools now actually constitute a very important part of most of the notable universities in the world. As a matter of historical fact the practice of incorporating such schools in universities is very old, and there is reason to believe that even before the word "university" was coined, no institution could use the name which was formerly equivalent to it unless it taught not only the liberal arts but one or more of the specialist subjects of theology, medicine, or law. The aim of university education to-day, as it is defined in the recent much-discussed Harvard Report, is both to train an individual "in the general art of the free man and citizen" and to make him "an expert in some particular vocation". Professional training is an unchallenged function of a modern university.

In the fourth place a university is an agency which enables each new age to enter into the fullness of its cultural heritage. By this heritage I mean the knowledge, the insights, the standards, the ideals, and all the excellences which mark the height of a nation's achievements. Here I must have recourse to the fine statement which Mill gave us. "An university", he said, "exists for the purpose of laying open to each succeeding generation, as far as the conditions of the case admit, the accumulated treasure of the thoughts of mankind". What a lofty purpose that is! How worthy of steadfast devotion! How deserving of rich endowments!

"The accumulated treasure of the thoughts of mankind"! The dreams which have disturbed men and the visions to which the best of them have not dared to be disobedient. The recognition of the absolute values which have lost none of their authority because the human situation at any given time may impose on men the necessity of compromise. The recollections of the wisdom, distilled from man's experience across the ages, which sits as critic of the novelties of the age. The attempts to understand what justice and virtue are. Inspiring thoughts about duty and human dignity and the meaning of life. The ambition to appropriate for ourselves all the intangible wealth of the past, and to leave it enhanced for those who will come after us, is well calculated to catch the imagination of all true men. To neglect any important agency which subserves this purpose is to fail in our fundamental stewardship.

If I were asked, in this connection, whether there is any one consideration to which universities should pay special attention to-day, I would say that they ought to stress the importance of the moral foundations of life and provide our young people with standards by which to reach sound and enlightened ethical judgments. Outstanding educationalists have been telling us this for some years; and they have been reminding us that the great teachers have always emphasized it. The keenest social and political analysts have been saying for at least a decade, as they watched the nations driving on to disaster, that the deepest malady of our age, the source of our most tragic disorders, is "the decadence of the moral sense of mankind, the attrition of ethical values". We have now defeated Fascism in the field, but it would be foolish for us to suppose that the war is securely won, and that our feet are firmly planted on the road to a better way of life, unless and until this unhealthy condition is corrected.

Our universities have an important part to play in this urgently needed recovery. They should indeed maintain centres of expert scholarship, and teach our young people to enlarge the bounds of their knowledge and think without confusion, and train them in the finest technical skills; but they will fail by the final test if they do not also, and above all, teach them to know and love the good. The most essential of all sciences, as Sir Richard Livingstone has recently been reminding us, and quoting Plato in support of his view, is "the science of good and evil", and the university which sends out students who are ignorant of this science, or indifferent to the supremacies of the moral order, or cynical about the authority of ethical ideals in personal and social life, cannot be adjudged to have discharged the highest of its functions. A distinguished American lawyer has stated that the universities have failed at precisely this point. It must be our concern to answer the indictment by sending out graduates who are not less distinguished by their moral than they are by their intellectual superiority. Mill, having said that "a university exists for the purpose of laying open the accumulated treasure of the thoughts of mankind",

added, "as an indispensable part of this it has to make known what mankind at large, their own country and the best and wisest of individual men, have thought on the great subjects of morals and religion. There should be, and there is in most universities, professorial instruction in moral philosophy". I would fix the centre of the liberal arts course here.

Now Dalhousie, the university committed to our care in this capital city, fulfils all four of these functions. First, it maintains a band of scholars accredited in their respective fields, and enables them both to pursue their interests and to guide the feet of youth in the search for knowledge. Secondly, it addresses itself to the development of the mind, which is the measure of the man, encouraging its students to love truth, to distinguish between things which differ, and to hold intellectual integrity in high regard. Thirdly, it supplies the community with men thoroughly furnished to serve the common good in the various professions. Dr. McCulloch, the first President, never for one moment forgot, or allowed others to forget, Dalhousie's interest in the actual needs of the people. "A well regulated education", he declared, "must bear upon the active purposes of life". Finally, it introduces the student to the great souls of the ages, holds up to his view the enduring products of human genius, and makes him a citizen of a frontierless commonwealth.

We are indeed highly honoured in having been made the trustees of so admirable an institution. It will serve the future as it has served the past, but with increasing distinction. It will continue to base its life on the belief that the truth will make men free. It will cause the lamp of learning to burn here with an inextinguishable flame. It will give us leaders of trained intelligence, ethical and political insight, social passion and wide sympathies. But if it is to fulfil its mission and "expand with the growth and improvement of society", as the Earl of Dalhousie himself expressed it, it will need larger financial resources. No university which undertakes to give its students an understanding of science, and in particular none which accepts the responsibility for teaching men the art of healing can subsist on revenues which were once considered reasonably adequate. In the last year before the outbreak of war, the grants made by the British government to supplement the income of the four Scottish universities, which we like to cite as our models, amounted to almost £400,000. Most of the major universities of Canada are able to maintain their work on a creditable level of efficiency because, unlike Dalhousie, they are supported by the state and receive annual gifts from the public exchequer amounting to hundreds of thousands, and in one instance which I know, to far more than a million dollars. If the constituency which Dalhousie serves will see that it is not crippled by lack of funds for its fundamental tasks, it will repay the support an hundredfold. And in the long future which we foresee, here at the historic gateway of the North American continent to which the centre of gravity of the world's life is steadily shifting, we

shall be proud to have what the authors of the Carnegie Report on Maritime Education called a "Scotian Harvard".

In conclusion, let me refer to the fact, which you all know perfectly well, that Dalhousie is a non-sectarian university. It is not beside the point, I think, for me to remind you that this feature was intended by its founders to express religious toleration, not religious indifference. It was kept free of the name of any particular denomination so that young men, and later on young women, of every kind of religious persuasion might feel equally at home in its halls. The circumstances that the Presbyterians alone had no college accounted for the prominence of their interest in it; but once, when there was some doubt as to the ability of the college to survive, and a Premier of the province offered it to them if they would make it their own, they replied that in their judgment it should be maintained on a non-sectarian basis. From the beginning it enjoyed the support of devout men of every creed. It has never imposed religious tests; but as a matter of fact the tone and atmosphere of its life through the years has not been less friendly to the things of the spirit than it would have been if the controls had been vested in some formal religious body. The witness which graduates of Dalhousie have borne to the faith, in all its vital forms, furnishes convincing proof of this.

Some years ago I lived in the city of Vancouver, and enjoyed the friendship of a group of old men who were either graduates of Dalhousie or had been closely associated with it. They made it their practice to gather annually for luncheon, and afterwards to sit and talk about the old days and perhaps enjoy a smoke together. They invited me to join them once, as a Dalhousian of a comparatively recent date. I still remember a joke which they told on that occasion at the expense of one of their number. At a former gathering, when they were lighting their pipes someone noticed that this brother was not doing so, and said, "You do not smoke, I see. I knew your father long ago in Nova Scotia, and it is my impression that he smoked". "No", replied the good man, "my father never smoked till he died". I shall always count myself fortunate to have known these old men, to whom I felt drawn initially because they were Dalhousians and so was I.

The member of the group whom I knew best was William Ross. He belonged to the Class of 1873 and played on the Dalhousie football team of his time. One day I received a telephone message that he had suffered a serious heart attack and might slip away at any moment. I went to see him immediately and arrived at the same time as his physician. When the dying man, whose sight was growing dim and whose breathing was becoming very difficult, recognized the doctor, he greeted him and asked: "What is the state of *your* health, if that is a fair question to ask a doctor?" The doctor looked at me, and said, "He has a sense of humour—hasn't he?—for a man in his condition". The old man overheard him, and replied,

“Why shouldn't I? There will be some rattling good jokes where I'm going”. A little later he noticed his son in the room and asked him whether he had brought his two small boys with him. The son replied in the negative; and his father said to him, “Well, take them a message from me. Tell them that I love them, and that I was thinking about them to-day, and that I wish them to know that their grandfather lived through almost eighty years and that he always found the Man of Nazareth alright”. If William Ross, who loved his *Alma Mater*, were alive and with us to-day to bring greetings from the Class of 1873, he would undoubtedly say this word to us, and it would occur to some of us that the men who made the name of Dalhousie great showed the creative impress of the same commanding influence. I therefore leave it with you, and I can think on no other with which I would rather conclude my inaugural address.

Delegates From Other Universities

Acadia University	President F. W. Patterson, D.D.,LL.D.,D.C.L
University of Alberta	Dixie Pelluet, Ph.D.
Bishop's University	A. K. Griffin, Ph.D.
University of British Columbia	C. Beecher Weld, M.A.,M.D.
Columbia University	S. H. Prince, Ph.D.
Cornell University	A. R. Jewitt, Ph.D.
Harvard University	G. H. Crouse, B.A.,LL.M.
Johns Hopkins University	H. F. Scott-Thomas, Ph.D.
University of King's College	Rev. J. H. A. Holmes, M.A.,D.D., Hon. D.D.
Université Laval	J. G. Cormier, M.D.
McGill University	Honourable Cyrus Macmillan, Ph.D.
McMaster University	T. M. Dadson, Ph.D.
University of Manitoba	D. C. Harvey, M.A.,LL.D.,F.R.S.C.
Memorial University College	Rev. Ira Freeman Curtis, D.D.
Université de Montréal	Rev. Georges Deniger, B.A.,Th.B.
Mount Allison University	President W. T. R. Flemington, O.B.E.,M.A., B.Paed.,D.D.
Mount St. Bernard College	Mrs. L. D. Currie
Mount Saint Vincent College	Mrs. Angus L. Macdonald
University of New Brunswick	R. E. D. Cattley, M.A.
Nova Scotia Agricultural College	Principal C. Eric Boulden, B.S.A.
Nova Scotia Technical College	President F. H. Sexton, D.Sc.,LL.D.,C.B.E.
Ontario Agricultural College	E. Angus Banting, B.S.A.
Pine Hill Divinity Hall	Acting Principal James W. Falconer, M.A.,D.D.
Prince of Wales College	Principal G. Douglas Steel, M.A.,LL.D.
Princeton University	Rev. J. W. Grant, M.A.
Provincial Normal College	Principal D. G. Davis, A.M.,Ed.D.,D.C.L.
Queen's University	Dean G. E. Wilson, Ph.D.
Collège Ste-Anne	P. E. Belliveau, B.A.,M.D.,C.M.
St. Francis Xavier University	Rev. Malcolm A. MacLellan, Ph.D.
St. Mary's College	President F. C. Smith, S.J.,Ph.D.
St. Michael's College	President T. P. McLaughlin, B.A.,J.C.D.
University of Saskatchewan	G. H. Henderson, O.B.E.,Ph.D.,F.R.S.C.,F.R.S.
Swarthmore College	Edgar C. Black, Ph.D.
Toronto University	Fulton H. Anderson, Ph.D.
Trinity College	R. V. Harris, K.C.
Union Theological Seminary	Rev. C. E. Gordon, B.A.,S.T.M.

United College	T. C. Macnabb, B.A.
Victoria College	J. E. M. Hancock, B.A.,S.J.D.
University of Western Ontario	. . .	Surgeon-Lieutenant H. L. Fachnie, M.D.
Yale University	H. L. Bronson, Ph.D.,F.R.S.C.

The following Universities and other Institutions sent formal Greetings:

- University of British Columbia
- Columbia University
- Harvard University
- Université Laval
- McGill University
- University of Toronto
- University of Western Ontario
- Yale University
- National Conference of Canadian Universities
- Dalhousie University Association of Ottawa
- Dalhousie Club of New York

