

COMMENCEMENT EXERCISES ST. DUNSTAN'S UNIVERSITY

Splendid Programme and Excellent Addresses Delivered--List of Medallists and Prize Winners. Special Essays.

THE GRADUATES

- M. E. Francis, A. Lefebvre, R. F. McDonald, W. H. McGuill, M. McQuaid, A. A. O'Brien, M. J. Rooney, A. L. Sinnott, J. B. Ward

ADDRESS OF THE RECTOR Rev. Dr. McLellan

The Commencement Exercises, for the last four years were tinged with shadows, which fell athwart them, from the war cloud, that almost enveloped the world. There was consolation, and solace, and comfort, no doubt, as the brave deeds done, the hardships undergone, and the sacrifices made by those who had exchanged the pen for the sword, were related and fondly retold with pride and patriotism at these annual functions. Moreover, between the students present and past there was formed a livelier spirit of interest in each other's welfare, a deeper and more intimate understanding of the close relationship existing between those who received their knowledge from the same fount and inhabited the same precincts. To those who had gone forth to the war, their college experiences and reminiscences were among the most enduring and pleasant recollections, that served to cheer and comfort them in many a trying situation, while to those behind, higher standards of courage and endurance were set, nobler ideals developed and a spirit of sacrifice engendered.

The colleges have emerged from the war with their usefulness and necessity universally acknowledged and the large part that they must take in the world-wide reconstruction admitted on all sides.

Peace, let us hope, is at hand, and the best aspirations of humanity find their expression in demanding an equality of opportunities for all. Every man has a natural right to the bounty of nature and its access should not be rendered difficult to him. The greatest good which we can receive here, is the development and perfection of our superior faculties or a true education. This is unquestionably nature's greatest bounty and there should be equality of opportunity so as to render it accessible to all, or in other words we must have democratization of education. Not that all will acquire the same amount of education, for nature did not give equal initial capacities, but opportunities must be afforded, so that every one may discover his proper capacities, and be permitted to develop them rightly.

Much is said these days concerning vocational education as distinguished against liberal education, but all education should be vocational in so far forth as it fits a man to do a service to the community, and all education should be liberal in the sense that it gives wider vision and broader sympathy.

In education two things are considered, the individual and the state. When the interests of the state are emphasized in education, the state is made supreme and the individual subservient to it, becoming merely a cog to roll along the great machinery of war and trade. Antagonism is the result. This was the aim of the education, which obtained in Germany and led to the late war, and brought about the downfall of that proud nation, that once so gloried in her state supremacy. When the interests of the individual are emphasized, the result is the individual thinks only of himself, forgetting the interests of the community and this begets class struggle, which today is causing so much social unrest in the world. The individual is prior to the state, his rights are prior to those of the state and not derived from it, and he is a member of the state in order to safeguard these individual rights. The individual must, therefore, be considered in himself, a being with an end and purpose, and clothed with responsibility. He must be educated that developed and perfected as a self-determining being, who by nature is ordained to become a member of civil society, is therefore a subject responsible for social service. In the perfection of the individual we shall have the perfection of the state, and in recognizing the rights of the individual, the rights of the state will be guaranteed. The end and aim of education should, therefore, be that the individual be taught to employ his opportunities rightly for his own good and for the advancement of the ideal interests of humanity. Hence it is that there should be equality of opportunity or democratization of education, for democracy is not an end but a means to an end, namely to obtain the highest ideal interests of humanity. This democracy implies the rule of the best for the benefit of all, and not the rule of

this or that particular section; and an individual's position should be determined by his aptitudes and capacities as discovered and evolved in the process of education, and merit and ability should be the test of his fitness for any duty.

These are the days of class struggle, the laborer is justly demanding a living wage and more leisure. The theory of Hedonism, which is exemplified in the present-day passion for amusement, is becoming more widespread. The greater leisure, which man acquires, the more is he left in the hand of his own self-determination. During the hours of employment, the task in hand indicates what he should do and is a guide to him for the use of his liberty. Hence man must be educated how to employ profitably his leisure time. If the leisure time is given over solely to the pursuit of pleasure in its various forms, it will prove detrimental to the highest interests of the human race. True education must, therefore, fit and prepare a man not only for the service he will render in his chosen avocation, but also how to employ advantageously his time of leisure. These are grave and serious questions, which must concern all who are interested in education and consequently in advancing the highest interests of humanity.

At the opening of the school term next September, Dalton Hall will be ready for occupation. This will give us a commodious and modern residence capable of accommodating one hundred students more. We feel assured, that the students, whose good fortune it will be to occupy this splendid hall, will ever bless the name of Sir Charles Dalton, through whose generous benefaction it became a reality, and that the good work which they shall do will be in some measure a satisfaction to him for his princely donation.

Our next most pressing need is a Science Building, which would give ample room for laboratories necessary for the proficient study of Physics, Chemistry, Botany, Biology, Bacteriology, and kindred subjects. A place fitted with all necessary appliances, suitable for research work, especially in those matters that pertain to the industries that will obtain in our province.

Would that we could find a benefactor, with a vision as wide, a sympathy as strong and a heart as generous as the one whose name Dalton Hall perpetuates. St. Dunstan's hopes earnestly and with confidence in the generosity of her friends, and let us pray, that these aspirations shall soon be realized. St. Dunstan's has her duty to perform and her share to accomplish in the work of reconstruction and she must be fitted and equipped for the work in hand. The equality of opportunity for all demands that the benefits of the latest scientific research, as applied in the various industries, be made accessible, and that further progress in the work of research be made possible.

Not alone in scientific research but in general education, there should be a training for individual initiative for service but likewise for leadership. All true reforms and advancements are accomplished through trained nature. The clarity of vision, the firmness of resolve and the perseverance in pursuit

pose come to nature by training. The masses are capable of great emotions—moods and phases, which quickly come and as quickly pass, leaving but little accomplished. It remains for mature training and perfected, to produce lasting results. Leadership belongs to the few who are trained, and its extension will be effected by the diffusion of true education.

Graduates, your training had the aim of fitting you not only for service but also for leadership; much yet remains to be accomplished; the ways and methods have been pointed out, but the greater part of the task is yet to be done. To you, we believe, the words of the poet may be aptly applied:

"Men my brothers, men the workers, ever reaping something new. That which they have done but earnest of the things that they shall do."

We know and realize, that you have a clear concept of the duties you owe to God, to yourselves, to your country, and to the institution, which graduates you, and that you possess the courage to do and the will to persevere. In the accomplishment of good, we have every confidence that you will prove yourselves ever to be true Christians, worthy citizens and valued leaders in the community. You realize fully that it is not sufficient to know conditions in the world, but that you must direct and influence them for good. Your Alma Mater sends you forth without any misgivings feeling assured that you were true and faithful students, while with her, so you will henceforth prove yourselves to be men of honor, integrity and purpose.

It is pleasing to be able to state, that the Faculty are convinced that good work was accomplished during the year. The intellectual part of the student's education owes much to the orderly arrangements made, in the distributions of the different classes, by the painstaking Prefect of Studies; the moral part of the education reflects the never-failing vigilance and careful direction of the Prefect of Discipline, while the Physical part was capably handled by the Moderator of Athletics. Thus, every effort was put forth to train and develop the student intellectually, morally and physically.

During the year, St. Dunstan's lost a warm friend by the death of the late Charles Lyons, who invariably cheered the Commencement Exercises by his presence, and always offered a special prize for the encouragement of the students.

In conclusion, we desire to return our thanks to those who so kindly donated the medals and special prizes, also to all who evince their interest in our work by assisting at the Commencement Exercises. May 21st, 1919.

His Lordship the Bishop.

His Lordship Bishop O'Leary said it was a real pleasure to assist in the graduation exercises of St. Dunstan's. The proceedings, he said, were an intellectual treat. The ideas put forth in the preceding addresses had application to the period of reconstruction. It was time for our people to awaken to the needs of the hour; a very necessary thing at present was education from the primary school to the university. We must be prepared to pay more for education than in the past. Our teachers must receive remuneration that will allow them a decent living so that they shall not be burdened with worries about material things.

During the year the new Dalton Hall in connection with the college will be opened. Sir Charles Dalton through whose munificence they were indebted for this splendid addition to the institution had most generously promised to donate an additional sum for the furnishing of it.

Let us hope said he that some other benefactors may club together and make it a university far more than in name. If we go back sixty years and realize how it was founded, and the thousands who have left it and are doing men's work in all parts of the world, we will begin to realize what a wonderful influence the college wielded. He hoped St. Dunstan's would find a great future in the period of reconstruction. The institution deserved the moral and sympathetic support of everyone in the community. His Lordship concluded by congratulating the successful students and thanked all who helped to make the occasion the intellectual treat which it was.

Chief Justice Matheson.

Chief Justice Matheson stated that this was the first opportunity he had had since the college had advanced to the honor and dignity of a University, to address the students. He had listened to the essays just read and felt that it would be difficult to select subjects more appropriate for the occasion.

The address by the rector was one which should be treasured, as it deals with a period such as never was experienced before and may never again. The devastating war is supposed to be over; but even though the great central conflagration may be quenched there are fires still burning around. The work lying before the students is to see that those fires are put out. Civilization must be safeguarded against the recurrence of such another great conflagration. We have seen of what little service money is in keeping peace in the world. Ideals of a high order must be maintained. How will the vast masses hear of this except from the Universities? He warned the students that they were going forth into a world of terrible unrest—a world where it is hard to tell where anarchy ends and safe and sure rule begins. We had seen this trouble arise from false education in Germany and lack of education in Russia. Your work, the speaker said, will be to see that true ideals are advanced and false ones overturned. You have witnessed a catastrophe such as never was known before and must guard against a repetition. You have seen how unstable is the power of wealth—much of the anarchy of today is due to a misuse of wealth.

The greatest public benefactor this province has yet had, so far as gifts go, the Chief Justice, went on to say, is Sir Charles Dalton. Others have made bequests—but these were to take effect at their death. Sir Charles is entitled to the credit now for his magnificent gifts to charity and education. The Chief Justice went on to remind the students that their path would not be one of roses. They would meet many difficulties. There are probably more difficulties to grapple with now than ever before. The students had moral and religious precepts to guide them which would mean much. He advised them never to lose patience and never allow themselves to be cast down by disappointment. He instance, the case of Lord Durham who had performed a great work for this country, but had died broken-hearted because he "lacked that proud patience which the gods love." He admonished them to bow before the storm of obliquity and "never pull down your flag as long as you know you are right."

The speaker dwelt on the power of the spoken word and the importance of knowing what to say and knowing that it is true.

He concluded by congratulating the students upon graduating from such a university and the university upon having such a graduating class.

Sir Charles Dalton.

Sir Charles Dalton voiced his pleasure at being present to participate in the exercises. He realized fully the good this institution was doing. It sends out its missionaries year after year to aid humanity and civilization. The record of the university he said had gone abroad and the splendid addresses from students heard today was a tribute to the institution.

Sir Charles said that he had heard a great lot in reference to his donations in the addresses from the speakers. He thought the weight of praise was becoming too much for him and he hoped some other parties with an over-plus of wealth would take compassion upon him and help him out. He had no doubt but that the new hall would be a benefit, not only to this institution but to the whole of the Maritime provinces and that many more students would be attracted to St. Dunstan's. He was proud of the present large attendance at the university and would doubtless be much larger when conditions

had settled to a peace basis.

Mr. A. B. Warburton.

Mr. A. B. Warburton congratulated the students upon the success they had achieved and the honors they had gained. He congratulated also the distinguished educationist Rev. Dr. McLellan, not only upon the success of the college this year but of years before. He offered his tributes of respect to those sons of St. Dunstan's who had gone overseas in defence of freedom and those who are taking their glorious rest in France.

"O Canada" and "The National Anthem" brought the proceedings to a close.

VALEDICTORY.

Following is the valedictory delivered by Mr. Austin O'Brien, of Alma:

My Lord, Reverend Rector, Your Honor, Rev. Fathers and gentlemen of the Faculty, Fellow Students, Ladies and Gentlemen:

Almost three score years ago this institution sent forth its first graduating class and each year since then has witnessed the departure of another band of students to take their places among the alumni of St. Dunstan's University.

On all those who have thus completed her courses an Alma Mater has bestowed many gifts. She has placed within their reach the bright jewel of knowledge—of science. She has endeavored to give them in the various branches of study an intellectual training such as would fit them to take an eminent place in whatever life work they might choose. But true education demands something more than a training of the mind. He who attends only to the perfecting of the intellect may for a time dazzle the eyes of the world with the brightness of his genius, but sooner or later he will find that the whole structure of his education is built upon the "sands" and must inevitably collapse bearing him down in the general ruin.

St. Dunstan's has ever realized that "All knowledge is not nourishment" the mind may pine upon its food. Its reckless thirst

The scholar sometimes kneels beside the stream.

Polluted by the lepers of his mind. That this moral disaster may be avoided the will also must be developed and strengthened and in fulfillment of this duty, our Alma Mater has ever kept before the eyes of those under her tutelage the great and important truth, "The welfare of the immortal soul." In order to encourage and enliven this singleness of purpose she has been careful to point out to the students the means of attaining to moral perfection the proper standards by which their lives should be shaped.

In a word she has presented to them in all its brilliancy and lustre the precious gem of faith. The development of these two faculties—the intellectual and the will—together with a proper care of the body makes up the well balanced and thorough education for which St. Dunstan's alumni are noted. All this is well known, it needs no repetition here. "By their fruits you shall know them," and we have only to look round with observant eyes to see that in every sphere of activity in every clime and in every condition of life—unfurling the banner of success high above that of their rivals, stand the sons of our venerated Alma Mater.

Prominent among the many treasures which the graduating student carries away with him is one which in after life he will prize and guard as one of his most valuable possessions, one which will help him very materially to "make straight the path" to his final end. It is well kept and so zealously preserved, is the memory of the days spent, of the deeds done and of the companions met and parted with during the "golden years" of college life.

The realization of the influence which memories have on our future life was well expressed by the poet Moore in the words: "When time who steals our years away, Shall steal our pleasures too, The memory of the past will stay, And half our joy renew."

It is surely a gratifying thought that in our later life, when we are no longer able to enjoy our accustomed pastimes we can turn to that marvelous repository, the memory and by means of it partake again of the happiness of the past, like the scenes on a moving picture film, the happenings and associations which gave us pleasure in the days that are no more will reappear before the mind's eye. Time or space will not limit the operations of this faculty, and those incidents which we enjoyed in our early years will be represented to us in our later life no matter how distant we may be from the scenes of their occurrence. Like a bank account which we have stored up in our youth, and from which we draw in our declining years, the impressions made on our memory of early enjoyment will serve as a fund of happiness for our old age.

Yes, the evening of life would for many be a cheerless and cloudy one were it not for the "hazy" rays of happy recollections radiated in their lives through the medium of the memory. How vigilant then we should be that in this garden of life, only such seeds as will in the autumn blossom and pour forth a sweet fragrance over the soul.

To us who are having her brackets today, St. Dunstan's bequeaths a wonderful store of memories; memories of the college campus where so often we took our recreation in common or strove in athletic contests. How greatly the campus figured in the moulding of our character we perhaps do not as yet fully realize. It was there that we learned the value of the admirable quality of self-control. What an admiration was evoked for the fellow who could with a smiling countenance for all and an uncharitable remark for none, bear the brunt of a hard fought game or a severe contest of defeat. And what

pity was manifested towards him who because of a disappointment gave himself over to anger or sought for personal revenge. In the broad campus of life when the hope and impulse of a selfish world have been engulfed by that spirit of self-control and charity fostered on the college may we find in good stead so that when the great game of life is over, we may return to our Heavenly Home's hearing the laurels of victory on our brows.

Memories of the class rooms, of our teachers and of our classmates. The remembrance of these last two will be among the brightest stars in the firmament of our memory. Even now many of them are but memories for us. Some that we knew in the earlier years of our course are far away. Some have been called from this life; many have in tragic Europe traced in letters of blood their valedictory to this world. Industry, honorable and frigidly competition, a moderate ambition to use—the key notes of our class work—we trust attend our endeavors in the life that lies before us.

Yes, the memories of the refection. Although we passed but a small part of the time there, it was time eagerly anticipated and most profitably spent. The pleasant conversation which accompanied each report ripened many friendships, the bonds of which will not soon be broken.

Ah, the memories of the college chapel; each morning our first act was to hasten to it, to lay before our Maker the work of the opening day, and assist at the offering of Sacrifice to Him. At noon and again in evening we returned and at each visit received from His generous hand strength to carry the burdens which fell to our lot. We feel sure that in the future, should we be tempted to forsake the standard of God, the remembrance of these blessed moments spent in the chapel we have learned to love so well, will rise up in our souls and crying "Halt," make us realize the baseness of our desertion. These are a few of the precious remembrances of our college days which we should always cherish—exclaiming with the poet:

"Long, long be my heart with such memories filled, Like the vase in which roses have once been distilled, You may break, you may shatter the vase if you will, But the scent of the roses will hang round it still."

Fortified then by the salutary teachings of our Alma Mater, adorned with the golden chain of memories which is ours and trusting in God's protection for the future, we stand ready to respond to the bugle call of duty.

To our beloved Rector, to the esteemed members of the Faculty and to the kind sisters we extend our sincere thanks for their solicitude in our behalf and to them and all else that is included under the ever to be remembered title of "Dear Old St. Dunstan's" we bid a fond "Farewell."

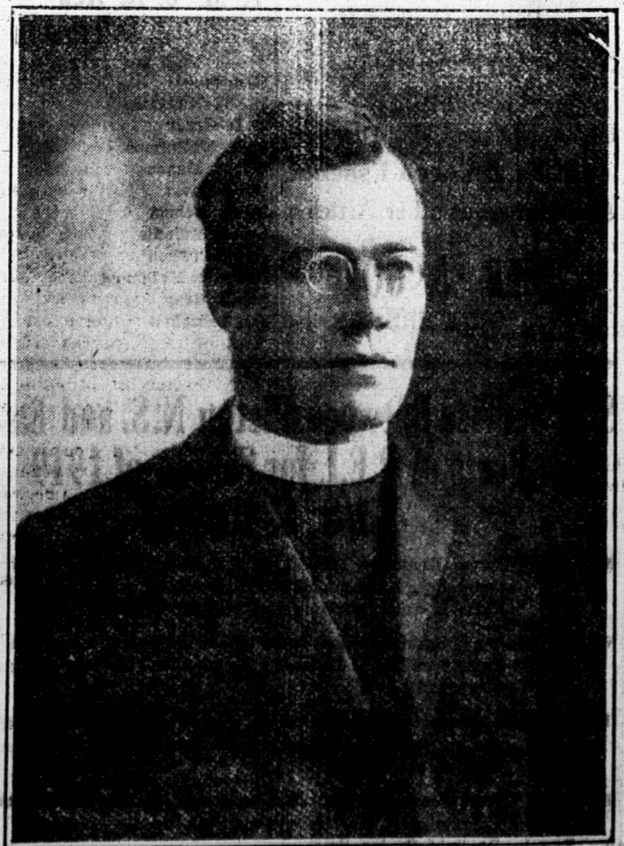
MEDALS AND SPECIAL PRIZES

- 1.—Gold Medal for Christian Doctrine, presented by His Lordship, the Bishop, awarded to William McGuill. 2.—Gold Medal for Best Essay, presented by the Alumni Society, awarded to Gavan Monaghan. 3.—Gold Medal for Senior Philology, presented by Very Reverend J. C. McLean, V.G., awarded to Antonin Lefebvre. 4.—Gold Medal for Junior Philology, presented by Maurice Blake, Esquire, Charlottetown, equally merited by Lucien Morin and Norbert Hughes, drawn by Norbert Hughes. 5.—Gold Medal for Physics, presented by Rev. A. P. McLellan, awarded to Gerald Dalton. 6.—Gold Medal for Economics, presented by Rev. Dr. Smith, Charlottetown, awarded to Joseph B. Ward. 7.—Gold Coin for English, presented by Dr. W. J. MacMillan, awarded to Patrick McMahon. 8.—Gold Coin for French, awarded to Antoine Gagnon. 9.—Gold Coin for Latin, presented by Rev. J. J. MacDonald, awarded to James Johnston. 10.—Gold Coin for Greek presented by Rev. K. C. McPherson awarded to James Johnston. 11.—Gold Coin for Chemistry, presented by D. O'M. Reddin, Esq., Charlottetown, awarded to Francis Nelligan. 12.—Gold Coin for Mathematics, presented by Dr. McGrath awarded to Francis Nelligan. 13.—Gold Coin for book-keeping, presented by Simon P. Paoli, Esq., Charlottetown, awarded to Thomas Doyle. 14.—Gold Coin, presented to the student making the highest aggregate in Third Year, awarded to Francis Nelligan. 15.—Gold Coin, presented to the Student making highest aggregate in Second Year, awarded to Henri Boiron. 16.—Gold Coin, presented to the student making the highest aggregate in First Year, awarded to Howard Griffin. Gold medal for History presented by Rev. J. J. MacDonald, awarded to Gavan Monaghan.

COMMERCIAL DIPLOMAS, 1919.

- Bookkeeping: H. Arsenault, C. Gaudet, G. Cheverie, E. Gauthier, W. Chiasson, F. Esclere, P. E. Chouinard, Y. Mercier, T. C. Doyle, W. M. Fraught, A. Vezeina. Stenography: F. A. Dubucet.

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REV. DR. McLELLAN, RECTOR OF ST. DUNSTAN'S UNIVERSITY

It was an excellent address in the course of which he congratulated the essayists upon their splendid efforts stating they contained a breadth of thought and balance not always to be expected from such youthful minds. It was however only what was to be expected at St. Dunstan's under the splendid direction of Rev. Dr. McLellan. It was a great thing, he said, for this province that there is an institution here so well balanced as to be able to give out such thought as found in these essays. Thoughts, the speaker said, are like children—when we don't want them they are obtruding upon us and when you go to look for them they are not to be found. Thoughts have to be prepared, grouped and marshalled in an effective way. A lack of space will not permit of a lengthy summary of Mr. Pope's valuable address. Suffice to say he pointed out the need of the students paying attention to such essentials as Opportunity, Initiative, Character, and Courage. He admonished the students not to lean on others for support in life and not to be afraid of making mistakes. The harder a task is the more need to keep at it to gain success. He closed by wishing all God Speed.