the bush to civilise and to clear new country. I shall give a few answers to the question, even if he has to become a stockbroker in the town. The reason is that he was educating the boy’s humanity, although he was not doing it by elaborating the narrow and materialising calling to which he might afterwards devote his life. I hope all these things which have been said about the University will bear that testimony for education. The proper function of the University is to provide the service to the higher life of their community.

There is another thing belonging to a university, and that is the element of the name, although this is disputed— it regards all the rest. It is a protest against any narrow or one-sided form of culture. I take it there are four mean elements of a true university, in which I think the highest and noblest, in spite of many things, is the faculty of history and of literature, which is practically the study of man and his life. There is another element of exact science in mathematics or logic. It is the training of the reason in order that it may be able to unlock the secrets which science contains in its power of observation, rapid generalisation from observation, and the thoroughgoing verification of results. This is the educational part of the science. It is right and it is good, and it is found in what we commonly call education perhaps more thoroughly than in the study of language.

There is another element that is so closely linked with the other elements of which I have spoken. This is the element of inductive science, whether physical or mathematical, which educates a wholly different faculty. There is the power of observation, rapid generalisation from observation, and the thoroughgoing verification of results. This is the educational part of the science. It is right and it is good, and it is found in what we commonly call education perhaps more thoroughly than in the study of language.

There is another element that is so closely linked with the other elements of which I have spoken. This is the element of inductive science, whether physical or mathematical, which educates a wholly different faculty. There is the power of observation, rapid generalisation from observation, and the thoroughgoing verification of results. This is the educational part of the science. It is right and it is good, and it is found in what we commonly call education perhaps more thoroughly than in the study of language.

There is another element that is so closely linked with the other elements of which I have spoken. This is the element of inductive science, whether physical or mathematical, which educates a wholly different faculty. There is the power of observation, rapid generalisation from observation, and the thoroughgoing verification of results. This is the educational part of the science. It is right and it is good, and it is found in what we commonly call education perhaps more thoroughly than in the study of language.

There is another element that is so closely linked with the other elements of which I have spoken. This is the element of inductive science, whether physical or mathematical, which educates a wholly different faculty. There is the power of observation, rapid generalisation from observation, and the thoroughgoing verification of results. This is the educational part of the science. It is right and it is good, and it is found in what we commonly call education perhaps more thoroughly than in the study of language.

There is another element that is so closely linked with the other elements of which I have spoken. This is the element of inductive science, whether physical or mathematical, which educates a wholly different faculty. There is the power of observation, rapid generalisation from observation, and the thoroughgoing verification of results. This is the educational part of the science. It is right and it is good, and it is found in what we commonly call education perhaps more thoroughly than in the study of language.
schools which are the most liberal in character proportionately more largely patronised. I do not hide from you that I am no great admirer of the technical handmaiden of the liberal, but you must remedy that by taking care that technical handmaiden shall have a liberal spirit, so that it may be brought into harmony as far as possible. These are the foundations which I wish to lay to your discharge. Of course I know that I am not telling you anything that is new, for originality on such a subject is not to be obtained. I think it is well that I should remind you of what you have heard. It is in your power to shake us ourselves from time to time of things which we think we know by experience. Your fellow students are a large body. You require it—first, good and liberal government; you want next good teachers; and above all, you want good examinations. The University after all is largely in the hands of the undergraduates. (Cheers.) I may say that it is in your trust to see that that is done. You have yourselves a sense of the impotency of their responsibility. (Cheers.) Well, the governors, and the teachers, and the students must work together to maintain not merely the teaching, but what is really a great importance, the discipline and the tone of the institution. I think next the University wants some indication of what it is. I do not want you to be subject to political or party movements in a community of this kind, and I am glad to know that you have endorsements which make you virtually independent, receiving, as you should receive from the State, endorsements of the State, and responsibility for not being able to exercise an endorsement of your own. I value endorsements for two reasons. First, they give you a sense of the seriousness of what you are doing so desirable; and next to enable the University to do what will never pay and which requires the sacrifices of all who possess it, the two great tasks of endorsements, and I am glad to think that the University realises these. I do not find the universality you possess endorsements which secure to you those advantages. If there is one thing that the University wants, it is the collegiate system. In Sydney and Melbourne within the limits of the universities we have this independence. In the new University at Cambridge I remember that one of the advantages of my scholastic career was that we were not tied by an oath to read and interrocast—not so much what I learned in the books, but in the books and out of the books. I learned from my fellow students and taking part in college life. The older universities are not without the college system. It is this quality of the element of instruction and training which your University does not give. I sincerely hope that in your time you may adopt that collegiate system in connection with your University which has been started in the other univeristy. The collegiate system is one that has been once trodden seriously by the University: Harvard University, and I am glad to think that this tyranny has been entirely broken down, and I do not believe that University training will do any sort of injustice to your University; for the differences are not so much in the linen but in the character of the students, I think the sympathy and support of public opinion. In all free countries, in just that proportion in which you are democratic, the support of the University is the more precarious, and so the support of public opinion is the more necessary. I believe your University has commanded that sympathy in the past, and I hope that your University will command it in the future. I look with pleasure upon the sacrifices all which the colonial Government have made and I am sure that the prospect of securing the higher culture of the people more especially by granting endorsements for the universities, may not be more wisely spent; but that money must be employed for that result. I believe that University and sympathy, and must derive its value in other ways from that public sympathy. They also make it a great career—good and efficient machinery within; that independence which will enable you to do what you think is right, and which will make a man of you. I will no longer live hereafter, and will no doubt continue to receive of public sympathy and public opinion. I wish heartily to think that you will not be driven to admit what I have seen of its noble beginnings. I can say, if the University is to have a noble and more complete career in the future, (Cheers.) The Chancellor, on behalf of those present, returned thanks to his lordship for his wise, comprehensive, and persuasive address to which they heartily seconded, and which might be equally favorable on some future occasion. (Lear, hear.)