

Advertiser, July 16/12

The Dominions and the Empire.

Great Britain gave an example five years ago when free self-government was established in a country, with a large part of which she had just been at war, and he was delighted to think that the courage the English people showed then had been justified. (Cheers.) It was the very best government they could give them, and it had been the means of increasing the attachment of all the Dominions of the Empire to the mother country. He had frequently been in Canada, and he could confidently assert that Canada was never so attached to the mother country than she was at this moment, never so proud of her connection. (Hear, hear.) He was delighted to see that some Canadian Ministers had gone to England to consult the Ministers there with regard to the defence of the Empire. He knew that a like spirit animated the people of Australia. He found a like spirit animating the people of New Zealand. There could be nothing more important than that they should all agree on the question of defence. (Cheers.) It was by a united system of defence that they could make strength of the Empire efficient. He was delighted to find in New Zealand and in Australia that they also realised with Canada that the best means to secure peace was by having a concerted system of defence as well as by cherishing sentiments of friendship with other nations. (Hear, hear.) He was sanguine that the peace of the world would not be disturbed. He was sanguine of that because he thought there was no occasion for a quarrel between Great Britain and other great nations. (Cheers.)

"Not Dependency, but Partnership."

Australians wanted peace to develop their magnificent resources, and to carry out the experiments on which they were engaged. (Hear, hear.) They did not want to be disturbed in that process. It was one of the things in which they had interests in common with the great Dominions of the Empire or the mother country. There was a time when they were children. A child had to put its hand in its mother's hands to guide its feeble steps, but when the child grew up and became conscious of its strength, as they were, the result was not dependency, but partnership. (Cheers.) Australians were partners with England in all that she had. They were partners with her in all those Dominions which had not attained self-government, and which lay scattered over the length and breadth of the earth. The Crown colonies were Australia's as well as England's, and they desired that Australia should have as active an interest as Englishmen did in their government. The British civil service, foreign service, and colonial service was open to them all. Whenever any of them chose to go home and stand for a seat in the British Parliament they would be welcome. England wanted to share all she had. The union was based both upon common interest and perfect sympathy, and it was upon memories of greatness in the past and hopes of greatness in the future that they trusted that the union would be perpetuated. (Loud and prolonged cheers.)

✓ Register, July 12/12

A special congregation of the University of Adelaide will be held in the Elder Hall on Friday evening, July 19, when the degree of Doctor of Laws will be conferred upon the Right Hon. James Bryce (British Ambassador Extraordinary and Plenipotentiary at Washington). Mr. Bryce will deliver an address.

WHAT IS EDUCATION?

UNIVERSITIES AND PUBLIC LIFE.

STIMULATING ADDRESS BY MR. BRYCE.

Melbourne, July 15.

The Right Hon. James Bryce, British Ambassador at Washington, was tendered a reception by the Chancellor, the professorial staff, and the graduates and undergraduates of the Melbourne University this afternoon. Mr. Bryce, who was accompanied by Mrs. Bryce, was received at the entrance to Wilson Hall by the Chancellor (Sir John Madden) and conducted to a seat on the dais. There was a large gathering, and the distinguished visitor on rising to speak was greeted with cheers and the singing of "For he's a jolly good fellow."

An address to Mr. Bryce was read by the Chancellor in welcoming the visitor. It said—"Among the distinguished visitors whom this University has been privileged to receive, there has been none whose claims upon its admiration and respect have been at once so comprehensive, so many-sided, so unqualified, and therefore so immediately and heartily recognised by every member of our body. As investigator, as teacher, and as writer, your influence has been beyond calculation. But over and above all this you have proved that the wisdom of books is the same as the wisdom of life. You stand for the truths that civilisation must be based on civil knowledge, and that the possessor of the knowledge is called upon by public duty to embody it in action."

Mr. Bryce, in replying, expressed thanks for the welcome and for the terms—incomparably beyond anything he had merited—in which the Chancellor had referred to what he had tried to do in the world of letters and the world of action, but if he could express assent to one thing in the address, it was to the doctrine laid down, that thought and action should go together. He had immense pleasure in being able to visit this continent, this State, and this University. He had been all his life connected with Universities, first at Glasgow, then at Oxford, and finally at Cambridge. From every University one gained something that the other could not give. The more one extended one's knowledge of University life, the more one realised the immense variety of it and the different ways in which its main objects could be attained. (Cheers.) It was an exceptional pleasure to him to see something of the Universities of Australia, as it was an exceptional pleasure and honor to receive such a welcome as they had given him that afternoon. He congratulated the people of Australia on the appreciation which, as he understood, was given to their Universities by the Governments of the respective States, and so far as was practicable by the Government of the Commonwealth also. (Cheers.) Both here and in New South Wales he understood the State Governments made grants to the Universities, and in many ways showed their interest in these seats of learning. The Commonwealth Government, as he had heard, had shown their appreciation of the scientific side of the university in two ways—one by appointing Professors Gilruth and Spencer to important posts in the Northern Territory, where their scientific knowledge could be turned to good account, and the other by giving a grant of £15,000 in aid of the expenses of the coming meeting of British scientists in Australia. (Cheers.) He congratulated them on having succeeded in getting the British Association to come out here. It was good for Australia that these men should come here and see Australia with their own eyes, and it was at least as good for them to come out to the Commonwealth and see something of it. He could

all them that the appreciation of universities shown here was also shown by the Government of the United States. He had always thought that one of the means by which a democratic Government could show their capacity was by the nature and extent of the encouragement they gave to learning, both on the theoretical and practical side. In most of the states of Western America, and in some of the others, the Legislatures had made enormous monetary grants for the encouragement of libraries, laboratories, and such like, and had made the cost of instruction so small that these universities were practically accessible to all classes of the community. Mining, engineering, and above all agriculture, had drawn an immense number of pupils. A very large number of men of all ages, from the farmer's son of 18 to the old farmer himself of 60 or 70, undertook courses of practical agriculture, and one result was that in many places the value of agricultural land had been doubled. The Legislatures of Australia could rest assured that all the money spent on science was an aid to investment—(hear, hear)—and return very large dividends to the community. (Cheers.)

Referring to the teaching work of a university, Mr. Bryce said an urgent problem was to arrange it if possible so that those engaged in teaching could find opportunity to do research work as well. A man was not only more useful to his fellows but also a better teacher if he had time for research on his own account. Another problem was how to find time in the curriculum for new subjects. Science had branched out into so many subdivisions that what was an exclusive branch 40 years ago was now divided under a whole category of subheads. It was hard to find room in a university for these new developments, yet it had to be done. A university must never fall behind the general progress of the time. (Cheers.) That brought him of course to the question of money. (Hear, hear, and laughter.) They had in Australia a large number of wealthy men, not millionaires as they were understood in America, but still wealthy men, who should be able to devote a large part of their abundance to the advancement of science and learning. The hall in which he stood that afternoon represented the gift of a wealthy benefactor, and he hoped the time would come when there would be more and more benefactors of the same kind. He would like to see money given not so much for a specific object as for the general fund of the University. (Hear, hear.) He came to the question of the relative claims of the practical and theoretical sides. It was quite possible that the practical side assumed disproportionate value in the eyes of the average man. The average man saw what science had done in giving us new dominions over nature. He saw possibilities in the way of wealth, and he had come to think that the main thing for which money should be spent was to promote the applications of science in various ways. Far be it from him to undervalue these practical applications.

He had spoken of the benefits of some of them in America, but it was truth that there would be very little gained unless they cultivated the theoretical side from which the practical applications came. The greatest discoveries had been made, almost without exception, by men who had been inspired with a disinterested love of truth, a desire to push the limits of human knowledge farther and farther afield. From the days of Franklin to those of Faraday and his successors what had been done had been done by men who were not thinking at all of what the monetary result would be. The man who first analysed the spectrum did not know that by his means others were going to discover the presence of the elements helium in the sun, and the man who discovered X-rays did not know they were going to prove invaluable in surgery, and so on. That being so, a university did well to care for science for its own sake, and to make the amplest possible provision for its teaching.

Then, said Mr. Bryce, there was the question of the time to be given to subjects concerned with nature and those concerned with man. By those concerned with man he meant economics, literature, history, philology, and the like. It was not to be assumed that human studies were any less essential than others to a system of education and to the advancement of the human race. (Cheers.) Language was the form by which thought expressed itself, and it had followed through the ages the progress of thought. The man who did not know the literature of the past, let him know ever so much else, was an uneducated man. It was necessary to find out that man's progress in the future consisted in knowledge of the past. There was an anecdote of a man who when visiting Europe went to many theatres and looked carefully at people in the street.