

of Mines could hope to be affiliated. The Adelaide University authorities must first revise the school syllabus and find out whether they were doing work up to the standard of the University. There was one thing an University guarded. That was its standard of education. If they lowered the standard they inflicted an injustice upon the man who obtained a degree, and they lowered the prestige of the University in the eyes of the world. Those of the Adelaide University believed their institution was as high as the institutions of Oxford or Cambridge. If the Kalgoorlie School of Mines desired affiliation they must present a syllabus corresponding with the standards of the University. The Adelaide authorities would want to know in the second place what the teachers of the school were as a class. They would want to know the qualifications and capacity of the teachers and the standard of their syllabus. When he became satisfied regarding those two points he would be glad to do what he could to secure affiliation. Why should they not have an University in West Australia? There was even one in a place like Tasmania, and shortly there would be one in Queensland, South Africa and other places had their universities also. Since he had seen Perth 13 years ago he had observed a great extension of material influences. As a representative of education he would like to impress upon them the necessity for the development of human life. Man was not a mere being of creature comforts. He had artistic, social and mental fibres to his being which needed development. Science had done a great deal upon the goldfields. Science would enable them to make their machinery better, and would lower the cost of production in mining. Science had benefited South Australia, where the introduction of superphosphates had changed the whole face of the country. As to the establishment of a university in West Australia, he would ask them were they doing a fair thing in reaping all the advantages of the work of other institutions without having one of their own. Besides the universities of Oxford, Cambridge and London there were other universities in Staffordshire, Leeds, Durham and Newcastle. Unless they had something like them as a focus he would tell them they had not got an educational system. Whilst they were engaged in the task of building up the Empire they must not forget that there were the resources of the inner life to be developed. The greatest resources of the Empire were not her goldfields or other

material resources, but ultimately the minds and hearts of the little boys and girls they were now training. (Applause.)

Cr. Rickaby proposed "The Parliament of West Australia," coupled with the name of Mr. T. H. Bath, M.L.A. He said the primary education of the State was quite equal to that of any of the other States. If Parliament could not find a sufficient sum of money for the establishment of a properly equipped university, they could find support for "an examining university" as a nucleus for a full university scheme.

The toast was duly honored.

Mr. Bath acknowledged in reply the influences the study of literature and history had upon the political and sociological thought of the day, a study now directed by historians of the present time towards ascertaining the conditions under which

the people lived in past ages rather than to "the pomp of courts and clash of arms" sort of history which was taught in his schoolboy days. He paid an ample tribute to the good accruing from the university extension movement in Australia and elsewhere in bringing the universities to the people when the people could not be brought to the universities. They must create a desire for an university in the hearts of the people of West Australia if they desired to establish one in the State. He was prouder of his position as a trustee of the university endowment fund of West Australia than of any other post or office in his keeping. Until the lines upon which the institution would be conducted had been settled he would not urge the immediate establishment of an university here. The subject of its standards and its educational scope ought first to be looked at from every point of view. Whilst the endowment land was of considerable area, it did not produce a large income, but it would increase with the material progress of the country. He anticipated that in another decade the land they held in trust would contribute a considerable amount of revenue for the purpose of founding an university in West Australia. Lectures like that of Professor Henderson and others preceding him would tend to create a desire for the establishment of that university.

The proceedings then ended.

WEDNESDAY, MAY 29, 1907.

#### UNIVERSITY EXTENSION LECTURES.

The problem of Imperial union has been very much in the air for some quarter of a century past, and at the last Colonial Conference several methods towards its solution were suggested and discussed. These fell for the most part within the sphere of practical politics, and dealt with the matter in its more material aspects. The Federal Conference on Education now sitting in London approaches the same problem from another side, and may be expected to make some substantial, though perhaps at first sight less obvious contributions towards its elucidation. Imperial union, the strengthening and consolidation of the Empire, depends largely, but by no means wholly, upon the development of its material resources and their interchange between its various parts. But it also depends largely upon the character of the nation, and that comes ultimately to mean the prevailing character of the several individuals that compose the nation. Such character is in the rough a matter of heredity and tradition, but if left to itself, alone and untended, it will invariably degenerate and run to excesses, just as an unpruned tree runs to leaves and wood and bears inferior fruit. Character, in order that it may develop to its best possible advantage, requires formation, discipline, and training; it requires, in fact, what is generally spoken of as education. The value to a nation of a sound educational system is incalculable; it was no hyperbole when the Victorian Premier described Victoria's system of education as the best asset of the State. Education is often, but very erroneously, understood to mean the acquisition of information. This is only a part of education; a man may be exceedingly well informed, he may have his mind stored

with a vast quantity of facts, and yet be quite uneducated in the proper sense of the word. The term really means a "drawing out": it implies in its widest sense a development of all the latest faculties of the mind, and their careful preparation for future use. The proper end of education is not to make

a student a walking encyclopaedia, but to make him capable of thinking and acting rightly, and of using all his talents to the best purpose for the benefit both of himself and of others. Moreover, true education is life-long. If properly directed at the outset it becomes a continuous process, a habit of mind. Nobody now talks of a youth as having finished his education when he leaves the University, or of a girl as having completed hers when she comes home from a boarding-school in Paris. There are, of course, degrees in education; to some lads earlier, to others later, there comes a time when they must leave school and enter upon the business of life. Some are debarred by circumstances, some by inaptitude, from proceeding to a University, which is in every country the seat of the very highest and best form of education in that country, whether it be in literature, or science, or art. Of late years, however, there has been developed in England, and there is now in course of development in Australasia, a system of what are known as University Extension Lectures. This is a system whereby, to quote from the admirable speech made by Mr. Bath in the Council Chambers on Saturday last, the universities are brought to the people, when the people cannot be brought to the universities. To this system the people of Kalgoorlie were indebted for Mr. Soddy's lectures on radium, Professor Bottomley's on bacteriology, and the three just delivered by Professor Henderson on historical and literary subjects. It is of course obvious that no isolated lectures, or even courses of lectures, can possibly bring to bear upon those who hear them that continued influence and mental discipline which a University exercises upon its students. Yet the educational benefits such lectures confer upon those who attend them with a real desire to profit by them are unquestionable; and no greater proof of this could be adduced than the steadily increasing popularity of the system. However well educated or well informed a man may be, it is distinctly beneficial to him to be brought into touch, even only momentary touch, with even only a little part of what is best in some particular sphere of education. That is a benefit which must be all the more appreciated in places like Kalgoorlie, where the opportunities for such touch are few and far between. The true value of lectures like those just delivered here by Professor Henderson lies not so much in the actual information they convey as in the suggestion they imply. This suggestion is multi-form. In the speech from which we have already quoted Mr. Bath indicated one definite point. Professor Henderson had just made a powerful plea for the foundation of a University in this State. Mr. Bath doubted the advisability of establishing a University immediately. He thought the desire for such an institution should precede its foundation, and such lectures as those of Professor Henderson and others tended to create that desire. That is perfectly true. The oftener the