

Charlottetown Male Chorus

In Aid of Crippled Children

FEBRUARY 20th. AND 21st.

PRINCE OF WALES COLLEGE HALL

Under Auspices of Rotary Club.

Admission 50 Cents

Curtain at 8.15

NEW ERA

(Continued from Page 1)

OPENING PROCEEDINGS

Welcoming an overflow audience Hon. Dr. MacMillan, Minister of Education, said the present occasion was a most memorable event in the history of this famous institution of Prince of Wales College. His only regret was that the seating capacity of the auditorium was not large enough to accommodate the large audience. He regretted also the unavoidable absence of the Principal, Dr. Robertson, who after 40 years of faithful work in the institution was denied the privilege of attending this important function, as he was detained at home through illness.

Regrettably, also, illness had prevented the attendance of Hon. W. J. Lea and Dr. Munro, Superintendent of Education for Nova Scotia. Dr. McFarlane, Superintendent of Education for New Brunswick had also sent his regrets at being unavoidably absent.

A warm welcome to the university representatives present was tendered by the chairman, who introduced each representative to the audience amid warm applause.

PROF. H. H. SHAW

The sincere affection with which old Prince of Wales College was regarded by faculty and graduates was emphasized by Prof. H. H. Shaw, B.Sc., Chief Superintendent of Education, who was the first speaker called upon.

Tonight we are assembling in a building much better equipped in every way than the old institution; but, continued Mr. Shaw, the building of Prince of Wales College did not take place in the short space of 6 or 8 months; the master builders had carried on their work for a long long time. The first step was taken in 1804 when efforts were made to establish Kent College, under the regime of Governor Fanning. The speaker reviewed the subsequent steps which resulted in the building of Kent College School in 1820 and later of the Central Academy. The opening of the Normal School in 1856 was another important event as this institution has since carried on its work practically up to the present time. In 1860 the charter was granted to Prince of Wales College, which opened under the principalship of Alexander Ings, who was succeeded by Dr. Anderson and subsequently by Dr. S. N. Robertson, the present principal. A large measure of the success of the institution has been due to the continuing purpose of its principals, Mr. Shaw declared.

"We are proud of the building the Government has provided for this institution," he declared, adding that "the beauty of the architecture will appeal more and more when the surroundings are in keeping." Chiefly, Mr. Shaw said, we are proud of the students and faculty of Prince of Wales College in whose hands largely the reputation of the institution is placed.

Concluding, Mr. Shaw said one of the most promising features was the fact that the institution will shortly be raised to the status of a full Junior College.

PREMIER STEWART

Hon. J. D. Stewart, K.C., Premier of the Province, said he had no intention of making a formal address. It has been well said that we are here to celebrate a milestone in our educational history. In this connection the Government was proud to have present this evening a former Island educationalist of the distinction of Hon. Dr. Cyrus Macmillan, of McGill University.

The Premier suggested that Hon. Cyrus Macmillan might use his best endeavors to have a history written of Prince of Wales College—a book which would relate the careers of the distinguished members of its faculty and student body. Such a volume, he believed, would make

intensely interesting reading and would prove invaluable to future students.

Affectionate reference was made by the Premier to the regime of the late Dr. Anderson, and to memories of the old College building which was in use before the erection of the building destroyed last year. He also instanced the many sacrifices made by people in humble circumstances to send their children to the College.

The present building, the Premier said, will rank second to none in Eastern Canada. "No cost has been spared. Though it is a difficult time to carry on public works, we believe that this was an institution which should not be skimmed, because we felt that we were building for all time, that we were building for the generations to come after us. Therefore, we put up the best building that could be erected. You will have the opportunity of inspecting it and you will be able to see what we have done for ourselves.

"It is perfectly true that this building cost a great deal of money. That money has had to be borrowed and that will be a burden on the people of this Province. But, don't you think that this was a good policy? Let me impress on the pupils that the burden will fall on them in large part, to repay this debt which was incurred to erect this building.

"When I speak of this building, I am not taking any credit personally. I merely take credit for one thing. When I formed the Government here less than two years ago I established a Ministry of Education. I believed it was necessary; that a Department of Education was so important that we should have a guiding hand at the head of that Department. What was so fortunate for me was that I was able to find at my elbow, in the person of my greatest friend, the man who was ready to take up that work, who did take it up and who, I submit to you, has proved that it was intended for that very business; a man who understood education and who was ready to give all the time and attention that was necessary to make it a success. And the fact that we have this building here tonight, superintended by him, is clear proof of what I have said with regard to him.

"I wonder, boys and girls, do you ever think of the background we have in Prince Edward Island? Do you ever think of what we have inherited? Here we are with a magnificent Province and beautiful climate—everything that tends to bring happiness and success and prosperity. When I say prosperity, I do so because the difficult times through which we are passing today all over the world have proven that Prince Edward Island, after all, is the happiest place in which to live.

"We are descendants of pioneer settlers who have bequeathed to us a glorious tradition. This tradition carries with it the responsibility of carrying on those things which have been established by our forefathers. We have a splendid educational system: Who put it here? Those people who struggled and believed in God. They have handed on the torch to us and they have laid on us the responsibility of maintaining this institution and preserving in Prince Edward Island what they have established in this, the most beautiful place in Canada."

In introducing Hon. Dr. Cyrus Macmillan, the chairman referred feelingly to the lasting friendship existing between them, which had begun over thirty-seven years ago when they were classmates together. He referred also to Dr. Cyrus Macmillan's distinguished career, both academic and military.

HON. CYRUS MACMILLAN

"Greater than any words of mine can express," declared Hon. Cyrus Macmillan, Ph. D., chief speaker of the evening, "is my deep appreciation of the privilege of being here this evening to join with you in this notable ceremony, and a greater, too, than any words can tell is my gratitude for the honour of being asked to say a few words to this assembly. Like many of you who are of the older generation, I have been stirred by many emotions since I entered this hall. We have been carried back over the years to other times and other buildings on this historic ground. We remember the old main wooden structure, with the smaller normal school across the yard, the fire engine house on Kent Street with its clanging bell, a tempting centre of student pranks, the whole surrounded by the high wooden fence which shut us off from the passing world. We look back tonight across

the spaces to student days in the old environment, days filled with the sweetest of friendships, friendships with many who are here in this audience and on this platform, and forgotten friendships with many sturdy and splendid characters who have gone to their resting-places, men and women, who wherever the road led them in peace and in war, were true and obedient to the lessons here instilled, who were strong and "endured hardness" in accordance with St. Paul's ideal of life.

But I must not tonight dwell on memories or reminiscences of student days, although I am sure that to all of us "it is sweet to remember Argos." For tonight the college of our youth opens another epoch in its radiant history. Its path has always since its origin been a path of glory, and its sign posts have ever pointed "onward"; and tonight while this magnificent and impressive new building replaces the old, the traditions of the old live on.

A college or a school is no impersonal thing. Into its veins is poured the life blood of innumerable persons who have accepted self-sacrifice that it might live. Among such persons are the people themselves, the average citizens of a country who have denied themselves that to its vitality material resources might be added. There are its graduates who have carried away from its halls its most cherished ideals, until its breath of influence has been forever widened. There are the wise guides and counsellors, in this case its Board of Education, who have made it possible. And lastly there are the stimulating teachers who have dedicated their lives and their talents to adding their personal strength to the educational strength of the province.

Abundantly Blessed

With such a combination of beneficent forces Prince of Wales College has been abundantly blessed from its cradle days. Its teachers in its early years after its name was changed from "The Central Academy" are remembered with affection by many of you tonight. Their influence went far beyond this province and left its impression not only on the life of Canada but of the world. Here they were the educational glory of their time. We cannot adequately estimate what their efforts meant to our educational and intellectual life. In that loftiest of eulogies of mortals through whom the Lord has wrought great glory, we seem to see the men who made our college. The writer of that eulogy of "famous men" speaks of those "who had knowledge of learning meet,—or suitable,—for the people;" "those wise and eloquent in their instructions;" "those who recited verses in writing." Such lines recall to you tonight the poetry of a Lepage, the musical tunes of a Caven, the wise and eloquent teaching of an Anderson, the enthusiastic instruction of an Arsenault, a McLeod and others who have vanished but whose influence endures.

And so, it is no inanimate form we celebrate here tonight. It is an alert and vibrant organism filled with the breath of life, and more capable than ever before of helping us to surmount the adjacent heights of difficulty beyond which lies the promised land of opportunity wherein service may make for maximum good to men at large, and wherein individuals may find the more solid satisfaction of life. Your presence here tonight, and these notable exercises, are, I am sure, to the Minister, the Board, the Department and the staff, a pleasing and gratifying assurance that the college has your confidence in its power to advance into new spheres of influence and service and to carry forward the traditions and the influence of this old and splendid enterprise. The recent organization of your strong alumni association, with branches in many places, and the hope that the dream of an endowment fund will soon be a reality,—all these are expressions of your widespread and united support.

The Prime Purpose

The organization of education in this province was originally designed to make educational advantages increasingly an influence in the lives of human beings. It has always been mindful of the attributes of human beings. It was based on the old Scottish classical traditions, but it retained a close relation with what are termed the realities of the outer world. Our pioneer ancestors after they had built their simple homes in the "clearings" cut from the wilderness, constructed next with pain and toil, schools, small court houses, and churches or meeting houses. They carried often on their backs timbers from the forest, hewed

them into shape with an axe or an axe, and set them in place to make a crude one-roomed building. These buildings represented (1) education (2) law and order and discipline (3) the things of the spirit. Those pioneers were less concerned with mineral resources than they were with character reserves and intellectual power, and the resources of enlightenment. They realized that the progress of this province and the progress of Canada could come only from new ideas and ideals pouring like a stream from the schools for the enrichment of life.

An interesting and impressive fact in our early educational history is the optimism with which our founders looked forward to the fulfillment of their hopes. Tonight they would rejoice to see the time's confirmation of their belief. We need today in our educational outlook and in our tortured world, more of the pioneer spirit. Their personalities serve as an antidote to many of our troubles. Our want of confidence is met by their firm faith. Our irritation and turbulence are calmed by their placidity. Our temperamental swing from high hopes to extreme despair is steadied by their level common sense seasoned always with a touch of humour. Tonight as we open this building we look back over the forgotten years and see what the prophets of our educational progress thought and said and did and realize how deeply they have worked into our intellectual and social life their ideals, and as we look back we take courage. Their principles have never been abandoned. There is heredity in institutions as in families.

Importance of Education

Today public education is the largest single industry in this province, as it is in all Canada. One person in every four gives full or part time to the schools as teacher or pupil. The educational budget is the largest single item of expenditure in all communities. And the returns are the largest and most enduring dividends. The returns from the new Prince of Wales College will in future be larger and more useful than in the past, great as those returns may have been. The director of a great school of education said recently that "the institution which is likely to produce the most important readjustment in the whole educational system is the junior college, which gives a course equivalent to the first two years at a degree-conferring college, or prepares, without further preliminary training, for entrance to the professional schools. In this category Prince of Wales is now included. There will perhaps be criticism; there will undoubtedly be disagreement, with regard to the character of the work offered—the attempt to unite the so-called cultural and practical courses. We are in a period of readjustment. It is evident that even in education as in other institutions, we have to re-think and re-state certain of the conceptions on which we have been operating. We must understand and take stock of our educational task and profit from its errors.

Sugges's Comparison

There is a strange similarity between that period and our own time. It was a period of great distress, of which the year 1837 was the climax. It was the year of the rebellion. In that year the Ladies' Benevolent Society in Charlottetown cared for 45 suffering families, clothed and fed 19 women and 69 children, collected 272 for family relief,—and kept the children of the community in school. By 1852 the provincial schools had increased in number, and the attendance had increased to 5,366. Four years later, the Normal School for the training of teachers was established and a short time afterwards the name of Prince of Wales College was given to our chief public educational institution.

Now, my reason for narrating these incidents in our educational advancement is to emphasize the fact that our pioneer ancestors, irrespective of difficulties, depression, and a scarcity of funds, were determined and united in their efforts to give educational opportunities to all the people. That is our tradition,—a tradition of which we are justly proud. That tradition endures; it is being perpetuated tonight, Prince Edward Island owes more today to the character of its first settlers,—French and English and Irish and Scotch, and to the accidents of history than any other province. Here there has been less destroying of our traditions. The early settlers felt that if youth was sound they could feel safe about the future.

They believed with Emerson that "to make the wise man the state exists." They accordingly placed their faith in state education. But whereas the schools were open to all who cared to attend, Prince of Wales College was open only to those who had proved their capacity and who could meet the required tests.

The College Objective

In a democracy Prince of Wales College was intended to train an aristocracy of brains, which in turn would go out to raise the educational level of the whole, until better thinking would spread abroad and greater enlightenment would permeate the whole. They did not believe in multiplying mediocrities but in developing if possible intellectual superiorities. They would make a sound general education possible for all who were capable of receiving it. But at the same time, they would discover a youth of high abilities and put him in the way of taking advantage of the highest training elsewhere. That, it seems to me, is a correct and fair interpretation of the ideals of our pioneer educational guides.

The result is that Prince of Wales has shaped a certain type of mind, and a certain type of personality. It has given many distinguished men and women to scholarship, the arts, and the professions. It has sent out many products, eminent in many fields, but

it has raised to a greater extent than has hoped, the educational level in a province where there is now no illiteracy, and where education has the high respect and regard of a united people. It was this fact, as I once heard him state, that led the late Sir William MacDonald, himself a native son, to help us so greatly in the building of the second Prince of Wales. It was this fact, too, which in a measure caused the Carnegie Corporation to regard Prince of Wales as worthy of their support.

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We are agreed that the first function of a college such as ours is to build the mind rather than to store it with knowledge; to teach, not from the standpoint wholly of direct utility in a future career, but from that of developing the student's faculties; to lead boys and girls how to think accurately and comprehensively about large subjects, rather than how to use the tools of a restricted field. This desire for a wider background is gaining ground. There is a call for a greater co-ordination of knowledge, not so much for a cramming with facts as for an ability to use them, not so much for what to think as how to think. This Junior College does not, and will not, encourage early specialization—that frenzied specialization, garnished falsely with the "blessed" word research, which has too often destroyed the supply of men of broad talent, once available for the organization of life, for the greatest common good to all men. That form of early specialization has too often sent out men whose experience has given them no contemplation of life in its fullness, and whose contacts with life have not been broad enough to qualify them for undertaking the responsibilities of difficult days. They have not been broad enough to see life steadily and to see it whole, but only in flashes and dissociated compartments. A great leader with 75 years of wisdom on his shoulder said the other day, "Much of the vague and violent contemporary discussion of economic and social problems is the direct outcome of lack of sound education. If those who participate so loudly and so vehemently in these quite futile discussions only knew something of the history of mankind and of his efforts, his successes and his failures, they would be able to discuss contemporary problems in a

Trinity United Church

FRIDAY

7.00—Choir Rehearsal
8.00—Young People's Department.

quite different and indeed really helpful spirit. Without the discipline of mind which education necessarily brings there cannot be any but merely rhetorical discussion of the problems and interests and ideas which reach down deep into the hearts and minds of men. We are repeating on every hand the experiences of two or three generations ago."

Narrow Specialization Avoided

This destructive and narrow early specialization has never been characteristic of education in the Maritime Provinces. It is our proud boast that it has never caught our institutions in its oppressive and circumscribing grasp. But the pressure on our schools and colleges to provide more so-called vocational courses is becoming yearly greater and at times we are in danger of being wholly driven from our sound and traditional ground. In our province the proper balance is necessary. The educational system must touch the interests of all. It is of paramount importance that schools and colleges maintain the traditions of learning for its own sake. But at the same time they must render every possible service to society. They are being brought into closer contact today than ever before with the most pressing needs of the world. Today, as never before, colleges are wondering how to adjust their work more perfectly to social needs. The insistent demand of a changing social order dictates many changes. The college must help men to keep growing with the world—a world whose fundamental characteristics are changing. In our province, as I understand it, there is no impairment of the old ideals of excellence, no vulgarizing of methods, no prostitution of learning. But a greater effort is being made to include in the curriculum subjects which may influence human welfare, locally and nationally, if the need is great for such instruction. We must face the issue and the facts of our needs; we must remember that we are in a modern world; we must be mindful that the college is an integral part of the society it serves and that it cannot fulfil its functions if it is oblivious to the necessity of the social order that surrounds it. The college's obligation to that social order must not be forgotten. It is all a matter of degree—of adjusting the balance. For upon the proper balance of facts and ideas our future depends. Continuous readjustment is necessary. The late Andrew Carnegie, to whom we in the Maritimes all are so deeply indebted, used to say that he never knew a man who could legislate completely and wisely for the next generation. This is why the corporation is not obliged to continue in a fixed routine, which would mean in the end sterility, and why it is alert to see new opportunities for service. It has moved among the people in their daily lives, seeking to lighten their satisfaction in the best that the race has to offer out of its experiences. And so adjustments and additions and changes from our earlier ideals of education do not imperil in any way the college's intellectual excellence, so long as shoddy methods and frivolous subjects are avoided and skill is based on the mastery of basic principles.

"Abundantly Equipped"

To make these adjustments the new Prince of Wales is abundantly equipped. There is a library not only for immediate use but for the service of the whole province. I am reminded of the visit of James I. to Oxford more than three centuries ago. "If I were not a king," he said, "I would be a student there; and if it was so that I must be a prisoner, I would desire to have no other prison than that library to be chained together with so many good authors." And Burton said "in a library we may take a seat in the lap of eternity." The students of today and of tomorrow have these advantages which we did not possess.

I need not dwell on its laboratories with the influence which they must in future bear on our basic industry, agriculture. Nor on its new department of Economics with its wide possibilities for useful service. The college is destined in the future to be a greater force for harmony and mutual goodwill in our province than ever before. "As I have looked upon the world," said Sir Arthur Salter recently, "as I have looked upon the economic theorist and the business man, I realize that each has much to get from the other that he now fails to get, that much research never penetrates the realm of action." To remedy this defect this college will contribute. Never was the responsibility of education so great. If our democ-

WHAT VALUES SAVE THE EXTRA CENT HERE. SHAVING SPECIAL, DENTAL, COUGH AND COLD SPECIAL, etc. Ross-Drug-United

racy is to mould the world to its heart's desire, it must make that desire felt and followed in our schools and colleges. The people must have before them the vision and the dream of what this mightiest and most honest of institutions may become in the going forward of our country. Youth's Responsibility. And what of the students who are here tonight? Never was the responsibility of youth so great; never were opportunities so alluring. We would not say tonight that organized society throughout the world is in danger, but it would not be safe to predict that it is not. We cannot ignore the risk and ride in our complacency to that disaster which history has so frequently recorded. We are settling down to what must be a long course of readjustment in an unsettled world. Improvement will not be found in temporary betterment. But in this period of tragic uncertainty and turbulence, our problems are capable of human solution. It is to youth we look for the new order. To rehabilitate a wrecked civilization is the obligation of modern youth. 18 years ago our stricken world called to youth, and youth responded. Youth was then regarded as a time of dreams and hopes and aspirations. These dreams of service are still the possession of youth. Life offers you today a challenge to your intelligence. You have before you the mightiest task ever known, mightier than that of your elders 18 years ago, to salvage a wrecked civilization with a re-made world as your reward. But remember that education cannot be given to you; it cannot be commanded. Only the opportunity for it can be provided. It must, like a precious metal, be dug out by yourselves under wise guidance. Your gift is imagination, courage, the willingness to carry on, to make experiments. To appreciate the problems and the opportunities of the present we need as never before the daring of youth, and then progress will come. Voices Gratitude. To the Prime Minister and the Minister of Education, may I voice in conclusion what I believe to be the feelings of this audience, made up of men and women of diverse views on economic theories and of different religious and political beliefs. It is a word of gratitude and congratulation. They have shown great courage in conditions that throughout the world are grave and grievous, courage that tonight wins our applause. The stock argument against educational progress is an economic one. President Eliot of Harvard used to say that in matters of education, economy must be ruled out, that the first obligation upon our resources is the financial support of our colleges and schools. We can postpone, he said, a road, a bridge or a building, and at a later date catch up, but education must be continuous. Time lost in education and in preparing our future cannot be taken their place in the world cannot be made up. That idea has actuated the early completion of this splendid building. Our necessity new economies lie ahead in all the world, but in our province, in the future as in the past, the college and the schools will not, we believe, be allowed to suffer. Thomas Jefferson desired to have inscribed upon his tomb, not the offices that he had held but