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If there was one thing wanting in colonial life it was perspective. Mr. Rhodes thought behind that, and said he did not want to sacrifice a man's local individuality. He did not wish the students to go back merely Anglicised. He wanted them to retain the characteristics of the country from which they came. He mentioned that particularly. When they came to give their advice, based on the knowledge of local conditions, they would have to decide at what stage they would send their students so as not to destroy their individuality and local associations. That was a very nice and important point. A great statesman had said that the greatest danger that threatened the British Empire was ignorance. Mr. Rhodes thought that by providing opportunities for mutual understanding—Canada meeting Australia and both meeting South Africa and England—they would be in a better position to judge about their world-wide affairs. Mr. Rhodes's other idea was of a still wider range. No man with the experience he had had lately, having travelled over 17,000 miles of railways in the United States, visiting all the great centres, and watching the volcanic developments of manufacturing energy, and seeing there the aggregation of power, would fail to understand Mr. Rhodes feeling that if these great nations could meet each other and learn to appreciate each other's conditions, they would hold the peace of the world in the hollow of their hands. (Applause.) That was Mr. Rhodes's idea in taking the United States into the great educational scheme in a most lavish way. It would mean that there would be between 90 and 100 young Americans steadily being educated at one of the important centres of English thought. Already Americans of culture were realizing that one of the first duties of educated men was to stamp the idea of a united common understanding on the mass of the people. Then in a smaller degree Germany was included in the scheme, and the fact that a number of students would go to Oxford from that nation brought in the whole of the Teutonic combination. Mr. Rhodes was a man who worked in a colossal kind of way, and did not enter into specific detail. The first idea which struck some people on reading the will was the impracticability of some of the conditions. Mr. Rhodes worked out the scheme with great care on lines that seemed to him good, but he gave the trustees unlimited discretion. One of the trustees told him recently that when Mr. Rhodes was questioned on the point, he replied, "Carry out my ideas. If you don't I'll come back and worry you." (Laughter.) The trustees were determined to carry out the spirit of Mr. Rhodes's will, even if they might be compelled to interfere with the letter of it. In travelling as representative of the trustees his object was to obtain local advice. The conclusions could not, of course, be final, because the trustees would have the right of seeing that the main propositions of the will were not interfered with. But in most cases local advice had been adopted by the trustees. They could not always frame a common system. Let them take Australia as an instance of the difficulties which confronted the trustees. Western Australia did not possess a university, neither did Queensland; but in the latter state much attention had been paid to secondary schools. Sydney, Melbourne, and Adelaide had very well-developed Universities, so they would see the variety of conditions with which they had to deal. His first business had been to arrange with Oxford, and those who knew that great scholastic centre would understand the delicate task he had to perform. While Mr. Rhodes gave £100,000 to his own college from a personal feeling of love, he gave nothing to the university as a university. There were at Oxford 20 colleges almost independent in their government and jurisdiction. Each college watched its own doors with great care. When he had to say to the authorities, "We are going to send you 200 men from the ends of the earth, from Arizona and other outlying territories—Australians, Maoris, and Rhodesians"—it was a serious prospect, especially as it was proposed to send some of them to each of the colleges. But Oxford received the scheme in a large and generous spirit. While some of the older tutors were nervous the majority welcomed it. Oxford was proud of having a great proportion of the world's rulers, and she saw a new horizon in the prospect. It had been said that no student would be able to live at Oxford on £300 a year. The Dean of Christchurch had told him that the average of the eight lowest college bills was £27 12/9 each; the general average was £148 16/9; and the average of the eight highest was £236 15/8—a striking statement bearing on the cost of college life. All students entering Oxford were required to pass the responsions examination, which included Latin and Greek. Therefore the trustees had been compelled to confine their choice of students to those who were able to pass that examination, and therefore the ground had been considerably cleared. Generally the Oxford colleges were going to accept the trustees' nominations without further examination at the first, but they were going to judge by results. If the men sent in by the trustees came up to the standard expected by the Oxford authorities they would continue to accept the trustees' nominations, but if such was not the case they would insist on holding entrance examinations themselves, so that naturally the Rhodes trustees were going to make sure that everybody who went there was thoroughly fitted to take up work at Oxford. The Rhodes provision for the scholars was a very liberal one. A young man could live at Oxford comfortably on £200 a year at the outside, including all the advantages of joining the various clubs and societies and paying college bills. Many did it on £150 a year. Therefore a scholar would have at least £75 or £100 to spare out of his allowance for vacation, and he might say that many of the English University students spent their vacations on the Continent learning the German and French languages. If the Rhodes scholars did the same, they would be carrying out exactly the wish of the testator to give the colonial students the

widest possible perspective. They must not think that the Oxford training was altogether unpractical. A young man aspiring to be a medical man could not do better than take a scholarship. He went to Oxford with £900, which he could easily spend over four years. He entered the science side of Oxford, was well trained, and took up his course of anatomy and medical science. With the Oxford stamp upon him he went for his clinics to the London College of Physicians and Surgeons, and he came through with his Adelaide degree, his Oxford degree, and the degree of the London College of Physicians; and four years out of the five might be paid for by his scholarship. He could not imagine anything better than that for a struggling student. Now, as to the problems. If they read Mr. Rhodes's will, they would see two or three main thoughts. First, he wanted a man to come in contact with English life; second, he wanted him to go back to his own country with weight and influence; third, he did not want him to be denationalized. That might not make much difference in Australia, but there were many difficulties in America. In Canada he first met the problem. Mr. Rhodes evidently was thinking of the public schools of England, and that the students would be selected on the same idea. But the conditions in America were entirely different. When in the United States he was asked if a man could afford to drop out entirely from his own university life, and enter into another set of associations, and come back without being handicapped in the race for life. That was a strong argument, but there was another side to it. It was not that they did not want an American university student with an Oxford veneer. If they were going to have him at all they should have him thoroughly "Oxfordized," and he should be sent from the public schools. Another thing was that there was a feeling of anxiety, not only at Oxford, but everywhere he had been, about sending young fellows of 18 or 19 years with £300 a year so far away from home, and the question they had to decide whether they should send boys of 18 or 19 or those of more mature years. Mr. Rhodes's will said boys, and the trustees had to weigh that. They had told him to ask each community to decide what would be best for that community. The other day they gave a scholarship to a fine lad in Rhodesia, but his mother refused to let him go so far away from home. The same feeling had found expression in other parts of South Africa, while in Queensland, where there was no university, they were strong on sending boys from the secondary schools. It was a question of judgment for them. From his knowledge of colonial life there was no class of young men who would fit in better to the new conditions than the average young colonial. Then they had to determine what constituted a legitimacy in regard to domicile. Mr. Rhodes put his fingers on all the geographical quarters of the English world, and seemed to want a man essentially typical of a given state. What made him typical? Had he received his education there, or was he born and bred there? New South Wales had stated that they would consider Australia as a whole. (Hear, hear.) In New South Wales, however, a scholarship might be taken by a Queensland, and the latter state would thereby enjoy an additional advantage. It would be for them to consider the relations of the other states, and the best method of carrying out Mr. Rhodes's idea. Then there was the important question of age. One of the most defined types Canada and the United States had produced was the man who worked on a farm when young, and who did not become conscious of his own power until other boys got through their school course. He believed that this man of rough energy and vigour would have been one of the last Mr. Rhodes would have excluded. (He (the speaker) went to Oxford when he was 25 years old, and he was perhaps placed at a certain disadvantage in some ways. On the other hand he had that greater maturity of mind which gave him an infinitely better understanding of conditions than could otherwise have been the case if he had gone as an ordinary boy lacking in fully developed ideas about colonial life. The two views must be considered. Mr. Rhodes's idea was that the scheme should be carried out as a matter of personal selection. The old idea of awarding scholarships on literary ability only was utterly broken down by Mr. Rhodes's will. He was anxious that the student should have force of character and promise of power, and that the selection should be made absolutely free from political, denominational, and other influence. To sum up the wish of the trustees in one sentence he would say, "Send us men of power."

The Chairman explained the manner in which the invitations to the meeting had been given. Those who had been asked to attend were the Minister of Education, the Presidents of the various colleges, the head of each school of the University, the President of the School of Mines, Mr. R. Barr Smith, as representing those responsible for the foundation of the University, and Dr. Jefferis, who took a leading part in the transfer of the funds given by the two founders of the University from denominational to national purposes.

The meeting then went into committee, and after considerable discussion and several amendments had been proposed the following resolutions with respect to the award of the Rhodes scholarships were unanimously carried.

"That the scholar, in other than exceptional cases, shall be not less than 19 and not more than 24 years of age on the first day of October in the year in which he shall enter the University of Oxford."

"That four of the last six years before entering upon the tenure of the scholarship must be spent in South Australia."

"The Chief Justice of South Australia for the time being and four other gentlemen to be appointed annually by the council of the University of Adelaide shall constitute the board of selection. Not more than three members of this board shall be professors of the University."

These decisions leave the committee of selection free to choose a scholar of any school or collegiate standing within the limits of age mentioned.

Professor Salmon, Professor Mitchell, and Mr. G. J. R. Murray were appointed a committee to settle the final form of the foregoing resolutions for transmission to Dr. Parkin in behalf of the trustees.

Dr. Parkin called the attention of the meeting to the necessary expenses of the selection. The Minister of Education, in behalf of the Government, undertook that the printing would be done by the Government, and the Chancellor intimated that the gentlemen appointed to the board of selection would be proud to do their duty without fee or reward, and that any necessary expenses would be borne by the University.

In replying to a hearty vote of thanks, which was passed on the motion of Mr. R. Barr Smith, seconded by the Rev. Dr. Jefferis, and supported by Sir Langdon Bonython, Dr. Parkin said that he had been selected to undertake the work in which he was engaged because he was familiar with colonial education in most of its aspects, and because he had also acquaintance with education at the English Universities. The steady application of £20,000 a year in the direction of training selected men from all parts of the empire and the United States would, in the course of time, have no doubt a striking effect in achieving the ideals aimed at by Mr. Rhodes. The trustees were all men who had been in close touch with Mr. Rhodes, and their one thought was how to carry out the great idea that was in his mind. He had told them that if they were going to do it with the fullest effect they would need some one like Mr. Rhodes himself to dream dreams. His experience had made him confident that they were going to command the hearty support of the best educated minds of the countries interested. He had often been asked whether the scholars would return to their native land. He did not personally care whether they went back to their own special community or not; they would go back to good national work somewhere. It might be the greatest blessing to Australia if they sometimes did not return. For instance, the great London papers were often looking about Oxford for young men to take positions on their staff. What could be better for his native land than that some young Australian or Canadian should be asked to become a leader writer on the staff of those great papers? A friend in Queensland told him the other day that he had placed his son at Balliol College, Oxford, with a view to sending him

in for the Indian Civil Service. By doing so he thought he would confer a great benefit on Queensland. His son would enter the service at 21, and he could retire at 41, after 20 years of the best possible administrative training, with £1,000 a year pension, and could afterwards devote the best years of his life and his valuable experience to the service of his country. A most brilliant young man in McGill University at Montreal was a young New Zealander. That was an instance of how a young man could go from one colony to develop his powers in another colony at what was admitted to be, on the scientific side, the very best equipped institution in the world. He had told the trustees that their real work would begin when they commenced to plant these young men back in positions of influence. A continuous record of their work would be kept, and the colleges would be required to report on what they had done. He believed that the Rhodes trustees would become a natural centre, to which authorities would write when a man was wanted for special work in any part of the empire. Thus large opportunities would be open to scholars, and great effectiveness would be given to the work of the trust.

On the motion of the Minister of Education a cordial vote of thanks was passed to the Chancellor of the University for presiding.