

him an Australian as to tempt him to prolong beyond what the calls of duty would permit his sojourn in Australia, and to take the privilege that an Australian was allowed to take of offering his opinion asked and unasked regarding the social and economic problems with which they were engaged. For the first time in his life he had come to be glad that he was not in the first blush of youth, because if he had been he was afraid his head would not have been able to stand the unmerited eulogies which had been bestowed on him. Life had taught him his own deficiencies so well as to make him discount as the outcome of friendliness most, if not all, that had fallen from the lips of his Excellency and the Chancellor. (Laughter.) and voices. ("Not no.") His scepticism, however, did not lessen his gratitude. Even if a man did not deserve what was said about him, it was very nice to hear it said. As a member of their University, he ventured to express the pride he felt in the institution. Their lines had fallen in pleasant places. It was true the University of Adelaide was young compared with Oxford. The Chancellor's remark that he could claim connection with this university since its inauguration, while he (Mr. Bryce) could not claim that in regard to Oxford was quite correct. He did not know when Oxford started, and no one else who had ever lived knew either—it grew. Oxford was what they called a university at common law, and did not exist by Papal bull, Royal charter, or Parliamentary statute. There was never a time when it could be said there was no Oxford University. Oxford's was a long history of the past, Adelaide's would be a long history of the future. Oxford had its traditions, Adelaide had its traditions to make. The responsibility of the former was to tread in the footsteps of their ancestors, but the responsibility of the latter was to set for posterity precedents which would act as a stimulus and an inspiration. (Applause.) He congratulated them on the advantages they possessed—the advantage of site for one thing. The University of Adelaide was near to the city and easily available to those who wished to study there, with ample space behind for the extension of buildings and for a recreation ground. He ventured to suggest to the council that they and their benevolent friends, the Government and municipal authorities, should see that the ground which might in the future be needed for the university should never fall into private ownership. Besides, the buildings they would have need of libraries, and liberal benefactors would some day found residential colleges. The university was both a result and a cause. It was a result inasmuch as it was an expression of the character of a people, and showed the object upon which their minds were set. It was a cause in that it was becoming a powerful motive force in a community which it guided, and to which it gave back more than it received.

A Comparison of Universities.

Each nation of the world which had produced a great university had one of a different type. He called attention to three interesting types, distinct as to the character of the people and social and economic conditions. They were the German, the American, and the English. German universities were peculiar, mainly for the perfection of their organisation, the study in all branches of human enquiry, and the way in which they had devoted themselves to the prosecution of original research. In those three lines the universities of Germany had set them an example that had rendered a service to the whole world. That was only one of their services. In a great epoch at the beginning of last century, when Germany lay for a while prostrate under the heel of a tyrannical conqueror, they became the homes of German patriotism. They rendered great service in cultivating patriotism and devotion to a high national ideal, and they had also rendered great service by what they had done in the fields of scientific discovery and learning in almost every branch. That represented one type—a valuable type—but a type, he thought, which was not quite perfect, because it lacked something which he proposed to try and indicate.

American Types.

The second were the type of universities in the United States of America. They had not done so much for learning, and although they had enormous sums of money and enormous staffs of professors, they were not organised with such scientific symmetry and precision as the universities of Germany, nor had they reached, as a whole, so high a level or done so much for scientific research. But they had succeeded in becoming an object of national pride and interest to such an extent as to draw from those millionaires who were as plentiful as blackberries in the United States—constant fertilising streams of gold so that the endowments

the American universities received in a single year were more than the universities of Oxford and Cambridge possessed in capital. It was something to have succeeded in making oneself the proper recipient of benefaction—(laughter)—it was a success which he thought would be very often envied. In England they envied them. But no doubt when Australia began to be as wealthy as the United States they would provide no less. The universities in the United States were popular and were accessible to everyone. They were as open to the son of the mechanic, nay, even to the son of the Italian or Polish immigrant, as they were to the sons of the merchant princes of New York and Boston. The universities of the United States had succeeded in doing one thing which he did not know that any other university yet had completely accomplished—they had made a university education a necessary part of every man's life, who could afford it. In England and Scotland a university education had been considered, if not a luxury, at any

rate a thing reserved for those who had abundant means, and who need not enter into any active department of life, or else for those who had to enter one of the learned professions. But in America they trained people for business. There was nothing which struck him so much as to find how large a proportion of their students were men who were going to enter into commercial or industrial pursuits.

The Noble English Ideal.

The English universities had not of late years contributed quite so much to research as the universities of Germany, but he would not admit that they were one whit inferior. He remembered that among all the great discoveries of modern science a larger share was due to English and Scottish discoveries than to those of any other country. Their universities were not as popular—although they were beginning to be—as those of the United States. He would claim for their universities that they had always set themselves a very noble ideal, an ideal of giving not so much a preparation for active life in its different branches as that general education which fitted a man to be a member of the commonwealth. They had always set themselves to develop men, to make a complete and rounded man in whom all faculties had been cultivated and brought to a symmetrical perfection. They had not only tried to produce a man of learning and knowledge, a scientific discoverer, but also a practical man, a might be an engineer, or a great physician, or lawyer, or a great man of public affairs, and the universities of England had never been dis severed from public life. Those had been the distinctive marks of English universities, and with them there had gone something which was harder to describe in words, an impalpable something which could best be called an intellectual and social atmosphere, that was partly due to what a liberal education should be, and partly to their social life. The students were brought into intimate relationship with one another, and he thought most of them who knew Oxford or Cambridge would say that they had learnt quite as much from their fellow students as they had learnt from the authorities of the universities. With that there was another advantage. The college life had not only brought graduates together as friends, but it had also brought a close connection and intercourse between the younger teachers and undergraduates. That was almost peculiar to the universities of England; it did not exist in the universities of Scotland or Germany.

A Chance for Australia.

He asked how were Australians situated in the development of a new type. They had the disadvantage of not having the great libraries and were remote from the other great seats of learning. He was glad to note the birth of new Universities in the Commonwealth. Scientific men would come from the old world and population would increase, and thus the disadvantages would be gradually removed. It was good that the University was popular and accessible by all classes of the community. Besides teaching and research the University had one great aim, and that was to hold up to the community a noble idea of life. (Applause.) The world required a higher ideal of life than could be expressed in any terms of prosperity and success. There was nothing like the pleasures of intellect and taste. It was said, "Man does not live by bread alone, but by every word which proceedeth out of the mouth of God." He suggested as a motto for the University of Adelaide, "Ye shall know truth and truth shall make ye free." The university which taught truth did the highest thing that it was possible to do. Mr. Bryce concluded—"May I again thank you for the honor conferred upon me, and express my appreciation of the reception my wife and myself have had. Your kindness and cordiality we can never forget. Let me wish

for this University a career as prosperous and useful to the people of this State that when many centuries have passed and the State and the University have become infinitely larger, as they will become, men can look back to the time when your University was founded and thank those whose wisdom was responsible for its foundation. I trust it will be a source of virtue, blessing, and peace." (Applause.)

Professor Henderson, in thanking Mr. Bryce for his address, said his Excellency's speech was that of a man with a fine artistic sense of arrangement, and of a man who had that fine elocution which came of a profound belief in the truth of what he had said. (Applause.) He did not believe there was a single man or woman in the audience who did not feel that he or she had been lifted to the mountain tops, and for the past 40 minutes they had breathed the most bracing atmosphere. Mr. Bryce had helped and inspired them. They had given him a degree—the best they had—but they had done it knowing that in doing honor to him they had done great honor to themselves. (Applause.)

The proceedings terminated with the National Anthem.

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THE AMBASSADOR.

Entertained by the Ministry.

Significant and Important Speech.

The British Ambassador at Washington (Right Hon. James Bryce) was entertained at luncheon at Parliament House on Friday by the members of the Ministry. There were present the Premier (Hon. A. H. Peake), the Commissioner of Public Works (Hon. R. Butler), the Chief Secretary (Hon. J. G. Bice), the Commissioner of Crown Lands (Hon. F. W. Young), the Minister of Agriculture (Hon. T. Pascoe), His Excellency the Governor (Sir Day Bosanquet), the Speaker of the House of Assembly (Hon. L. O'Loughlin), the Chief Justice (Sir Samuel Way), the Leader of the Opposition in the Legislative Council (Hon. F. S. Wallis), Sir John Duncan, M.L.C., the Mayor of Adelaide (Mr. Lavington Bonython), the Chairman of the Liberal Party (Mr. McDonald, M.P.), the Editor of The Register (Mr. W. J. Sowden), and Mr. C. Elliott (representing the Editor of The Advertiser).

—His Excellency.—

The Premier having proposed "The King," gave "His Excellency the Governor." He said they were delighted to have His Excellency at luncheon that day, and it was always a pleasure to have Sir Day at these gatherings. They never saw the Governor in the House of Assembly, so that they got him as near to them as possible in the dining room at Parliament House. (Hear, hear.) There had never been a more popular Governor than His Excellency. Both Sir Day and Lady Bosanquet had shown the greatest desire to become thoroughly acquainted with the people of the State, their interests and institutions. (Applause.)

His Excellency replied that he was grateful to the Premier for his kind words. He had been struck by the remarkable unanimity and exceptional spontaneity of the demonstrations of welcome that had signalled the visit of Mr. Bryce to South Australia. (Applause.) That unsolicited movement on the part of the citizens must have been most gratifying to Mr. and Mrs. Bryce. (Applause.)

—Mr. Bryce and the Empire.—

The Premier submitted "The British Ambassador at Washington," in generous and dignified terms. He said there had been many distinguished visitors to Parliament House, but not one more distinguished than Mr. Bryce, whom they were delighted to honour at that little informal luncheon. (Applause.) They knew the high position Mr. Bryce held in the councils of Empire, and in the great Parliament of the Empire. At present their guest exerted a very great influence in furthering that which must be of the greatest importance to mankind, the peace of the world. (Applause.) As the connecting link between the great peoples of England and America, he occupied a most important and influential position. They understood that the Ambassador was visiting Australia for a rest. (Laughter.) From the accounts of his engagements in the newspapers from day to day, and the record of interesting and illuminating addresses delivered by Mr. Bryce, it was evident that his tour was far from restful. (Laughter and Hear, hear.) It must be interesting to Mr. Bryce to note how closely the Parliaments of Australia had been modelled on the great mother of Parliaments, and how the legislative institutions in the Commonwealth were doing their best to uphold the