

Register October 7<sup>th</sup> 1887

#### THE VISIT OF THE PRIMATE OF AUSTRALIA.

—It has already been announced that the Most Rev. Dr. Barry is to be in Adelaide tomorrow, and that during his stay in the city he will fulfil several important engagements. On Monday evening he is to give a lecture in the Town Hall. The subject is one of profound interest to the public of Australia, and the Primate's fame as a platform speaker should ensure a crowded attendance. The Chief Justice, as Chancellor of the University, has asked Dr. Barry to give an address at the University on Tuesday morning, and he has consented to do so. Admission will be by invitation, and the audience will consist of members and students of the University and representative colonists. It must be understood that, high as is Dr. Barry's reputation as an ecclesiastic, his renown even more largely depends upon his connection with the highest class of educational work, and it is as an eminent educationalist that he has been invited to speak at the University. On previous occasions we have called attention to the academical and other distinctions that have been gained by Dr. Barry, but in order to refresh the minds of the public upon the point we may mention that at Cambridge when a mere youth he was bracketed equal with the famous mathematician Todhunter, then many years his senior, as Smith's prizeman. This was in 1848, and the same year he graduated B.A. as fourth wrangler, and seventh in the first class of the Classical Tripos, besides obtaining a fellowship of Trinity College. He is a D.D. and D.C.L. of Cambridge. When only 28 years of age he became head master of the Leeds Grammar School, a position which he filled for eight years with that ability which has distinguished his career as a leader in the educational field. In 1862 he was appointed Principal of Cheltenham College, and six years later Principal of King's College. From this time forward ecclesiastical honours fell thick upon him. In 1869 he became Examining Chaplain to the Bishop of Bath and Wells, two years afterwards Canon of Worcester, in 1875 Chaplain-in-Ordinary to the Queen, and in 1881 Canon of Westminster. For many years he was a member of the London School Board, and as an author he has acquired a high position. Thus he has an exceptionally distinguished record as a University scholar, teacher, theologian, and man of letters. He is a man whom South Australians may well delight to honour, and his appearances in the pulpit, on the Town Hall platform, and at the University will be looked forward to with the keenest interest.

Register October 12<sup>th</sup> 1887

## BISHOP BARRY AT THE UNIVERSITY.

In response to the invitation of the Chancellor of the University a large number of leading citizens attended at the University on Tuesday, when the Most Rev. Alfred Barry, D.D., D.C.L., delivered an eloquent address. Amongst those present were Bishop Kennion, Archdeacon Farr, Dean Marryat, and the Professors, graduates, and students in their robes, many ladies, His Excellency the Governor, the Mayor of Adelaide, Hon. G. C. Hawker, M.P., the Hon. Dr. Campbell, M.L.C., the Hon. M. Salom, M.L.C., the Hon. S. Tomkinson, M.L.C., the Revs. Dr. Paton, J. Bickford, J. MacBean, and S. Knight, Messrs. J. C. Neild, M.L.A. (N.S.W.), R. Caldwell, M.P., and a great number of other representative colonists. Bishop Barry was accompanied by the Chancellor (Hon. S. J. Way, C.J.), His Honor Mr. Justice Webb, of Victoria, and the Lieutenant-Governor of New South Wales (Sir Alfred Stephen).

The CHANCELLOR expressed his regret that the Vice-Chancellor and many representative colonists and members of the University were unable to be present. He had received a letter from Archbishop Reynolds, expressing his personal regret that a prior official engagement had prevented his attendance. (Hear, hear.) They welcomed His Excellency among them not merely as Her Majesty's representative, but as a benefactor of the University—as the practical founder of the Chair of Music which had given this institution the distinction of being the first University in Her Majesty's dominions which both granted degrees and gave instruction in that science. (Cheers.) He expressed the pleasure they had in having among them such distinguished men as Mr. Justice Webb, one of the Judges of the Supreme Court of Victoria, and the Lieutenant-Governor of New South Wales,

Sir Alfred Stephen. (Cheers.) Now he had to welcome their special visitor. (Cheers.) They did not receive him on that occasion as Bishop of Sydney or as Primate of Australia. They welcomed him as an eminent member of the republic of letters, as a distinguished graduate of the venerable University of Cambridge, as a member of the Council of the senior of the three Universities of Australia, as having had great experience in education as head master of a well-known grammar school and one of the most celebrated public schools in England, and afterwards as principal of one of the most celebrated collegiate institutions in that country, and, finally, as one of the greatest and most distinguished authorities on public, on primary, on advanced, and on University education. (Cheers.)

Dr. BARRY, amidst loud cheers, made a graceful acknowledgment of the compliments paid him by the Chancellor, and said he was greatly pleased to be present on that occasion, and he must express fervently the interest he felt in the University as an institution for higher education, and it was his special duty to bear witness for what he believed to be the superior truth of all truth. He believed that truth would only be productive of the highest results by the largest and freest study of other forms of truth. He sympathized with those forms of culture that tended to bring out the higher and nobler elements of human nature. He wished to say something of the functions of the University, and especially that existing in this growing colonial community. A University in order to be rightly estimated must be looked upon as a grand completion of the educational system. Education, if it was to move at all, must move through the whole community. The elementary schools and colleges, which he was glad to hear were in this colony left to private voluntary enterprise, should be connected with one another—connected and inspired by the University, leading to a high University training. (Cheers.) He was glad to see that there was provision here by means of bursaries, or whatever they were called, by which the boys and girls might mount the educational ladder even to the University itself. (Cheers.) The University, as a matter of fact, determined what the schools of the colony should be, and it had a great responsibility in making the curriculum sound as it should be. The University exercised a direct influence upon the schools of the colony by its examinations, and that, he might say, was a new development in Australia. He was glad to see, as in the Sydney and Melbourne Universities, that of Adelaide had a distinct influence upon the schools of the colony. A University, he thought, if it occupied its right place would have to consider not merely its own special work, but the character of education as a whole in the community, and he considered that its functions would not be perfect unless that education were rightly guided, inspired, and helped. It had to deal with what was called in the old days man's humanity, not as a special function in life, but that which made a man true, and taught him to grow up to true manhood. He thought the University should teach not merely the value of knowledge—and must discountenance that

shallow division known as useless knowledge—it should teach us that all knowledge in itself was good, and not because of its possible reward. (Cheers.) That kind of liberal education contemplated the training of the various faculties of our nature as a guide to independent action in the pursuit of knowledge. It considered the cultivation of human faculties, and that was in a true sense our education. He need hardly remind his hearers that education was the drawing out of a man that which he had in him—not the putting it into him. There were differences of instruction and differences of information, and it was the function of the University to bring out the great truths in the manner most effective by a liberal system of education. What he would like to see in this colony was that every young man whose parents could afford to give him a University education should have it. (Cheers.) The idea that a University education was only suitable for the professions was not to be entertained; a young man if he could enter a University should have the opportunity of doing so whatever his intended occupation might be in the future. It was good for those in the country as in the town, even if a young man had to go into the back settlements of the bush. He heard a gentleman say the other day, "My boy shall have a University education even if he is to become a stockdriver," and he agreed with him, for he was right. Another important function that belonged to a University was that which regarded the knowledge of science as a whole. Of four great elements of knowledge the noblest was the study of language and literature, for that was the study of the mind of man as it were. Then there was the exact science of mathematics—a logical training of reason in order that a man might think rightly, and there was the great element of inductive science. He had always been impressed with the power of art—the art which trained the imagination, the faculty which occupied the