

THE CARDINAL SALUTES HIS ALMA MATER

When the announcement of the Centenary of St. Dunstan's, issued on the Feast of the Epiphany of this year, reached my office, it immediately filled my mind with vivid memories of my college days and stirred my heart with the



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renewed joys of my youth and early manhood. I could hardly realize that forty years had passed since my graduation. Many changes had come about during those years, in me, in the college, and in the world. But one thing had not changed, St. Dunstan's was still my academic fireside, my second home, my beloved **Alma Mater**.

As I reflect today on what the College really stands for I am prouder than ever to be so deeply identified with it. Like Charlottetown, like Prince Edward Island, like Bethlehem and Nazareth, it is not large nor ever has been. But it is in possession of spiritual and intellectual treasures beyond the normal grasp of men.

The spiritual side of St. Dunstan's is the mark which makes the greatest impact, and properly so. The heart of the institution is still the College Chapel which rests in quiet beauty within a stone's throw of lecture halls, residences, gymnasium and administration offices. There is a window in the Bodleian at Oxford humorously depicting St. Dunstan with the devil securely fastened by a pair of tongs. Scholars cannot root out, with certainty, the legend which lies behind the scene so beautifully portrayed in glass. But it does not take much imagination to see the spiritual lesson which the article wished to impart. St. Dunstan was a man of God whose saintly life and character and leadership were bulwarks against the power of Satan. St. Dunstan in Canada is still carrying on this warfare

against the power of darkness by promoting the marriage between holiness and learning. Cardinal Newman once said, in a sermon preached in Dublin on the Feast of St. Monica, that the real interest of the Church in setting up universities was "to reunite things which were in the beginning joined together by God, and have been put asunder by man." He was thinking of learning and holiness. At St. Dunstan's, personal holiness has always been the **sine qua non** of learning. The fruit of this happy union is to be seen in the countless saintly, scholarly priests whom she has graduated into the Canadian Church."

But if learning without holiness is a dangerous thing, so too, in professional life is holiness without learning. If one has to choose, of course, holiness comes first. But it is better not to have to choose. So it is that St. Dunstan's is concerned with that true learning which dignifies the human being by enlarging, cultivating, training and directing its mental powers. Such learning we call liberal learning because its essential function is to free the mind from the shackles of ignorance and to direct its powers in the way that is most consonant with the nature of man.

In this work of liberal education there is no valid distinction between large and small. We of St. Dunstan's are sometimes tempted to apologize for the limitations imposed upon our **alma mater** by place and circumstance. But many a larger institution is deeply envious of our closely-knit integrity. There are schools and faculties which do not find a place as yet on our campus. But they are not the ones which, from a truly university standpoint, are most essential. The heart of any university is its faculty of Arts and Sciences. Where this is strong, the university is great; where this is weak, the university is small.

We have in Charlottetown an undergraduate college in the truest sense of the word because our courses are mainly classical, humane, scientific and pre-vocational. The following words spoken a few years ago by President Gilmour of McMaster University ought to provide us with real encouragement because they point out how studies like those done at St. Dunstan's constitute the essential and ultimately important university work:

"At the risk of appearing trite and even precious, I suggest that we remind ourselves that the undergraduate college whether it carries its students to a degree or

whether the courses are used in partial preparation for professional training not requiring a bachelor's degree for entrance, should strive to produce a combination of (a) learning and thinking, (b) culture and personableness, (c) conviction and the art of communication, and that no other part of the university can do this so well The undergraduate college, whatever its problems, continues to be ideally the foundation and heart of the university enterprise, where the stamp of the university man is printed on adolescents coming from our changing secondary schools."

All modern educators agree with President Gilmour that a healthy and vigorous classical college in which the sciences and the humanities are given free rein is the only foundation of a real university. Since this is what we really have in Charlottetown our academic position is secure and our future bright and hopeful.

May I take this opportunity to express my heartfelt appreciation of the work of the devoted and highly competent faculty who have dedicated their lives to the fostering of profound sanctity and genuine learning. And may I also encourage the young men and women of Prince Edward Island and elsewhere who have come to St. Dunstan's in search of higher learning. Their hopes and confidence have not been misplaced, and the day will come when they will share with me unbounded sentiments of gratitude, reverence and deep affection towards their **alma mater**.

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Governments should be administered for the well-being of the citizens, because they who govern others possess authority solely for the welfare of the state.

—"Christian Constitution of States" by Pope Leo XIII.

"All ambitions are lawful except those which climb upward on the miseries or credulities of mankind."

—Joseph Conrad.