

the bush to civilise and to clear new country. I heard the other day a gentleman say—"I shall give my boy a university education, even if he has to become a stockdrover in after life," and he was right, because he was educating the boy's humanity, although it might be far above the somewhat narrow and materialising calling to which he might afterwards devote his life. I hope all the members, old and young, of this flourishing University will bear that testimony for education properly so called, and in that way do service to the higher life of their community. There is another thing belonging to a university which I believe attaches to the derivation of the name, although this is disputed—it regards all knowledge and science as a whole. It is a protest against any narrow or one sided form of culture. I take it there are four great elements of a true education. There is that which I still think the highest and noblest, in spite of modern views—the study of language and of literature, which is practically the study of mind and of man. There is next the element of exact science in mathematics or logic. It is the training of the reason in order that it may have the right key to unlock the secrets which science contains in its bosom. Then there is the third great element of inductive science, whether physical or metaphysical, which educates a wholly different side of human nature—the power of observation, rapid generalisation from observation, and the power of strict and thorough verification of results. This is the educative process of inductive science, and it is found in what we commonly call physical science perhaps more thoroughly than in the study of language, literature, and mind. I always plead earnestly for the educating power of art, which improves and trains the imagination—that faculty which occupies so remarkable an intermediate place between the cold light of the intellect and the warm glow of emotion and affection. As a kind of intermediate link between thought and feeling I value the power of the imagination, and I value therefore as an educating power that art which appeals to and trains it. I am glad to know that here you have set an example unique, I think, in the colonies, though I believe the University of Melbourne is following in your steps, of the establishment of a directly artistic professorship—that of music. (Hear, hear.) At Cambridge there is a professorship of the fine arts, viz., painting and sculpture—not to be pursued technically, for that would be both improper and impossible—but viewed in its educating influence and in its close correlation with other forms of science. This is another great function of the university. Your University in one sense has lost one element which the old English universities preserve still. You have no theological faculty. Probably you could not have it, but you will find that the old science of theology—the queen of sciences—although in consequence of the rebellion against its usurpation in days gone by, it wears now only a dis-crowned majesty, yet, though it be a dis-crowned majesty, it is a true majesty still. (Hear, hear.) In one way or another, in every line of that education you will have some question which in some phase or other theology seeks to answer, and perfect as your system may be in every other respect it is maimed and imperfect in this regard, as it is in the Universities of London, Melbourne, and all those created in modern times. This, of course, is one of those instances in which one has to tell, so far as one knows, an unwelcome truth, and I hold that you do not want me to flatter you but to tell you the truth about university training and university education. Let me say this as a witness to the universality of culture which belongs to universities, and which is specially needed in this day. We have not here that division of labor which is a consequence of science. The specialities of life specialise us too quickly, and we get into narrow grooves too soon, whereas, as I have said, a university ought at all times to be a witness to the universality of harmony and true culture. It is to be regretted that you cannot secure that division of labor which is a feature of the universities of old countries, and I observe that your University, like its sister institutions in the other colonies, has to take up what is distinctly the work of technical schools. You have what may be termed liberal schools, which embrace the arts and pure science, and you have affiliated with these certain technical schools, such as law and medicine and, I suppose, in the same sense the school of medicine. Now, with all these the great problem you have to solve is—how are you to harmonise the two elements, how are you to prevent the technical from encroaching upon the liberal or the liberal from being a bar to the technical? The one thing which a university has to consider is that it must to a certain degree direct technical education, but that it must also and chiefly direct it in a liberal educational spirit. The direct parts of practical technical study will have to be done outside the university. What the University has to do is to bring out the fundamental truths that underlie technical study, and make it a liberalising and humanising process. That is what all universities have to do, and more especially the colonial universities, which being new are somewhat crude in their development. I have looked through your calendar, and I could wish to see those



schools which are the most liberal in character proportionately more largely patronised. I think there is some danger with you of the technical encroaching upon the liberal, but you must remedy that by taking care that technical study is pursued in a thoroughly liberal spirit, so that it may be brought into harmony as far as possible. These are the functions which a great university has to discharge. Of course I know that I am not telling you anything that is new, for originality on such a question is impossible, but I think it is well that I should remind you of what you know. It is important that we should remind ourselves from time to time of things which we think we know by practical experience. Your function is a high and a noble one. What you require is—first, good and liberal government; you want next good teachers; and, above all, you want good learners. (Cheers.) The University after all is largely in the hands of the undergraduates. (Cheers.) May I say if that is so, I trust the undergraduates will prove themselves sensible of the gravity of their responsibility. (Cheers.) Well, the governors, and the teachers, and the learners have to work together to maintain not merely the teaching, but what is really of great importance, the discipline and tone of the University. Then I think next the University wants some independence. I should not like it to be subject to political or party movements in a community of this kind, and I am glad to know that you have endowments which make you virtually independent, receiving, as you should receive from the State, encouragement and help and subsidy, and yet being able to exercise an independence of your own. I value endowments for two reasons. First, to give you that independence which is so desirable; and next to enable the University to do what will never pay and which nevertheless has to be done. These are the two great uses of endowments, and I am glad to know that both by public and private munificence you possess endowments which secure to you those advantages. If there is one thing which I still think you want to develop it is the collegiate system. In Sydney and Melbourne within the limits of the universities we have independent colleges. In my own University at Cambridge I remember that one of the advantages of my scholastic career was derived from collegiate life and intercourse—not so much what I learned in the lecture-rooms, but what I learnt from my fellow students and by taking part in college life. The older universities are not merely able but they are bound to supply precisely that element of instruction and training which your University does not give. I sincerely hope that in the hereafter you will develop that collegiate system in connection with your University which has been started in the other colonies. The collegiate system at one time encroached seriously upon the Universities of Oxford and Cambridge; but that tyranny has been entirely broken down, and I do not believe that University training will do all it can do if those who are connected with it are disintegrated units not bound together in a common collegiate life. One thing more I hope you will have, and that is the sympathy and support of public opinion. In all free countries, in just that proportion in which they are democratic, the support of the law is the more precarious, and so the support and sympathy of public opinion becomes more necessary. I believe your University has commanded that sympathy in the past, and I hope that it will do so in an increasing measure in the future. I look with pleasure upon the sacrifices which all the colonial Governments are making for the purpose of securing the higher culture of the people, more especially by granting endowments for the universities. I say that no money could be more wisely spent; but that money must be the expression of public opinion and sympathy, and must derive its value in other ways from that public sympathy. These are the things which are essential—good and efficient machinery within; that independence which will enable you to do what is right and good, and not what for a moment may be popular; the development more and more of a common collegiate life; and that support which you have received and will no doubt continue to receive of public sympathy and public opinion. I wish heartily Godspeed to the work of this University. I admire what I have seen of its noble beginning, and I trust it is only the beginning of a far nobler and more complete career in the future. (Cheers.)

The CHANCELLOR, on behalf of those present, returned thanks to his lordship for the wise, comprehensive, and suggestive address to which they had just listened, and trusted they might be equally favored on some future occasion. (Hear, hear.)