

EDUCATION FOR SERVICE.

THE LESSON OF CECIL RHODES' LIFE.

DR. RENDALL SPEAKS TO AUSTRALIANS.

In an address yesterday Dr. Rendall, the representative of the Cecil Rhodes Trust, said the aim of the great African statesman in providing scholarships was to encourage the study of political science and economy and to develop leadership, so that some day the Anglo-Saxon people might lead the world. He thought athletics had progressed enough in Australia, and looked forward to the time when education would be brought to the same pitch.

The Example He Set.

One might think that the glamor and glitter of his diamonds would have occupied all his mind. Not at all. He had two ideas: the first was the British Empire, and the second the heart of the Empire, the University of Oxford. It was extraordinary how those two main ideas became intertwined during the last years of his short life. He had had what people called education, had lived in England until the age of 17, had been a farmer, had failed in cotton-growing, but had succeeded with cotton at the second attempt. But that was not enough. Sitting there on the upturned bucket, he determined to educate himself. With diamonds at his feet and money in his hands, he realised that he had not education. It was almost incredible, but for eight years this blue-eyed youth went to and fro between Oxford and Kimberley, keeping up his terms at Oxford, reading part of the year, and hunting diamonds for the rest. He won his degree in 1881 at the age of 28. What an extraordinary undergraduate! A mem-

An Historical School.

The chairman apologised for the absence of the President (Mr. S. H. Skipper), who while surf-bathing at Victor Harbor had bruised one of his lungs. Latest reports showed that he was progressing well at his home at Mount Lofty. He had sent a letter expressing regret at his absence, and hoping to be with them again soon. Mr. Harvey, the secretary, was also absent through indisposition, but was able to make all the arrangements for the gathering in his usual successful manner. The chairman welcomed the Bishop of Adelaide. He was sure they were all glad to see him with them. (Applause.) He was pleased to welcome their distinguished guest, Dr. Rendall—(Applause)—not only as a distinguished scholar, or because he was a special representative of the Cecil Rhodes Trust, or because he was chairman of the League of the Empire in England, but more particularly because he was a representative of the great school at Winchester, with which he had been connected for 38 years, and for 14 years as headmaster. The school was founded five centuries ago by William of Wykeham, who was Bishop, and also Chancellor of England, for the glory of God and the promotion of Divine service, and secondly for scholarship. Its motto was, "Manners maketh man." Among the glorious men who had training in Winchester was Dr. Arnold. (Applause.) The school was noted for turning out the highly finished product of an English gentleman. (Applause.)

Rhodes' Basic Idea.

Dr. Rendall said he must not refer to his school, of which the chairman had spoken kindly, for he could not compress such a matter within the requisite space. He could not even do justice to its 531 years of life, and assuredly he could not do justice to the fairest of its daughters, namely, Eton College. (Applause.) To a young and virile people who were still in the early days of their great epoch, he thought he might speak of a statesman who was also virile, and who never was old for he died at the age of 49, and his spiritual strength then was unimpaired. He referred to Mr. Cecil Rhodes. (Applause.) He was one of the greatest Empire statesmen of the last century. The great system of scholarships which he established showed him as what he was—a practical idealist. (Applause.) How rare such men were! He thought of Cecil Rhodes as a lank, light-haired, blue-eyed practical visionary at the age of 18, among the miners of Kimberley. That was in 1871. Kimberley had only then just discovered that she was possessed of diamonds and all the riff-raff—and some not riff-raff—of the world flowed in a dense stream to that little upland town, and there the boy opened his blue eyes and looked upon them. It was rather a difficult proposition for a young man to deal with that polychrome of nationalities. He pictured him sitting on an inverted bucket turning over the gravel in his hands and picking out a diamond here and there. What did they think Cecil Rhodes, aged 18, was pondering about? It was an idea that obsessed him all his life. Early he formed it and never abandoned it. It was that the Anglo-Saxon nation was ordained to rule the world, and he made a determination that he would spend every penny that he could win—and he won a good number—and devote every thought at which he could arrive in forwarding his purpose. (Applause.) He was a public servant, every inch, and his life had no other purpose.

ber of Parliament, one of the founders of the great de Beers' mines trust, a man on the highway to be a multi-millionaire, putting on the gown of humility, and sitting in the seat of the humble at Oxford! Six years afterwards he was Prime Minister of Cape Colony. He believed with all his soul that the things which mattered in life were not diamonds and millions, but an Oxford education. (Applause.) That was the example he set. Oxford was strongly interwoven with his life, and after the tragedy of the Jameson raid in 1899 and within three years of his death, when he was already a broken man, he received the honorary D.C.L. degree. No day in his life was more happy than that.

Political Science and Economy.

What did he go to Oxford to study? One would be inclined to say mineralogy, chemistry, commercial science, geology, and those things which were most proper to his life at Kimberley. He did nothing of the kind. This great statesman saw that science had her right place in the world. He knew that the master study was the history of man as seen in the story of the ages. (Applause.) His science was, first, political science. He knew he would never be Premier of Cape Colony, as he might be, until he had trained his mind in those subjects which were the special glory of Oxford, the history of political science and economy. He believed most profoundly in the languages of Rome and Greece. Dr. Rendall went on to say that he knew his audience would not shout him down when he told them it was his own profound belief that the highest and best education was utterly unattainable without a wide study which began with Rome and Greece and reached down to the Great British Empire. (Applause.)

Rhodes' Plan For His Scholars.

All through Rhodes' life ran one continuous purpose—the furtherance of the British Empire. The great question to him was—"How can I help England?" or rather, "How can I help the Anglo-Saxon speaking world?" With that object in view he founded the scholarships for the Dominions, America, and their friends of yesterday, the German nation. He demanded three things of the Rhodes scholars. The first thing of importance was character. He laid down the principles of manhood, truth and courage. (Applause.) They would remember how Rhodes himself stood without a weapon before an armed Matabele force. Secondly, Rhodes demanded leadership—the power to lead. It was not much use being proficient, and having all the traits of character if they made up their minds to conceal them in a napkin or in a dark hole. Rhodes wanted men who were not afraid to stand up, state their beliefs and help their country. "Therefore," he said, "give me a boy at the age of 18 who is a fine product of the perfect system and understands his duty towards his neighbor." Rhodes demanded scholastic attainments, but he (Dr. Rendall) would rather phrase it as general ability. He was sure Rhodes did not wish all his scholars to go to Oxford and take up science or even law, but he did desire that some of them should walk in the path which he had walked, and study with all humility the lives of the master men who began with Rome and Greece and ended with the statesmen of to-day. All his life he stood for public service. He intended that the men who went to Oxford should go back to their Dominions and serve the State.

(Applause.) He wanted men who were as well as character and ability a sound and manly physique. He started as rather a lanky youth, and was condemned to go to South Africa because he had weak lungs. In his short life of 49 years he was somehow enabled to grow more robust and fight all kinds of forces opposed to him, and win them over to his side. (Applause.) Weaklings could not do that. It was through an iron will that the man achieved his objects. (Applause.) He became strong, because he had a purpose to fulfil in life, and he lived to see a large part of it completed. (Applause.)

Education Should Rival Athletics.

It would be impertinent to say anything with regard to Australian athletics, except that he greatly admired and respected the Australian physical development. He remembered some words of the poet and prose writer, Masfield, who saw the great contingent of 12,000 men who landed with some Britishers on the beaches of Anzac, Gallipoli. Masfield wrote, "They were the finest body of young men ever brought together in modern times for physical beauty and nobility of bearing. They surpassed any men I have ever seen." That was good enough. Their athletics were so high that he wanted them to go no further. (Laughter.) He looked forward to the time when they would have brought their education to the same pitch. He was discontented with his own education. He had come to Australia to improve and advance it late in life. Many of them were young, and he would say to them with all seriousness there were many things in their education which needed radical improvement. He had had the honor of seeing some of their schools, and he believed there was purpose there. He had met with delightful hospitality and friendship, but he wanted to see the day when they would value as much as their physical achievements the achievements of character, nobility of mind, and magnanimity of purpose, which would lead the world. Then they and their scholars would be worthy of the memory of Cecil Rhodes. (Applause.)

Adv. 26/2/25

The Rev. Brian Wibberley, Mus. Bac., was chosen as President-Elect of the Methodist Conference, at the opening of the representative sessions in the Pirie Street Church on Wednesday evening, and received the hearty congratulations of his brethren. This honour is a merited tribute to his indefatigable labours and zeal in behalf of the denomination. He was formerly well known in South Australia, where he had charge of a number of important country and suburban churches. In 1910 he accepted a call to the pastorate of the Perth Central Mission, where he



REV. BRIAN WIBBERLEY.

performed very satisfactory service, and established himself in the esteem and confidence of all sections of the community. In June, 1919, he was invited to the superintendency of the Malvern circuit in Victoria, where his ministry was also successful. When the pastorate of the Kent Town Methodist Church became vacant in April last the choice of a minister fell on him, and since his return he has continued to exercise his many gifts with much approval. His services are in demand among other denominations. It is a coincidence that he has returned to the circuit where he previously laboured for six years.

Object of Scholarships.

All through Rhodes' life, continued Dr. Rendall, ran one continuous thought—"How can I help the Anglo-Saxon speaking world?" With that object in view, he founded scholarships for the different dominions, America, and their friends of yesterday, the German people. He demanded three things from his scholars. The first quality of importance was character. He laid down the principles of manhood, truth, and courage. They would remember how Rhodes himself stood without a weapon before an armed force of Matabeles. Secondly, Rhodes demanded leadership, and thirdly, scholastic attainments; but he (Dr. Rendall) would rather phrase it as general ability. He was sure Rhodes did not wish all his scholars to go to Oxford and take up science or law, but he did desire that some of them should walk in the path that he (Rhodes) had walked, and study with all humility the lives of the master men, who began with Rome and Greece, and ended with the statesmen of to-day.

News 26/2/25

Master of Engineering

Stern officialdom has no place in the temperament of Mr. R. H. Chapman (chief engineer of railways), who will leave shortly on an official tour of United States, Canada, Great Britain, and possibly South Africa.

It is pleasing to South Australians to know that Mr. Chapman is a product of the Adelaide University. He is a son



Mr. R. H. Chapman

of Professor R. W. Chapman, professor of engineering at that seat of learning.

He had a successful university career, attaining his bachelor of science degree in 1910, and that of engineering in 1913.

After 12 months' mining and general engineering experience, Mr. Chapman joined the construction department of the New South Wales Railways in 1911. Here he gained a varied knowledge in design and construction until enlisting in 1915, when he had risen to the position of assistant engineer on the North Coast Railway then being constructed between the towns of Wauchope and Kempsey.

It was not until 1921 that he graduated as a master of engineering. In the meantime he had served through the war with the British Royal Engineers, thereby gaining experience which stands him in good stead.

On his return to Australia Mr. Chapman again took up railway work in New South Wales, but returned to his native State in September, 1923 to join the railways department in the capacity of assistant engineer in charge of construction of the new Murray Bridge. In February, 1924 he was appointed acting chief engineer, and in the following July succeeded Mr. F. W. Stephen as chief engineer.

Much of Mr. Chapman's time is at present taken up in supervising work at Murray Bridge.