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## Working Out a Great Dream

Dr. G. R. Parkin's Address

The Rhodes' scholarship man must be a man of power, a man with force of character, a man with a sound body: he need not be an athlete, a brilliant classical scholar, or a society shunning worker. The Rhodes' idea is to gather together—to co-educate—young men from the different colonies, and by this means to promote a better understanding, to knit a stronger bond, between the colonies and the mother country. In a word, the realization of Cecil Rhodes dream of Imperialism was to be furthered by a carefully thought out plan of scholarships. He also thought of the relations between the United States and the British Empire, and made arrangements for men from the States to have an Oxford education. This would bring the men of the two nations to value peace and understanding.

In his recent address to the students of the University of Toronto, Dr. G. R. Parkin, one of the trustees of Cecil Rhodes' will, took up the Rhodes idea, the Rhodes scholarship, and the Rhodes scholar. First, however, he pointed out that Cecil Rhodes died when only forty-nine years old, so that, as he left Oxford when twenty-three, the work he did in South Africa was all done in twenty six years. In this short time Cecil Rhodes won for the Empire Rhodesia, a territory one-fourth the area of the United States; laid out immense fruit farms in the new country; built great irrigation works; at one time employed fourteen thousand men at Kimberley building avenues; thought out his scholarship idea; and gathered together an immense fortune. But this fortune was to be used in the public service, with it he was to carry out his great ideas, for Cecil Rhodes believed that "Happiness is the conscious pursuit of a great purpose."

Cecil Rhodes was a "dreamer of dreams." His great purpose was to strengthen imperialism, to knit the units of the British Empire into a whole. And to do this, to aid in the realization of his dream, Oxford, whose traditions and men represent the best in English life, was to play a part. For Oxford Cecil Rhodes always had a strong affection. The one touch of romance in the life of this able business man was his love for his old university. And to his old university, to the strong influences of this residential system, Cecil Rhodes desired to subject the forming minds of the coming strong men of the colonies. In the execution of

this scheme there were many difficulties. For instance men had to be chosen from seventy-five different communities in all stages of educational progress. A young man had to be chosen from Bermuda with its small population of five thousand whites, and one young man had to be chosen from New York with its seven million people. But Cecil Rhodes had foreseen the difficulties under which his executors would have to labor. So he left the details entirely in the hands of the trustees. About any details that he did attend to he merely made suggestions and left it to the good sense of the trustees to carry them out or not. Another difficulty was in the choosing of the men. When boards were being formed in the United States to choose the scholarship men, Dr. Parkin suggested to President Roosevelt that the governor of each state should be put on the board. With his characteristic frankness the President replied: "I would not do that. There is not one of them I would trust." Even when in British Columbia, when three men were chosen to look after the scholarships, at a dinner a man arose, who said that if these three men were chosen the applicant with the biggest pull would get the scholarship. To this Dr. Parkin replied that, if such were the case, "the rottenness and corruption in British Columbia was too great for the Rhodes trustees to remedy."

In his will Cecil Rhodes suggested that public school boys be picked out. But this was impossible in the new countries. The Imperialist was thinking of such schools as Eton and Harrow. So the trustees decided to get men from colleges and universities, men who had had experience and could stand on their own feet, the choice to be left as far as possible to authorities. The candidates must, however, pass an examination equivalent to the Oxford matriculation. At Toronto it is provided that the second year must be completed. But the successful candidate need not know a great deal of Greek, in fact he can prepare his Greek subsequently. The arrangements for the scholarship examinations had been criticized in Toronto. It was said that it was made a close scholarship for the classical course. This was not the case and all the Greek necessary could be learned in six months, and the examination once passed the Greek books need never be looked at again, and here Dr. Parkin emphasized the fact that it was men with force of character that the trustees were looking for. He also