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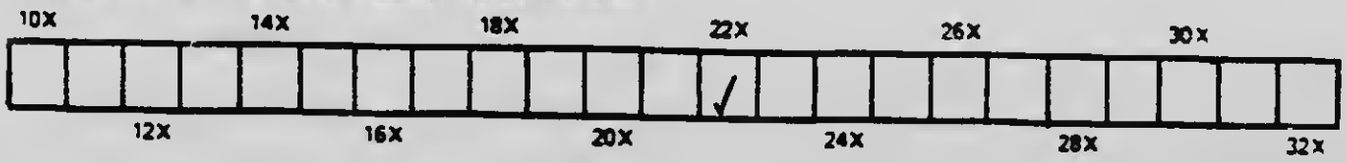

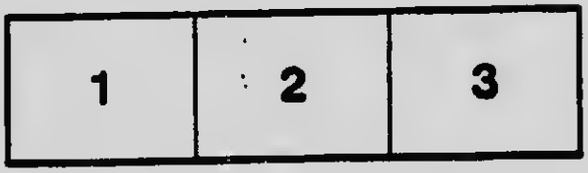

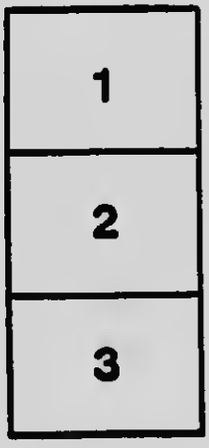

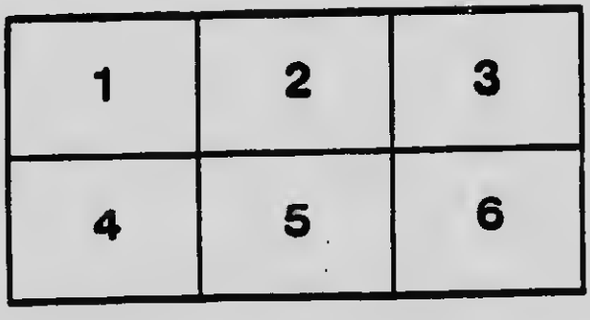

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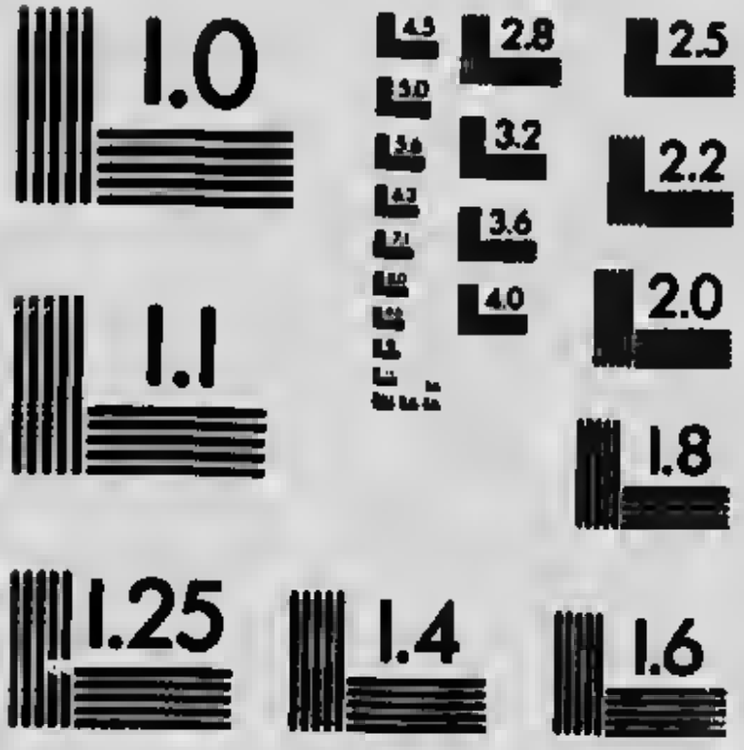

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THE UNITY OF LEARNING

BY

PRINCIPAL WILLIAM PETERSON

OF McGILL UNIVERSITY

THE UNITY OF LEARNING

BY

WILLIAM PETERSON, M. A., LL. D., C. M. G.

PRINCIPAL AND VICE-CHANCELLOR
OF McGILL UNIVERSITY

AN ADDRESS DELIVERED AT THE
JUBILEE OF THE UNIVERSITY OF WISCONSIN
MADISON, JUNE 9, 1904

THE UNITY OF LEARNING

The Canadian nniversity which accredited me as a delegate to this jubilee and inanguration is twenty-five years older than the University of Wisconsin; as for Oxford, which I have the honor also to represent,—Oxford does not really know her age. She is past the time of life when it is easy or convenient to recall the date of one's birth. Unlike your university, McGill in Montreal is a private foundation, owing little, if anything, to the state. Snch institntions exist for the pnrpose, speaking for the moment only of finance, of enabling wealthy givers to escape the epitaph which might otherwise record the bare, naked fact that "the rich man died also and was buried." How different is your case! I have never heard the points of contrast between the two types—the state university and the private fonndation—put so cogently as by those who have already addressed yon. We may well envy you that wealth of pnblic appreciation which takes the form of a large annual subsidy,—paid, I have no doubt, with the regularity of clockwork,—and which operates at the same time as a guarantee that yonr work shall always keep in touch with practical and public aims. The beantiful drives which yonr visitors have been privileged to take in the neighborhood have impressed on them the fact that the state has encour-

aged you to annex a public park and call it a campus. You do not permit any other university institution in this state to approach the legislature—you have it all to yourself. No two state universities, as was said yesterday, are supposed to ask for appropriations from the same commonwealth. How different are our relations with the private donor! He is distracted by rival claims and conflicting interests, and cannot lavish all his affections on the college of his choice. There are the churches for instance!

Of Oxford it might be difficult to say whether it is on the whole a public or a private foundation. Such state recognition as it enjoys does not carry with it any great increase of the material resources of the university, and as to private donations it seems a long time since the pious founders went to their rest. There is generally, in all private foundations, a long wait between the gifts. The reason why Oxford receives no endowments now from private sources is possibly the mistaken idea that a university which has been growing for so many centuries must surely be complete.

Neither McGill nor Oxford definitely authorized me to inflict in its name on this large and representative audience any expression of academic views. But I am quite at home in such celebrations, both in this world and in that which some of us call the old country; and it is therefore a pleasure to respond to your new president's invitation that I should say something on the subject of our mutual interests. A great part of the activity of a modern college head is in fact taken up with attending such celebrations

as this. My apprenticeship began twenty years ago—as far back as the great Edinburgh tercentenary in 1884. Though it has fallen to my lot to attend similar festivals at various points on this continent, I have never yet been quite so far west—or rather let me say, quite so near what I am told is to be considered the center of American gravity. I think it was that spirited writer, Dr. Conan Doyle, who spoke feelingly of finding all the comforts of civilization in the course of a lecturing tour which he made through the United States,—in the hotel, for example, where the barber shop provided him with attendance from a hairdresser on the very spot where in recent memory the original inhabitants of the continent might have left no hair on his head at all. But, however appreciative such a strolling lecturer may show himself, he cannot experience those feelings of gratitude and satisfaction which fill our hearts to-day, when, as the invited guests of a great American university, we receive such overwhelming proof of American friendliness and American hospitality.

After all the wealth of oratory to which we have listened, it may not be out of place for me to call your attention to the fact that this is the first opportunity you have had of hearing from the outside world. Previous speakers have spoken as fellow citizens; I am called upon to represent the foreigner! It is a comfort to think that what I shall endeavor to submit to you ought not, at least, to sound very foreign in your ears. I should like to tell you, to begin with, that the duty of addressing you could not have fallen to the lot

of any who has a greater respect for, or a higher appreciation of, the people of these United States. I am a great admirer of your nation. On more than one occasion in the course of my residence on this continent, I have had valued opportnnities of speaking on the subject of Anglo-American interests, showing to the best of my poor ahility how Britain and the United States are hound together hy ties stronger than laws and constitutions can create,—by community of race, language, literature, religion, institutions, commercial and social intercourse, and the glorious traditions of a common history. No one can be much in touch with your people withont heing constantly struck hy its energy and enterprise; its almost unhounded confidence and conscionsness of power; its resourcefulness, ingenuity, and above all the rapidity with which it can adapt itself to meet the calls of new conditions and ever-changing circumstances. As one of my Canadian colleagues* lately expressed it, "the hold spirit of enterprise which you have shown and your capacity for organization, encouraged from the beginning by the requirements of a vast new territory, now amount to something which is as clearly national genius as the Roman's capacity for organizing conquest in the ancient world and the Englishman's for organizing empire in the modern." As for education, that has become one of your greatest national industries. There is no more powerful unifying agency at work in the world than education. It may interest you to know that at a great imperial university conference

*Professor Cappon of Queen's University.

which I had the honor of attending in London last year, and which was presided over by Mr. James Bryce, more than one speaker expressed the view that if we only had representatives from American universities with us, we should have been quite complete. In default of any such larger federation, it is at least open to cultivate the cordial relationships which are implied in the exchange of visits on the occasion of interesting ceremonials such as the present. I do not know that either Englishmen or Americans are sufficiently conscious of the amount of fusion that is going on around and about us, as shown especially in the results of the silent processes by which onr common language is asserting its supremacy not only on this continent, but in far off Asia, Australia, and Africa as well. It is a good augury for the future federation of the world that America—as a whole—speaks English and is content to call it English still!

When your president asked me to furnish him with some title for my address this forenoon, I felt inclined to suggest that I might be allowed to disconrse on what I should have liked to call "standing impressions." For such a talk I shonld have been glad to draw inspiration merely from the various speeches which I knew were to precede mine. But something more formal was required of me and I have been at some pains to comply with the demand. No one can take part in such a ceremonial as this without realizing the degree of identity, as well as difference, that will be found to exist on a comparison of British and American university institutions. Identity there must ever

be amongst the universities of all countries, centering as each does in the common constitution of chair, faculty, and senate. (I leave the question of business administration out of account, as that is cared for in many different ways.) All American universities are democratic, some more, some less. Those who still imagine that a democracy prefers to be governed by ignorant persons ought to have had the opportunity which your visitors have enjoyed, of listening to the speakers whose eloquence, as is usually the case at such gatherings in the United States, has been so remarkable a feature of your festival. It is not the fact that a democracy would choose, if left to itself, to remain ignorant. It wants rather the best guidance that it can get. That is why it is that, no matter what course the student may follow, his university training is not considered to have done much for him if it fails to make him more fit than he otherwise would have been, to lead his fellowmen, and to take a useful and a creditable part in the conduct of public affairs. Preparation for citizenship and for the public service has rightly been made the basis of much of your work in the realm of higher education. There is a passage in one of President Eliot's recent reports which may well be cited in this connection: "Since wise and efficient conduct of American affairs, commercial, industrial, and public, depends more and more upon the learned and scientific professions, the universities owe it to the country to provide the best possible preparation for all the professions. This best possible preparation can only be given to young men who up

to their twenty-first year have had the advantages of continuous and progressive school and college training."

The world is older now than it was in the days when universities first were fonnded, and the forces on which they depend in our time manifest themselves in forms which it may sometimes appear hard to identify with those that led to the institution of the earliest seats of learning in Europe. The inevitable law of change has asserted itself conspicuously in the sphere of higher education. But though conditions have become very different from what they used to be, it is really not difficnlt to trace something at least of the same spirit continuonsly operative throngh the centuries. The earliest universities were the nurslings of the chnrch,—the church which after fostering learning through the darkest of the dark ages had now become the great centralizing and unifying agency of medieval Enrope. Princes and people had combined their efforts with those of learned men to develop them out of the old cathedral and cloister schools where the only teachers were the monks. There is a sense in which these universities were the models even of the technical schools which in our day have found shelter, and let us hope inspiration also, nnder the broad ægis of onr academic institutions. For were they not professional schools, and were not the snbjects which they taught mainly such as were intended to prepare priests and monks for their work in life? If we claim to be their lineal successors we must keep well to the front that conception of the unity of learning and the

interdependence of studies which in their different circumstances they fonnd it comparatively easy to foster. The varions branches of learning stand in vital relation one to another. To use an illustration employed hy the historian Gibbon, they resemhle "a vast forest, every tree of which appears at first sight to he isolated and separate, hut on digging beneath the surface their roots are found to be all interlaced with each other." One snhject has a way of throwing light upon another, and even when the relation hetween the various studies is least obvious, it will generally he found that some deep-lying principle exists which, when discovered and applied, will hring into the closest union with each other hranches that may appear to be totally unconnected. It is hy apprehending the similarity of methods that runs through all the sciences that the student will he enahled, amid the multiplicity of suhjects which strain for recognition, to hold fast the ideal of the unity of learning, to keep the parts in due snbordination to the conception of the whole, and to hring himself into sympathetic contact with the comprehensive circle of human knowledge. After all it is the spirit which makes us one, no matter what differences may exist as regards external forms. Our nniversities need not all he fashioned in the same mould. Here in Wisconsin, with your state patronage and your mutual nnderstanding as to the advantages which hoth parties to existing contracts may hope to reap, it may surprise yon to realize that qnestions are still raised elsewhere as to the propriety of including in the university curricu-

lum the indnstrial applications of science. To me it seems to be the natural conseqnence of the rapid growth of science in recent times. I have already reminded you that the earliest nniversities were eminently practical. Bologna was founded for law, Salerno for medicine. The distinction between what we call pnre and applied science is a natural and necessary distinction, and though the former now comes first in the order of teaching, it was not so in the order of historical development. It was the practical needs of life that gave rise in the first instance to the science of astronomy, for example, and geometry; and as for chemistry, in the hands of alchemists its essential motive was the persistent endeavor to transfuse the baser metals into gold. On the one hand the practical applications of science lie at the foundations of all science; on the other, it may be truly said that all the marvels of modern scientific activity rest on the basis of the abstract and theoretical learning which is fostered by the university, and which, as has been rightly insisted on hy previous speakers, it is the duty of the state, as well as its privilege, to develop and encourage in an institution such as this. What we have to do is to seek to minimize the danger and disadvantage of the separation of the two spheres hy giving practical men a sound training in theory, and also by keeping theory in touch with practice.

There are, in fact, obvious advantages in the association of technology with a university curriculum. The university alone can adequately cover the higher parts of technical instruction, safe-guarding the "dis-

interestedness'' of science and keeping in due subordination to the search for truth the material advantages and ''bread-earning'' potencies that may be involved in any particular hranch of stndy. And by so doing,—hy throwing its ægis over technology,—the university learns the lesson that the day is long past and gone when it might be content with being a mere academic ornament, instead of striving to make itself a center of practical nsefnlness in the commnnity. The word has gone forth over all the world that learning and science are and must ever remain incomplete and unsatisfying unless they can be adapted to the service and the nse of man.

The danger now rather seems to be that the needs of practical and professional training, and the pressure of commercial interests, may tend to depress the standard of liheral education and the old traditions of culture. We hear much nowadays of proposals to get the universities to shorten or cnt down the academic and literary side of their training. Bnt if we follow our best counsellors we shall not want to do so many things in so great a hurry. Rather we shall stand by the sure fonndation which a nniversity training ought to guarantee. This has been well described by one of your own anthorities, Professor Andrew West of Princeton, in his reference to the college department of a university as that which furnishes ''the one repository and shelter of liberal education as distinct from technical or commercial training; the only available foundation for the erection of universities containing facnlties devoted to the maintenance of

pure learning, and the only institution which can furnish the preparation which is always desired, even though it is not yet generally exacted, by the better professional schools."

We all know when it becomes onr duty gently to comhat, for example, the wishes of the parent who says, "My hoy wants to he a chemist or an engineer; put him through his studies in the shortest possible time." A year or two's delay will make all the better man of him. Not that we do not believe in specialization, hut we also helieve that the student makes a mistake when in his haste to advance himself in some special field, he turns his hack on the advantages of a hroad, general education. Let him have an opportunity of developing an interest also in other snhjects, outside his own particular sphere; so shall we secure that he shall rise superior to the temptation of acquiring the mere knacks of a trade, and that those who may hecome the future leaders of great indnstrial undertakings, shall have a mastery of principles as well as that faculty of well-halanced jndgment and careful discrimination which, as distinct from the mere acquisition of knowledge, is the mark of a sound and comprehensive education.

It is by giving emphasis to this argument that we may avoid any reasonable censnre from those who wish to warn us that it is no part of the work and office of a university to teach the students how money may he made. Apart from all thought of "getting on in the world," the henefits of a college training should be made to stand out as solid advantages for the hetter-

ment and enrichment of the individual life. It is a trite remark that business or professional avocations do uot make up the whole of existeuce for any oue of us. The leisure of life has to be provided for, and as was lately remarked by one of my colleagues in Montreal, "Everyone should receive au equipmeut such as shall enabie him even to get through his Sundays with credit."

I have referred already to the great expansion in modern days of the field of university studies. Law, medicine, theology, are uo louger the only technical applications of our academic work. The modern type of college professor cau make his views heard, not only about railroads, bridges, and electrical supplies, but also about public finauce and currency and banking—even about an international dispute over a boundary line! And it is good for a uuiversity thus to be brought into close touch with the actual ueeds of life. No one believes uowadays that a souud training in classics aud mathematics is enough for a studeut, whatever may be the line of life he may intend to euter ou. But in adapting ourselves to the new, we need by uo meaus part wholly with the old. Do uot let us forget that while it is not beneath the dignity of a uuiversity to take an iuterest in practical matters, such as the problems of bauking aud finance, sauitary reform, water supply, taxation, charity orgauization, and municipal questions generally, there is such a thing as the uplifting of professional interests and pursuits by association with au institutiou which is above and beyond them all. The path of progress in the profes-

sional faculties is now marked out on the lines of an ever-increasing identification with the aims and ideals of the university. Instead of separation and independence, what we work for now is the co-ordination of subjects and departments, the inter-relation and interdependence of the faculties, the unification of the separate and segregated parts in one systematic and consistent whole, in which each branch, while distinct in its own well defined sphere, shall yet contribute to the common strength of all. Upon such a scheme mining may quite well go hand in hand with metaphysics, Hebrew with hydraulics. Take mining, a branch of which the importance can hardly be over-estimated, and which we have fully installed at one of the universities which I represent to-day,—I need hardly say I am not referring to Oxford! It may serve to illustrate the wide interests that may be cultivated in a university of the kind I am describing, if I recall the fact that I know also another type of miner, different from the one who is trained in schools of mining engineering. Some of my friends are digging at this moment—not on virgin soil like the Klondike, but in countries like Egypt, and Crete, and Asia Minor, whose hills and plains are gray with hoar antiquity. What is the object of their search? Not the shining nugget or the ore which will yield its hidden treasure only to the pressure of machinery, but the mould-covered and musty papyrus—some buried and long-forgotten manuscript that may seem to bridge again the gulf which separates the old world from the new. Perhaps there may be some here who would not give

much for such treasure-trove, but none the less is it true that the explorers in Egypt and elsewhere are adding, like the mining engineer, to the sum of the world's wealth; to its opportunities of knowing itself, its past history, and the story of its previous intellectual efforts.

And so room may be found under practically the same roof for science on the one hand, and, also, for literary studies, those branches which make it their business to investigate the origins of things—of languages, of religions, of national customs, ideas, and institutions. All nations have need of the "scholar class," the men who stand for ideas and ideals, who are eager to join in the search for truth and to proclaim it fearlessly. The one thing needful is that all investigations, literary and scientific alike, be carried on in the spirit of the maxim laid down by the late M. Gaston Paris: "I profess absolutely and without reserve this doctrine, that the sole object of science is truth, and truth for its own sake, without regard to consequences, good or evil, happy or unhappy. He who through patriotic, religious, or even moral motives, allows himself in regard to the facts which he investigates, or the conclusions which he draws from them, the smallest dissimulation, the slightest variation of standard, is not worthy to have a place in the great laboratory where honesty is a more indispensable title to admission than ability. Thus understood, common studies, pursued in the same spirit in all civilized countries, form—above restricted and too often hostile nationalities—a *grande patrie* which is stained by no war, menaced

by no conqueror, and where our souls find the rest and commuuion which was giveu them in other days by the City of God."

And now, as specially representiug Oxford, I should like to say a word or two of the feeling of unity which may well bind universities in other parts of the English-speaking worl' to that which may be called the "old gray mothei of them all." There is a popular notion on this continent that Oxford is an anarchronism, used np and ont of date, and that it exists only for the purpose of providing the sister nniversity of Camhridge with a partner for the hoat race aud the university cricket match. Much of this is dne to the gentle irouy of Matthew Arnold, who spoke lightly (knowing that he would not be misunderstood hy his friends) of Oxford as heing "steeped in prejndice and port;" and who apostrophized the nniversity as "the home of lost causes, impossihle loyalties, and forsaken heliefs." The current view is, however, surely a heavy penalty for Oxford to pay for not giving special prominence to those hranches of technical or professional stndy which are so greatly praised in America, on the gronnd not only of their intrinsic excellence, bnt also for the practical reason that they afford a speedy means of obtaining a livelihood, and that they contrihute also to develop the material resonrces of the country. It is no reproach to Oxford to admit that her chief glory centers round those literary and humanistic studies, of which it may he said in hrief that their main value lies in the fact that they are followed not only for their

own sake, not only as ends in themselves, bnt also because they enter, and mnst ever continne to enter into all the other branches of a university curricnlum. Oxford does not neglect science, although circumstances prevent Oxford from cultivating all branches of science. Wha she recognizes is the fact that letters are as necessary to civilization as science, and that science will only thrive and exist in an intellectual atmosphere where literature also flonrishes. For these two grow from one root.

I listened with interest to what President Van Hise said in appreciation of the advantages of the residential system at our great English universities. There are many who acknowledge their indebtedness to that system for a degree of what I may call social experience to which they might not otherwise have attained. But, besides being a great school of manners, Oxford has realized the ideal which your own Mr. Lowell set before American colleges in his memorable oration at the Harvard celebration, when he said that he "would rather the college should turn out one of Aristotle's four square men, capable of holding his own in whatever field he may be cast, than a score of lop-sided ones, developed abnormally in one direction;" and when he defined the general purposes of college education as being "to set free, to supple, and to train the faculties in such wise as shall make them most effective for whatever task in life may afterwards be set them—for the duties of life rather than for its business; and to open windows on every side of the mind where thickness of wall does not prevent it."

October of this year will see the first additions from American colleges to the ranks of Oxford students under the terms of the Rhodes Bequest. It may be in order to offer a word or two on that much-discussed topic. Let me first recall the words of Mr. Rhodes' will. He stated in express terms that his desire was "to encourage and foster an appreciation of the advantages which will result from the union of the English-speaking peoples throughout the world, and to encourage in the students of the United States of America, who will benefit from the American scholarships, an attachment to the country from which they have sprung without withdrawing them or their sympathies from the land of their adoption or birth." It is probably the fear of something of this sort that has given rise to certain criticisms of the Rhodes' Bequest. The most acrimonious that I have seen comes from a jonrnal that calls itself the "Cosmopolitan,"* the editor of which finds fault with Dr. Parkin for claiming (as reported in a newspaper interview) that "Oxford during three centuries has turned ont literary statesmen for England as regularly as clockwork, and gives to students the kind of world-wide knowledge that will enable them to stand among the great ones of the earth." The literary roll of honor among the statesmen of this country is undoubtedly growing in distinction: it contains names like those of your great President of the United States, the strenuous The -

*The remarks which form the subject of what follows may be found in a note appended by the editor to a paper in which the writer seems to gloat over what he conceives to be the approaching dissolution of the British monarchy. Cosmopolitan: May, 1904.

dore Roosevelt, John Hay, and others. All that Dr. Parkin meant to assert was that England has never lacked statesmen who were also eminent in literature. But what says the editor of the "Cosmopolitan"? "Seen through American eyes Oxford has not turned ont two great statesmen of high integrity, broad conceptions, and personal courage to each of these three centuries."

Then he proceeds to offer a prize of one hundred dollars to any one who will name such statesmen. I should like to enter this competition and fonnd with the proceeds a prize in the history department of the University of Wisconsin! Mr. Walker's remarks are practically an indictment, not of Oxford, but of English statesmanship for the last three hundred years. For it is true that a very great proportion of England's pnblic men, during that period, were educated in Oxford: the rest had mostly the advantage of a Cambridge training. In onr own day there have been from Oxford, Gladstone, Morley, Goschen, James Bryce, Asquith, and many more. A century ago there were Chatham, Fox, Carteret (the first Lord Granville); two centuries ago, John Hampden, Lord Clarendon, Sir Harry Vane, Sir John Eliot. That some of these not merely passed through Oxford, but retained her teaching in the deepest substance of their minds, may be inferred from the famons anecdote of Carteret told by Rohert Wood, the author of the Essay on the genius of Homer. Wood called on Carteret a few days hefore his death, with the preliminary articles of the Treaty of Paris. He fonnd the statesman so languid

that he proposed postponing the business. But Carteret insisted that he should stay; "it could not prolong his life," he said, "to neglect his duty." Then he repeated to his visitor, in the original Greek, the immortal lines which Sarpedon in Homer's Twelfth Iliad addresses to Glaucus, the son of Hippolochus: "Friend of my soul, if we might escape from this war, and then live for ever without old age or death, I should not fight myself amid the foremost ranks, nor would I send thee into the glorifying battle; but a thousand fates of death stand over us, which mortal man may not flee from nor avoid: then let us on, whether we shall give glory to others, or obtain it for ourselves." It was the spirit of Oxford and an Oxford training that spoke in these words of a dying statesman. Carteret may have had his faults,—such faults as were common in that age. But this story from his deathbed will ever hallow his memory in the minds of those who know what an Oxford training means.

It was certainly Cecil Rhodes' intention, in addition to improving the relations of the English-speaking peoples, to help to enlarge in America—what has been the glory of England—the class of really cultivated statesman, capable of a broad and generous view, free from all parochialism and crudity. Of course Oxford cannot create men of genius: nature must do that. Neither can she create heroes and saints, men with a burning passion for humanity. But she can leaven all the human materials sent her with a certain civilizing influence, a certain softening power of beauty and

of thought. Her very walls will do it. Most of you know this very well. I appeal to my friend, President Harper. What greater compliment could Chicago have paid to our English universities than to imitate their buildings in structures which recall—in what I was glad to find last week are really no uncongenial surroundings—the stately associations of the college gardens!

We must not expect statesmen—men of action—to be representatives of ideal perfection: none of them ever has been. Cæsar, Cromwell, Bismarck, had many obvious faults. It is high praise for them if they see the thing which has to be done, and can be done in their age, and get that thing done. If they were votaries of abstract perfection, and would not move till that could be secured, they would do nothing at all. Why then should Oxford be discouraged by the fact that the editor of the Cosmopolitan holds that Cecil Rhodes "did not propose to send American youths to Oxford to be educated, but American youths to educate Oxford in the ways of a great Republic"? Or again, "Oxford annually puts forth a group of parliamentary mediocrities, of literary jingoes, of political makeshifts, of legislative dilletanti, of conservatives, of opportunists, of men who sweep with the tide, and never put forth a fearless effort on behalf of improved government." And once more, "Has Oxford," cries J. B. Walker,"sent out within fifty years a single figure who can be spoken of as having a splendid courage, a high integrity, a clear intelligence, a comprehensive grasp of improved governmental methods, and at

heart, solely the interests of his fellow-men? No. Class favoritism, social kotowing, cowardice in opposing popular measures" (whatever may be the meaning of that) "disciples of the has-been and commonplace, these are her graduates."

Ladies and Gentlemen, I am a graduate of Oxford, which I am proud to look back upon as my Alma Mater, and I must confess that I do not recognize my mother in this travesty and caricature. Mr. Walker states it as a fact that while Oxford-trained statesmen "follow in a gentlemanly way along the channels of personal advantage, of social success, of universal respectability, London has 22,000 homeless ones in her streets." He does not mention the number for New York. And he fails to recall—probably because he did not know it—that it was Oxford that first, in the foundation of Toynbee Hall, made the attempt to carry the influence of university men out among the masses of a great metropolis. If I mention the name of one more Oxford man of the last generation, Lord Shaftesbury, that will be enough to complete the refutation of the charge that English statesmen neglect the interests of their fellowmen.

I am sure there must be very few in this audience who have any sympathy with the statements I have quoted. But I cite them with a purpose. I have derived, on the other hand, some relief from the information that this sort of nonsense comes from the same omniscient editor who once stated in the pages of his magazine that in his judgment the late Queen Victoria was a much overrated woman, who wasted great op-

portunities for usefulness upon trivial matters of routine and ceremonial,—and who, in his desire to belittle everything that connects with the old country, also came out in an article making the British government responsible for the loss of life in India, by taking such steps as would develop rather than suppress the plague and famine and pestilence that from time to time unhappily devastate the teeming millions of that great continent. Criticism of all new schemes, such as the Rhodes Bequest, is right and proper; it is even open to any one to have misgivings as to the practical benefit that is to accrue from the operation of Mr. Rhodes' will. But the man who makes it the opportunity for trying to stir up ill feeling between the English-speaking peoples should meet with the reprobation of all right-minded persons. In my opinion Mr. Rhodes' main purpose will be amply fulfilled if the American students at Oxford not only bring back from that university a better knowledge of the real friendliness which is felt towards Americans in the old country, but also if the monetary inducement which he offers should attract more of them than might otherwise be the case to delay that rush into professional work which has been so natural in the early days of a new country, and to spend some of the best years of their lives in getting out of Oxford what Oxford is so well qualified to give—the inestimable advantages of an all-round education.

I had intended to refer also, did time permit, to another topic of present day interest,—the report of the Mosely Commission, some members of which recently

visited this university, along with others in the United States. In reading the volume which has been issued in the name of this commission, I am deeply impressed by the sincerity of the compliments and congratulations which the commissioners offer to the edncators of the United States. On all hands recognition is given to that wonderful enthusiasm for education which inspires everything you are trying to accomplish in this department,—to yonr "ahsolute helief in the value of education, hoth to the community at large, and to agriculture, commerce, manufactures, and the service of the state." The "femininisation" to which Dr. Gilman referred, as something which had appeared to excite apprehension on the part of the Mosely commissioners, is hy them connected,—as I read their reports—not with the troublous question of coeducation (thongh I do not know that any one of them would he ready to go to the stake for coeducation as a principle), hnt with the great and increasing preponderance of women teachers in your public schools. But however this may be, the Mosely commissioners are well aware that in the United States yon have heen foremost in realizing that one of the greatest discoveries of the nineteenth century has been the discovery of the value of education. You know that it is the best educated nation that wins in the race with others. Take the following: "There is in America a more widely-spread desire for the edncation of the people than in England, and it is generally recognized that education is to be g ven to every citizen as a matter of right. Each child is hrought up on the understanding that it

is the duty of the state in which he lives to give him the best education he is fit to receive, and the community understands that the public funds are to be drawn upon to provide for such education." (p. 351.) "The whole people appear to regard the children as the nation's best asset, whilst the children themselves seem to be animated with the desire to cultivate their powers to the fullest extent, because they realize that they can only hope to occupy such positions in life as their education has fitted them to fill with credit." (p. 376.)

More than one of the Mosely commissioners quote with approval President Roosevelt's utterance, when he said that while education would not make or save a nation, the nation which neglected education would be assuredly undone in the long run. With you education has come to be a "prime necessity of national life, for which hardly any expenditure can be too great," and the opportunities for which are being widely diffused, and made generally accessible, in all its branches, to every section of your great democracy. That is a result on which I ask to be allowed to join my congratulations to those of my fellow countrymen who, in the pages of the Mosely Commission Report, have enshrined so appreciative and so illuminating an account of your educational system.

Let me close by offering a word of congratulation on the success which has attended your present celebration. I am sure I am speaking for all your guests when I say it has been the occasion of great enjoyment and much edification to the whole body of your visitors.

Especially to those of us who represent other countries, you have given one more illustration of that spirit of whole-hearted enthusiasm which pervades all your work as a nation. It was greatly to the credit of those who settled the western states that, in the days when their thoughts must have been occupied with what many would consider more pressing problems,—in a time of hurry and hustle such as marks the birth of a new community,—they gave their best energies to the organization in your midst of an institution of the higher learning. Fifty years may seem a brief space if compared, for example, with the antiquity which Oxford boasts, but the true standard of comparison is the space of time that has elapsed since this territory was organized into a state of the Union. That was, I believe, only a few years before the University of Wisconsin was launched as a state institution upon its remarkable career. However gratifying may be the retrospect as it was sketched for us in the interesting address of President Van Hise, the representatives of sister universities feel every confidence that your outlook for the next half century is still more hopeful and promising. Those who may assemble here to celebrate your first centennial will look back upon a period crowded with achievements even more glorious than those we celebrate to-day. Meanwhile the festival in which we have been privileged to take part will stimulate the staff of this university to even greater and more strenuous service. It is on them, along with the new president, that the burden mainly falls. I am certain that they will realize the fact that

after all a university is what its teachers make it; that it is for them to keep it a living and active force in the community, which shall not be content only with teaching science and learning, as it were, ready-made, but shall always endeavor to contribute to the making of them. May this university remain through all time a center of American national life, seeking to influence at every point not only education, but, also, social progress and the public service!