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ADDRESS

BY

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VICE-CHANCELLOR

AT THE

ANNUAL CONVOCATION

ON

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MEMBERS OF THE CONVOCATION,

The pleasant duty of addressing the annual Convocation and of greeting our new graduates has again devolved on me. I rejoice to be able to extend a hearty welcome to all of you once again in this Hall.

Before passing in brief review the work of the University during the past academic year, I must refer to the losses sustained by us due to death, retirement and resignation.

OBITUARY.

One of our late Chancellors, Lord Chelmsford, passed away last April. It was during the Viceroyalty of this great friend of India that the Calcutta University Commission came out and the Montagu-Chelmsford Constitutional Reforms were inaugurated. He was the last Viceroy Chancellor of this University.

Death has also removed from our midst one of the oldest Fellows of the University, who after serving as an active member of the Senate from 1887 for nearly 18 years, became an Honorary Fellow for life under Lord Curzon's University Act of 1904. The eldest son of Nawab Bahadur

Abdul Latif, C.I.E., the accredited leader of the Muslims of his time, Nawab A. F. M. Abdur Rahman inherited from his father a position, character and ability which he put to great use. He was a man of many-sided activities and he possessed energy, tact and power of work in a wonderful measure. On this occasion I recall in affectionate memory his many acts of kindness to me, not only as a kinsman, but as a member of the Muslim community whose interests he served with ability and devotion.

I have also to mourn the death of one of the generous benefactors of our University, Srimati Sailasuta Devi, founder of the Radhika Mohan endowment of Rs. 1,50,000 for the development of Applied Science and Scientific Industry and Education among the Bengali Brahmins.

I have also to refer to the death of Sir Bipin Krishna Bose, K.C.I.E., late Vice-Chancellor of the Nagpur University, and one of our earliest graduates. It will be ungrateful if I do not mention his generous assistance to this University at a time of great financial distress. Though the amount of the donation was not large, we appreciate the spontaneous spirit of help and

genuine anxiety displayed by him for the welfare of his *Alma Mater*.

FELICITATIONS.

Now I pass on to the pleasant duty of offering felicitations to those among us who during the past year have been recipients of honours and distinctions.

The title of *Shams-ul-Ulema* has been conferred on Moulvi Md. Haider, an Arabic scholar, who has just retired from the teaching staff of our University. The title of *Khan Bahadur* has been conferred on Agha Mirza Md. Kazim Shirazi, a Fellow of our University and a member of the teaching staff of our Post-Graduate Department since its inception. The title of *Rai Bahadur* has been conferred on Mr. Narendra Nath Sen who for 24 years has served the University and for the last 8 years carried out the onerous duty of Controller of Examinations in a most praiseworthy manner. Sir Rajendranath Mookerji, K.C.I.E., K.C.V.O., resigned his Fellowship after 25 years of active service and during this period, in spite of the heavy demand on his time, he cheerfully served the cause of education.

The degree of D.Sc. (Engineering), *honoris causa*, had been conferred on him in 1931 and Your Excellency has been pleased to appoint him an Honorary Fellow of the University for life.

I am grateful to His Excellency for having in this manner recognised scholarship, competence, integrity of character and long service, and I feel His Excellency's appreciation will inspire others to follow the example set by these gentlemen.

I also offer my warm congratulations to the Members of the Senate on whom the King-Emperor has been pleased to confer honours: Sir Kedarnath Das, Principal, Carmichael Medical College; Lt.-Col. W. L. Harnett, C.I.E., I.M.S., Professor of Surgery in the Medical College of Bengal; Lt.-Col. A. D. Stewart, C.I.E., I.M.S., Director of the All-India Institute of Hygiene and Public Health. It is a matter of special gratification to me that all of them are members of my profession and colleagues, to whose support and co-operation I owe much as Dean of the Faculty of Medicine, during the three terms I have had the honour to occupy that position.

CHANGES IN CURRICULUM AND REGULATIONS.

Several important changes in our curriculum of studies have been made during the year under review. A set of new regulations for the proposed "Diploma in Ophthalmic Medicine and Surgery" have been passed by the Senate and are now being examined by the Government of Bengal. These regulations will provide for post-graduate study and research in ophthalmology. We have already instituted the degree of Doctor of Science in Public Health which has received the approval of the Government. The regulations for the degrees of Doctor of Medicine, Master of Surgery and Master of Obstetrics are now being revised by a Committee of the Syndicate. It is intended to bring these regulations in line with the latest regulations obtaining in British Universities on the subject.

The question of the institution of a diploma in Pharmaceutical Chemistry is also engaging our attention.

The syllabus of study in Pali for the Matriculation, Intermediate and the B.A. Examinations has been thoroughly revised and the same for Arabic, Persian and Urdu is engaging our attention.

We have already French and German in our curriculum and special attention is being given to the teaching of Modern European Languages. The Consul-General for Germany has expressed to me his interest in our activities and has offered to secure for us the services of German scholars under favourable terms.

As a result of my discussions with Signor Gino Scarpa, the late Consul-General for Italy, with a view to cultural and academic reciprocity, Italian has been included in the list of languages for the Matriculation, Intermediate and B.A. Examinations. The Italian Government has offered two special scholarships for the encouragement of the study of the language.

Among other important changes in our curriculum, mention may be made of the Regulations for the Degree of Bachelor of Commerce which have been recast in the light of past experience.

A Post-Graduate Diploma in Spoken English is being awarded for the first time this year. I hope more candidates will come forward in the future to compete for this most useful distinction.

I have under contemplation the institution of a similar Diploma for Spoken Arabic and Persian,

as I found Indian students sadly lacking in this direction during my visit to the University of *Al-azhar*.

JAGATTARINI GOLD MEDAL.

The Jagattarini Gold Medal for 1933 was awarded to Mr. Kedarnath Banerjee. This medal is awarded every alternate year to a person deemed the most eminent for original contributions to Letters or Science written in the Bengali language.

VISITORS.

With a view to strengthening the bond of fellowship between the students of India and England the University welcomed a debating team of students of British Universities. Arrangements were made for a debate in Calcutta on the 1st November last with a team consisting of students of this University. It is to be hoped that from now on the visit of debating teams to and from British Universities will continue with periodic regularity.

The University was glad to welcome Prof. James Mackintosh, K.C., LL.D., Tagore

Law Professor for 1932, who delivered a course of lectures "On Some Principles of Roman Law in Modern Practice" and Mr. G. Montague Harris, who delivered his Readership Lectures on "The Principles and Organisation of Local Self-government in Different Countries and Capitals of the World" and on "Regional Planning in England, U.S.A., and Germany."

The Girischandra Ghosh Lecture was delivered for the first time during the year under review by Mr. Hemendranath Dasgupta, B.L. The subject of his lecture was the Place of Girishchandra Ghosh in the Modern Bengali Stage and Drama.

RESEARCHES.

Research workers of this University have been carrying on our tradition for original and valuable contribution and we are glad to note, as will be evidenced by the appendix, that this year we have been able to keep to the old quality and standard. I congratulate the members of our teaching staff in the Post-Graduate Department in Arts and Science on their achievement.

ENDOWMENTS.

As matters now stand neither the Government nor the University are in a position to start institutions on new lines for specialised training. Under the circumstances, it is the duty of a number of men of means to come together and combine their resources for the realisation of this laudable purpose. So long as this is not done, we should create facilities for the training of our young men at places where such training can be secured under favourable conditions. Dr. Harendra Coomar Mookerjee's endowment is an example of what can be done in this direction. In 1932, Dr. Mookerjee created an endowment of Rs. 1,50,000, for awarding scholarships for the practical training of young men of the Protestant Indian Christian community in a variety of industrial and technical subjects in places outside India. He has again endowed this year one lakh of rupees in memory of his mother for training in business, applied economics and allied subjects.

I desire to put on record our deep sense of gratitude to Dr. Mookerjee for his generous benefactions. We believe his gifts are, in one sense, of

an unparalleled nature because they emanate from one of the Officers of the University itself who has devoted nineteen years of solid work to its academic progress, and who now, towards the end of his active service as our Inspector of Colleges, has placed Rs. 2,50,000 at the disposal of his *Alma Mater*.

I have reasons to hope that the munificence of Dr. Harendra Coomar Mookerjee has not ended and we may yet expect further help from him if only to round off his existing endowments. I earnestly hope that the example of sacrifice and service set by Dr. Mookerjee will be followed by an increasing number of our graduates.

The late Rai Bahadur Biharilal Mitra made a bequest to the University of Rs. 4,000 per month for the advancement of Hindu female education in Bengal. Mr. Haridas Majumdar has come forward with an offer of 50 bighas of land near the Dum Dum Aerodrome which may be utilised to supplement the aforementioned bequest. These generous donors have simply indicated the purpose of their gift but as they have not made any suggestion as to how those purposes may be best served, the University is drawing up



a scheme to give effect to the wishes of the donors.

His Excellency's inspiring speech on St. Andrew's Day last year has given much food for serious thinking. We also have been pondering over the problem of unemployment. At a meeting at which I had the honour to preside, Sir Daniel Hamilton lectured to the University on the 'Man Standard' and it is a source of gratification to me to acknowledge his generous offer to place at our disposal for a limited period his property at the Sunderbans in connection with the scheme of Agricultural Education now being formulated by the University. I am glad to see in this connection that Sir Daniel himself has already opened an Institute at Goshaba this month.

The Rashbehari Ghosh Professor of Botany, Dr. S. P. Agharkar, has discussed with me his proposals regarding the introduction of an alternative course for imparting a knowledge of practical Botany for agricultural purposes. This certainly is a most useful scheme, but it will require money to pay for the additional staff which would be necessary and I hope some public-

spirited persons will come forward with endowments for this specific purpose, because the solution of the unemployment problem of the *Bhadralok* class will to a certain extent be met by a knowledge of Applied Botany to agriculture.

Endowments have been made for technical training and female education, but I would also like to see people to come forward to help the cause of physical culture. On several occasions I have emphasised the importance of physical education and in my last address pointed out the tuberculosis menace for the student community. We have recently appointed a qualified graduate to organise sports. Whatever we might do is inadequate in the face of this appalling need unless our efforts are supplemented by those of others, and unless more money is forthcoming for drawing up a scheme for the protection and improvement of the health of our student community.

PARTICIPATIONS IN ACADEMIC CELEBRATIONS.

During 1933 on the occasion of the laying of the foundation of the new University buildings in London by His Majesty the King, accompanied by

the Queen, I represented my University and was the recipient of much favour and kindness at the hands of the London University authorities. I highly appreciate the compliment paid to the Calcutta University through its Vice-Chancellor. We also sent our congratulations to the Punjab University on the occasion of the fiftieth Anniversary of its foundation. I much regret that owing to official duties I could not personally convey our warm felicitations. On 15th January of this year, under the Chairmanship of His Excellency, the University participated in the 150th Anniversary of the Asiatic Society of Bengal. Our association with this Society has been close and of long duration; we have worked together for the advancement of learning, which is the motto of our University, and many of our Vice-Chancellors, members of the Senate, and Research workers have held important positions in that institution.

NEED FOR SECOND GRADE AND TRAINING COLLEGES.

I am aware that there is a distinct disinclination on the part of students and their guardians to send their wards to mofussil institutions. This is due

to a variety of causes. First of all many of the colleges are located in unhealthy parts of the country. Secondly, the staff of the mofussil colleges are not always as well qualified as those of Calcutta Colleges, chiefly because they are not paid as well. Moreover, in Calcutta the amenities of life and opportunities for supplementing one's income by lucrative private tuition are greater, and even examinerships are given more lavishly to Calcutta teachers, though I have tried my best in the University to rectify to some extent this wrong. The grave risks to which immature youths are exposed in a large city like Calcutta are too well known to require amplification. They are liable to the loss of healthy exercise, to the weakening of family ties, to poor nourishment and town diseases. In the mofussil they can get purer air, fresh fruit and vegetables, a cheaper supply of milk and therefore I am very much in favour of creating a large number of Second Grade Arts and Science Colleges in the mofussil, so that young men after passing the Matriculation Examination may be able to conduct their studies from their own homes or at centres of education within easy reach of their villages.

In my opinion a good class of High English Schools in selected areas should have two College classes attached to them. The cost of maintenance of such Second Grade Colleges would be reduced to a minimum and their efficiency improved, if for the upper classes of High Schools and the College classes of the Second Grade Colleges the same teachers be utilised with a small addition to their salary.

Still another want is that of properly trained teachers for our High English Schools. According to the last quinquennial review on the 31st March, 1932, there were 1,096 High English Schools for boys with 14,259 men teachers, and 61 High English Schools for girls with 829 women teachers. Among these 15,088 teachers there were only 858 trained men and women teachers. The number of graduate trained teachers for each High English School was therefore $\cdot 74$, *i.e.*, 3 teachers for 4 schools. The state of affairs revealed by the above figures is truly deplorable. We have only one affiliated College for training men teachers. This can turn out about 65 men every year. At Loreto House, which enjoys affiliation up to the L. T. standard,

not more than 20 women students are trained every year. The Loreto College has applied for affiliation up to the B. T. standard and have been allowed to present candidates for this diploma during the last ten years. The authorities of the Scottish Church College, I am glad to be able to state, have submitted proposals for starting B. T. classes for women students. I am, however, doubtful whether they will be in a position to meet adequately the demand for training which exists among our women students. I might suggest to the Government to start training colleges for our girl graduates at some suitable mofussil centres.

So far as men students are concerned, from figures available in the University offices, it appears that every year, about 400 men students seek admission into the David Hare Training College of whom 60 to 65 are accommodated. This shows that the number of trained teachers in our schools can be increased if there be sufficient facilities for their training. Here is an opportunity for patriots desirous of serving the cause of education. A well-equipped training college in North Bengal and another in East Bengal,

perhaps at Chittagong, would solve the difficulty for the present and afford a supply of properly equipped teachers for our High English Schools.

IMPROVEMENT IN UNIVERSITY EDUCATION.

I would now like to deal with a question which has been engaging my mind for the past few years. What is the purpose of our education and in what way can the present system be made to harmonise with its ends? Formerly almost entire emphasis used to be laid on the purely academic side of knowledge. To-day the danger is perhaps from the opposite direction and the craze for technical efficiency, in some countries at least, is such as to place even the culinary proficient amongst the professors of learning.

During my visits to Europe in 1931 and 1933, I tried to investigate at close quarters the basic principles of University Education in the British Isles and on the Continent of Europe and to readjust my mind with regard to the Indian Educational problems in the light of that experience.

I found two different systems of Education current in Europe one of which is generally common on the Continent and the other in the British Isles. I

ascertained that in Continental Universities two points were characteristic of the educational system. The first that, with one exception, they impart a professional vocational training to the majority of their students and the second that they do not possess the residential system. The arrangement for students to live in hostels as in the Cite' Universitaire of Paris does not come under the category of the residential system in the British sense. Continental Universities have the following departments :—

1. The Theological Faculty
2. Faculty of Law and Politics
3. Faculty of Medicine
4. Faculty of Economics
5. Faculty of Engineering ;

the Polytechnics, though usually separate institutions, also provide training in the various sections of Engineering.

I have, so far, not mentioned the Faculty of Philosophy. It is often compared with our Post-Graduate Departments in Arts and therefore it is necessary to explain that on the Continent all subjects which are not

comprised under the five faculties mentioned above, are included under that of Philosophy, e.g., Moral Philosophy, Political History, Literature, Psychology, Fine Arts, Archaeology, Astronomy and even Mathematics, Physics, Chemistry, etc. The exception referred to by me consists in the fact that such students as are desirous of devoting their life to scholarly research join the Faculty of Philosophy and do not participate in what in a narrow sense might be termed "Professional Education." A point to be noticed is that, as in India, the Universities have been producing more graduates than can possibly be absorbed by the various vocations. As a result of this, University diploma-holders are employed at a less pay than working men who have their wages regulated by organized trade unions. The middle classes remain unorganized and have *inter se* to compete on low salaries. We notice a marked tendency on the Continent to restrict the number of students with relation to estimated future requirements. Very recently the new German Government has framed rules reducing the number of University students, a fact which has attracted the attention of British Educational authorities, some of whom

are advocating similar restrictions in Great Britain.

We could divide British Universities into two groups. The first are similar to Continental centres of higher education and have arrangements for the professional training of future lawyers, engineers, medical men, clergymen, etc. It is worthy of note that in Great Britain an overproduction of graduates has not taken place because higher education is far more expensive there than on the Continent.

The second group deals with non-professional education. This is due to social and economic factors arising out of the existence of well-to-do, middle and upper classes who can afford to educate their sons for the sake merely of culture and intellectual attainments. They aim at a good general education united with sports and the experience of conducting themselves in social life which fit them for the higher executive appointments in Government or in the Diplomatic services, Politics, Commerce, Finance and Industry. This kind of education enables the students to think for themselves, to analyse complicated situations, to arrive at logical solutions, and to

successfully face unexpected situations single-handed and alone.

One cannot help admiring in these institutions the fact that, inspite of great personal liberty accorded to them by tradition, the students have to observe a high standard of discipline. A visitor to-day is as greatly impressed as Emerson was in his days by the sight of " twelve hundred young men, comprising the most spirited of the aristocracy " being " locked up every night and the porter at each Hall being required to give the name of any belated student." The combination of liberty, conducive to the fostering of a sense of responsibility and personal dignity, with an enlightened but exigent discipline is a feature of English academic life, which it should be the aim of every educationist to translate to his own country. Another remarkable characteristic is the importance laid upon physical culture. In my Convocation address of 1931 I had drawn a piteous picture of the health of our student community. At the English Universities it is not the bespectacled, the narrow-chested and the weak-legged student who get the Honours Degrees, but one who has been able to balance mental alertness with

first-class physical fitness. This is a fact the importance of which cannot but be too often reiterated, specially by one with medical experience for whom moral and intellectual capacities are unconditionally linked with a clean, capable and healthy body.

Let us now turn to our Indian University problems. Though our educational system is composed of Faculties which are constituted to give strictly professional education such as Law, Medicine, Engineering, etc., the largest number of our students are absorbed by the non-professional Faculties. The vast majority of our B.A., M.A., B.Sc. and M.Sc. students come neither from an opulent class nor do they stand a fair chance of reaching high executive posts under Government or in business and finance. From the latest available figures in the University offices it appears that during the year 1933 there were under the University of Calcutta 1,243 affiliated Schools which sent out about 20,768 candidates for the Matriculation Examination, out of whom 13,593 passed. Amongst these, 8,299 took their admission into the 60 Colleges affiliated to the University. Out of the 1,923 successful I.Sc.

candidates, only 235 took their admission in the two Medical Colleges and 64 in the one Engineering College. Of the 2,309 successful B.A. and B.Sc. students, only 822 have joined the three Law Colleges affiliated to the University. These are the figures for a University where the total number of students in the affiliated Colleges is 30,805, of whom 18,500 reside in Calcutta alone.

So far as students of pure Arts and Science subjects, whether of the Intermediate or the Degree stages, are concerned, I find that a majority of them continue their studies, not because they feel a call, but because neither they nor their guardians have thought of anything better to do. They follow the lure of the beaten track and drift from schools to the Intermediate and thence to the Degree classes from sheer inertia. Such a state of things cannot conduce to the highest development of the special gifts of a large number of students and this can only be set right by opening up fresh avenues for their activities and giving them a lead and a vocational guidance quite early in life.

We are all aware of the restricted chances which exist for our graduates. The number of

unemployed graduates is yearly increasing and this is not solely due to the present crisis. No economic prosperity is likely to absorb all our graduates. I do not know if, in the manner of Continental Universities, we will have to limit the number of admissions of students, but certainly something should be done for picking out the most suitable students for higher and cultural education. While on the one hand those of our students who are not fit for cultural education should resolutely set themselves to the task, occasionally unpleasant, of learning what has been characterised as the mechanical vocations of life, we on our side must be prepared to meet them half way by providing adequate and efficient facilities for vocational training. This I regard as the most immediate problem of the University.

I do not wish to suggest revolutionary changes which would upset the balance of our educational life, but I cannot help emphasizing the need for drastic measures to save our educational activities in this province from utter ineffectuality. Whether the cost of higher education should be raised or the numbers restricted is a matter for the authorities to decide, but I make bold to dare criticism

by saying that the present diffusion of higher education, with the results that it has been giving, should be regulated and, if necessary, limited. I do not for a moment mean that the masses of our province should be deprived of education but I want to make clear the distinction that lies between the problem of literacy and that of higher education and culture. Demagogic demands for higher education for the masses in the present stage of our social development must be counteracted by a sane and well-considered educational policy answering the immediate needs of the moment. No less a person than Rabindranath Tagore, who cannot be suspected of class prejudices, in his inaugural University lecture at which I had the honour to preside, advocated what, in his poetic language, he called the narrowing of the meshes in our educational net if we really wish to capture a rich booty. In my Convocation address of last year I had suggested, and I take the liberty of doing so again, that Government should not attach undue importance to examination results as essential qualifications for entering service, but institute a board where physical fitness, strength of character, personality and mental agility might be regarded as

tests of proficiency. This change in attitude, it would be necessary to well advertise in order to deter parents from forcing their children to follow an ineffectual academic path. In schools, too, I would strongly urge that prizes and medals should not be given only to those who obtain high marks in studies and for meek conduct, but marks should also be awarded for scouting, sports, debating contests, and games which teach the value of team-work.

ADDRESS TO LADY GRADUATES.

This year I would like to break the tradition by addressing not the graduates generally, but the women graduates of our University.

Calcutta is the birth-place of the earliest educational and social reforms inaugurated more than a century ago for the advancement of women. Our University produced its first women graduates before the first provincial University of India had laid its foundation stone. In 1883 the Hon'ble Mr. H. J. Reynolds, one of my predecessors, congratulated the University because it counted two of your sex amongst its graduates in Arts. In 1933 I had the pleasure of admitting 140 of you to

Degrees in Arts, Science, Teaching and Medicine. The number of women candidates at the Matriculation Examination rose from 116 in 1920, to 847 in 1933. No less than 803 of you are receiving education at the different Colleges of Calcutta to-day. You are now participating in all branches of activities and it is my earnest desire that more of you will help me and future Vice-Chancellors with your advice as members of the Senate and the Faculties.

Times are changing rapidly. The impact of western culture is upsetting the old customs and the social institutions of our people, the rigours of the *purdah* and caste restrictions are disappearing and the marriageable age of girls has been raised. I find around me unmistakable signs of strengthening of public opinion in favour of widow-remarriage. Your growing social emancipation has put new problems before us, but one thing to my mind is certain, that the majority of your sex will find the sphere of activity limited by their homes and it is only a few among you who will be seeking employment in the public or technical services. Therefore it is imperative that your education should be of such a nature as to enable

you to fulfil your obligations in the home to which such high value is attached by Indian tradition. It should be our bounden duty, now that the movement is young, to find useful outlets for your intellectual curiosity. In the light of experience gained in this country and elsewhere, we have seriously to consider the special kind of education which would be best suited for you in conformity with your habits and traditions the requirements of your health and happiness. We could supply you with a new curricula, but we have not the means of according to you separate educational institutions as yet. Hence it is that we are faced with the **Problem of Co-education** which has so many passionate advocates and antagonists. Co-education argues a free association of our young men and women in schools and colleges, which has not yet been permitted in their social relations outside the class room. It is still a plant of foreign growth which has not sufficiently acclimatised itself to its new environments, but the time is fast approaching when society is bound to sanction a certain amount of freedom of association which will undoubtedly develop

new social relations between the sexes. In our University, co-education in the Post-Graduate Department is already an established fact, though it is not a universally accepted principle in the stage of graduation except in the Medical Colleges. At the High School stage we have in certain cases adopted the device of holding girls' classes in boys' schools in the mornings, a makeshift arrangement which is probably the best during the transition period and under the present financial condition of the country. Our young men from whom I expect much and whose tact and justice in their domestic relations I so admire, will I am sure prove equal to the graceful but difficult art of chivalry and gallantry in the western sense of the term. Though co-education has been adopted by some of the Colleges, it appears to me that for the present the real solution would be to start, as soon as possible, a large number of Schools and Colleges for you and to raise some of the high schools for girls to the status of Colleges.

Amidst the conflicting currents the drift of which it is difficult to foresee, there is one perceptible strain in the stream, one undeviated

purpose slowly but surely evolving from the present, and that is the unshackling of the womanhood of India from the chains of the past. Here the aspirations of all communities ought to be one; here the claims of climate, religion and social authority should be foregone in the unity of an undivided aim. It is to this future that I invite you to look, to this hope to turn for consolation, to this goal to concentrate your efforts. In the future you will play an increasingly important part in social life, in progress and the transformation of our ideals. You will indeed be the executives of our ideas of health, hygiene, social advancement and political development. Such steps as we take now will bear fruit in times to come and therefore it is the duty of our leaders, men and specially women, amongst whom I hope to see you soon, to take a forward step with a full sense of responsibility and with the knowledge that whatever we do to-day will guide the welfare and happiness of generations to come.
