

The Feildian.

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EDITORIAL AND VARIOUS.



THE EXAMINATION PERIOD.—Yes! it is in sight. Are you ready, lads, for the trial? If any of you have wasted time, turn over a new leaf before it is altogether too late. "Better late than never" is a trite saying and it must apply to preparation for examination as well as to other things. Of course it is very difficult, if not impossible, to redeem altogether time that is lost, but, by industry, some compensation can be made for past laziness. After all has been said against the examination system, it must be admitted that preparation for examination calls for much self-control and steadiness of application that enrich the moral force of the student. They enforce a training and a discipline that none can undergo without being benefitted. We fear this aspect of the influence of examinations is sometimes, if not often, overlooked.

About the usual number of candidates will be presented by Bp. Feild College this year, but for the higher grades the candidates are unusually young; in spite of this we look for results as good as those of other years.



ADDITIONAL SUBJECTS.—The following advertisement appeared in the city papers in the month of October last. We print it here without comment as a record :

"COUNCIL OF HIGHER EDUCATION SYLLABUS, 1903.—French and German have been added to the Syllabus of Commercial Certificate, in the alternate list. A new subject has been introduced into the Associate Grade, viz., 'Outlines of British History during the 18th and 19th Centuries,' to which 250 marks are assigned. The prescribed Latin for Intermediate Grade Examination is Livy, Caps. 17 to 38."

COMMERCIAL CERTIFICATES.— We wish to draw particular attention to the following paragraphs of the Council of Higher Education's " Syllabus and Regulations, 1902 " :—

26.—Candidates in the Intermediate Grade, who satisfy the conditions prescribed in rules 27 and 28, shall be awarded a special certificate to be called " The Commercial Certificate."

27.—Such candidates shall present themselves for examination in English Grammar, English Composition, Penmanship, Geography, Arithmetic, Algebra, Book-keeping, Shorthand, Typewriting and two of the following: Euclid, Mensuration, Chemistry, Mechanics, English History and Heat, Light and Electricity [to which have been added recently French and German—see previous note].

28.—Such candidates shall, in each of the subjects in which they present themselves, obtain not less than 50 per cent. of the maximum marks assigned to each of such subjects.

The boy who wins " The Commercial Certificate" will be capable and able mentally. If to his mental ability there should be added good character and good health, then indeed will he be a lad worth having. " The Commercial Certificate" is a good conception, but we think the conditions rather too rigid, particularly in regard to the choice of subjects. For example we should like to see Typewriting, which is a technical subject, transferred from the obligatory to the optional list.



AN INTERESTING LIST.—We append the number of candidates that applied for examination in 1902 and 1903 :

	1902.	1903.	Decrease.	Increase.
A. A. Grade	48	43	5
Int. Grade.....	234	287	53
Prel. Grade.....	626	640	14
Primary Certificate Exam....	623	705	82
Total.....	1531	1675	5	149

The Council's work has increased every year and had not the Government increased its grant this year, the Council would either have had to cease its labours or limit its operations. Only those who sit on the Council know what a large amount of professional and skilled labour is given gratuitously by those who compose it for the good of the State. From the day it was

started, not a cent, we believe, has been received by a single member for services rendered or otherwise. Some of our politicians might learn a lesson here.



OPENINGS AT HEART'S CONTENT FOR PROMISING LADS:—
 "What can we do with our boys?" is a common question. Dr. Anderson, a loyal and devoted Old Feildian, in course of a letter to us, incidentally furnishes information concerning the conditions of appointment to the Cable Staff in Heart's Content. He says in brief:

"Boys with good education and sound physically are accepted as probationers. After probation they are taken on at a salary of from \$10 to \$15 per month, and are allowed two weeks' holiday each year. The salaries are raised, as a rule, yearly, by \$5 per month, until the maximum for clerk's, viz., £200 stg. per annum is reached. Clerks in charge receive higher salaries. Clerks are allowed one month's holiday per annum. A medical examination must be passed before admission as probationer and again before receiving appointment."

We believe there is a particularly good opening at Heart's Content just at present, as the office there has been granted additional staff. We thank Dr. Anderson heartily for his kind information and we hope that from time to time other Old Feildians will avail of the FEILDIAN as a means of informing present members of the school of openings in life.



EMPIRE DAY.—And so an Empire Day has been appointed by statute—a day to be observed through the length and breadth of the British Empire as a public holiday and a day of rejoicing. We are bidden on this day to think of our empire, its vastness, its multitude, its heterogeneous composition, its history, its founders, *and, last but not least, its responsibilities.* What lofty inspirations can thus be inspired, what potent embers of patriotism be fired!

Look down the scroll of history and see what names are to be seen thereon! What kind of feelings are they that are aroused in the breasts of Englishmen by such names as the following: Alfred and Ethandune; Athelstane and Brunanburgh; Duncan and Glastonbury; Henry and Becket; Langton and the Charter; de Montford and the Parliament; Longshanks and his reforms; the Black Prince, Crecy and Poitiers; Chaucer

and his stories; Harry of England and Agincourt; King Hal and his bull-headed patriotism; Cranmer, Latimer and the burning stake; Queen Bess and the Armada; Spenser and his songs; Shakespeare and his plays; Hampden, Pym, Fairfax, Cromwell—heroes of British liberty through the Stuart dynasty; Drake, Frobisher, Cabot and Raleigh, of exploring fame; Petition of Right, Habeas Corpus, Declaration of Rights, charters of British freedom; Milton with his songs and epics; the Howards, Vane, Blake, Nelson—heroes of the British Navy; Marlborough and Blenheim; Clive and India; Wolfe and Quebec; Boston and the tea-fight; Wellington and Waterloo; Dryden, Pope, Johnson, Cowper, Goldsmith, Burns, Addison, Steele, DeFoe, Scott, and a thousand other noble minds; Walpole, Pitt, Wilkes, Burke, Brougham, Melbourne, Palmerston—champions of the Senate; with a host of others.

We have purposely omitted from the list the names of the great men of recent years. The generation that follows will be in a better position to judge them than we are; we are too near to the picture.

And what is our responsibility! We feel hardly able to write of it, nor have we space in this present issue to do the subject justice. Briefly, very briefly, we must all aim at being fit fellow-citizens of the men whose names have been given above. We must remember that the moving spirit of our empire is that love which Jesus Christ taught. If, then, we will always do to others as we would have others do to us we shall not fall far short of the standard imposed upon us.

And what day has been chosen as our Empire Day? Could a more appropriate one have been thought of than the birth-day of our good and gracious Victoria? And so it is May 24. It is to be hoped that the city will rise to the occasion and that, despite the busy season, some sacrifice will be made in order that the 24th of May will be a real and grand holiday for everybody who lives under the British flag. The holiday will not be the same on any other day. Let every son of Newfoundland be able to feel that he is on that day keeping company with the fellow-citizens of his Empire the world round; let the sun in his course on that day see the sons and daughters of Great Britain dancing and rejoicing in every quarter of her dominion, and let him not look on Newfoundland to find us toiling and moiling under task-masters who are too hard-hearted to say: "Men and women, lads and lasses, people all, this is Empire Day! go make holiday! and feel the happier in this, that in the matter of payment only will we reckon it a working day."

FLAG-POST FOR THE COLLEGE.—No sooner had Empire Day been ordained than we received two offers of flag-posts for College. Mrs. J. A. Clift has most generously undertaken to have erected and fitted on the College grounds a flag-post and Mr. Lockyer, of Herring Neck, is presenting the College with a post for the College Athletic Grounds at Llewelyn Place. We thank Mrs. Clift and Mr. Lockyer very sincerely; we feel sure that their kind presents will do good in helping to foster the spirit of a wide and generous patriotism in our midst. If the posts are not up by May 24, it will not be the fault of the donors, but rather, the result of circumstances beyond their control. They prefer to wait rather than erect a mean stick, and so far, sticks to please them have not yet been found.



COLLEGE WANTS.—These good gifts remind us of other College needs. We shall be glad of help towards them. We want forty dollars towards the refitting of our Science Laboratory; we want a new Honours Board; we want a neat fence along the Colonial Street frontage of the College—about 100 feet *Are there any that will help?*



COLLEGE CHRONICLE.

Attendance for the Lent Term.



BELOW we give the attendance of the boys for the Lent Term. The highest possible number is 98. We are glad to find that no less than 40 of the 172 boys attending have made the full record. Considering the season of the year that has been covered, we consider this very good. On the other hand the attendance of others has been most unsatisfactory. When absence has been caused by illness, no one is to blame; but there are still those who regard the education of their sons of secondary importance in the sense that their lads are detained at home for sundry purposes. We do so earnestly wish that we could make it quite plain to such what a loss and injury non-attendance can be. Explanations are given to a class which the absent boy can seldom hope under the class system to get with the same care and attention to detail as would have been the case had he been in his seat. It may be—it probably is—that the lost work is a link in a chain of work, and that future progress depends upon

it. How can a boy, for example, understand the 28th proposition of Geometry if he has missed the 27th?

Regular attendance is absolutely essential to progress.

FORM VI.	Attendance Marks.	FORM V.	Attendance Marks.
<i>Maximum</i>	98	<i>Maximum</i>	98
A.		A.	
Boone, G. V.....	98	Morine, S. H.....	92
Hunt, C. E.....	65	Penny, R.....	98
Adrian, R.....	78	Pinsent, E. S.....	98
Bishop, E. M.....	83	Tait, mi.....	98
		Tait, ma.....	94
B.— <i>Classical</i> .		B.	
Stein, C.....	90	Lockyer, F.....	95
Winter, H. A.....	92	Oke, G.....	93
Dunfield, B. E. S.....	98	Grouchy, A.....	86
Rendell, W. F.....	97	Gaulton, W. F.....	72
Carter, F. D.....	89	Stirling, W. E.....	94
Simms, T.....	91	Martin, J. M.....	98
LeMessurier, L.....	96	Hunt, G. G.....	44
		McDonald, H.....	98
B.— <i>Modern</i> .		Stevens, W. H.....	79
Hiscock, J. A.....	98	Pearce, S. W.....	92
Hutchings, H. V.....	87	Cave, R.....	86
*Bradshaw, W.....	58	Lilly, H.....	95
Payne, B.....	91	C.	
Lamb, W. R.....	79	Stein, D. M.....	86
Morris, F. J.....	98	Rendell, J.....	72
*Roberts, R.....	17	Netten, H. G.....	86
Sampson, S.....	96	Anderson, J.....	93
Sceviour, J.....	97	Chafe, E. B.....	93
Jeffery, Ed.....	98	D.	
		Melvin, J. H.....	84
		Steele, H. H.....	75
		Chafe, H.....	79
		Baird, J.....	78
		Mutch, G.....	55
		Miller, J.....	78
		Strong, C. S.....	92
		Barnes, H.....	98
		Steele, J.....	86
		Dawe, R.....	92

FORM IV.	Attendance Marks.	FORM III.	Attendance Marks.
A.		A.	
Martin, A. R.....	94	Rendell, E.....	98
Carter, C. B.....	85	Clift, J.....	91
Strang, J.....	98	Carter, A.....	93
Oke, H.....	77	Winter, P.....	86
LeMessurier, H.....	86	Baird, A.....	83
Wiseman, A.....	98	Stevens, J.....	96
Vavasour, A.....	98	Black, A.....	87
Winter, H. M.....	83	Whiteley, H.....	90
Noonan, E. M.....	70	Rendell, H.....	64
		Heath, E.....	93
B.		B.	
Cornick, H.....	88	Lewis, R.....	82
Lester, A.....	87	Worsley, H.....	98
Miller, A. W.....	92	Stein, R.....	88
Penny, J. W.....	98	Baird, J.....	75
Edwards, E. D.....	98	Payne, E.....	94
Blackall, J.....	98	Parnell, E.....	98
Robertson, A. S.....	88	Edwards, A.....	98
Hayward, L. L.....	80	Andrews, L.....	94
Lilly, B. D.....	98	Norberg, J.....	98
		Roil, A.....	96
C.		C.	
Collier, E.....	98	Hall, E.....	93
Robertson, S.....	90	Hutchings, H.....	76
Wellman, J.....	98	Glasgow, B.....	87
Clift, C.....	98	Coen, E.....	98
Harvey, S.....	83	Blackall, H.....	98
Squires, J.....	76	Bolt, W.....	98
Thistle, R.....	91	Knight, F.....	98
Rendell, P.....	68	Hunt, N.....	96
Thackeray, J.....	86	Lash, H.....	92
		Harvey, R.....	69
D.		D.	
Hoare, E. J.....	92	Walsh, B.....	82
Cornick, W.....	98	Walsh, H.....	93
Adams, J.....	95		
Haynes, W.....	98	Cornick, F.....	88
Lawrence, W.....	98	Crane, R.....	10
Webb, J.....	89	Miller, W.....	79
Lester, R.....	84	Martin, C.....	94
Thomas, W.....	90	Hoare, H.....	92
Weaver, W.....	68	Steele, R.....	96
Thomas, H.....	91	Cockshott, H.....	87
		Johns, H.....	96
		Cook, J.....	98
		Rendell, F.....	90
		Yates, G.....	90
		Noonan, A.....	71

FORM II.	Attendance Marks.	FORM I.	Attendance Marks.
Black, John.....	94	Adams, George.....	94
Bennett, Frank.....	96	Adams, Bert.....	92
Emerson, Fred.....	78	Bennett, Sydney.....	94
Lloyd, Willie.....	94	Cornick, Edwin.....	94
Lilly, Raymond.....	98	Ellis, Eric.....	90
Martin, Bertie.....	77	Fitzgerald, Cabot.....	64
Martin, Herbert.....	98	Frazer, Raymond.....	28
Oke, Willie.....	96	Hutchins, Harry.....	10
Pilot, Willie.....	96	Martin, Ronald.....	92
Pilot, Edward.....	94	Macgregor, Cecil.....	82
Voisey, Richard.....	96	Payn, Tommy.....	98
Winter, Tommy.....	90	Parnell, Reggie.....	98
Hutchins, Frank.....	84	Rendell, Arthur.....	74
Johnson, Max.....	70	Snow, Fred.....	90
Robinson, Thomas.....	96	Whiteley, Jack.....	84
Robinson, Gordon.....	94	Walsh, Barnett.....	98
Rendell, Cliff.....	88		
Martin, Cyril.....	98		
Rankin, Eric.....	78		
Finlay, Eric.....	16		
Cornick, Stanley.....	88		



THE RHODES SCHOLARSHIPS.

A Proposed Scheme for Giving Full Effect to the Benefactor's Will.



MR. RHODES directs that regard *shall be had* in the competition to (1) learning, (2) athletics, (3) chivalry, (4) character and leadership. He puts forth, not as directions but as *mere suggestions*, a system of balloting in schools for the awarding of marks under (2) and (3) above, which, though practicable in the event of all the candidates proceeding from the one school, would fail to show the relative worth, in regard to athletics and chivalry, of candidates proceeding from different schools.

It must not be overlooked that Mr. Rhodes only suggests balloting.

The accompanying certificates 2, 3 and 4 are intended to indicate a way in which regard shall be had in the competition to athleticism, chivalry and character; how these qualities shall

have a competitive value; and how, without recourse to balloting, the candidate's school-fellows shall indirectly determine the measure of the said qualities in the several candidates.

Certificate 2 is the *athletic* one. Here the candidate himself makes up his school athletic record and gets it certified. His position on the teams has been won by his own good play and has depended upon the admiration which it has won from his school-fellows. It may be said that his school-fellows have put him on the teams, and this is as good if not better than a vote by ballot, which may be prejudiced by some temporary and undeserved disfavour in which the lad may happen to be at the time of the ballot. The proposition is that a certain number of points shall be given for each regular Inter-Collegiate match in the regular and annual competition for the championship that the candidate has played in going back three years - and that a greater number of points shall be given as the date is more remote from the date of the certificate, the idea being to discount boys being put on teams merely for athletic marks when parents or others at the last moment, so to speak, urge that a "smug" shall be entered. The points under head 8 of this certificate would have to be at the discretion of the committee of selection.

Certificate 3 is the *chivalry* one. Here the boys of the school over, say, 10 years of age would fill in a separate certificate for each candidate from their school and the points for chivalry of the several candidates proceeding from the several schools or colleges would be based upon the answers contained in these certificates, and reduced to a common denominator.

In certificate 4 an effort is made to *direct* the Head Master into limits and assist him to arrive at a correct gauge of the worth of the candidate's character in marks.

Certificate 2 is perhaps not possible elsewhere, but in Newfoundland the College Athletic Association with its regular competitions in hockey, football and cricket render it quite feasible as a means of competition in marks, as suggested.

Would it be impossible, in each colony, state or province for which scholarships are appointed, to limit the competition to a certain number of schools or colleges which would compete regularly in the several forms of sport, such as football, cricket, hockey and the like? In this case it would be possible to adopt universally the plan herein briefly indicated, and to my mind there is no better way of getting at the actual and true value of the candidate's prowess and virtues in the play-field as estimated by his school-fellows. A ballot is a very precarious instrument and much injustice might follow it. According to the plan herein proposed the athletic marks of the several candidates would be based on skill and prowess actually exhibited.

There is one other point to which I should like to express my opinion. The more I learn of the will and its history, the more convinced I am that Mr. Rhodes intended the scholarships to go to boys about to leave school—at the age of 18 or 19, and that post-graduate work never even so much as occurred to him. For this reason I feel that the maximum age should be kept down. Oxford requires, I believe, that candidates for University and College Scholarships shall be under 19 years of age and I am disposed to support the same age limit for the competition for the Rhodes Scholarships.

Furthermore I am of opinion that, as it might be desirable for a lad from the colonies to attend an English public school for one, or perhaps two years, before proceeding to Oxford, so that he might enter Oxford disciplined to English customs and habits, the minimum age should be made pretty low—say 16 full—and that a candidate winning one of the scholarships should be permitted to attach himself to some school of repute, approved of by the trustees, for a period of not more than two years previous to entering Oxford.

CERTIFICATE 2—THE ATHLETIC CERTIFICATE.

To be filled in by the Candidate himself and certified as correct by suitable persons.

1.—In how many matches have you played for your College team in the regular Inter-Collegiate hockey competitions during the past three years?

Answer.....

2.—Give the dates :	1.	7.
	2.	8.
	3.	9.
	4.	10.
	5.	11.
	6.	12.

3.—Do. for football?

4.—Give dates.

5.—Do. for cricket?

6.—Give dates.

7.—In any of the competitions referred to under heads 1 to 6 have you been the duly elected captain of the team? If so state the dates.

8.—Have you excelled in any form of sport not included above? If so state the bald facts in connection therewith.

(Running, jumping, gymnastics, swimming, boating, etc.)

CERTIFICATE 3—CHIVALRY CERTIFICATE.

To be filled in by the boys of the Candidate's School.

Candidate

- 1.—Have you during recent years seen any act of cruelty towards any of his school-fellows? commit
- 2.—Have you during recent years seen any act of cruelty towards animals? commit
- 3.—Do you think him a bully?
- 4.—Does he seem to you to be kindly disposed to his school-fellows, ready and willing to assist and comfort them when hurt, or to protect them when oppressed and imposed upon?
- 5.—Do you regard him as manly and truthful?
- 6.—Does he seem to you to be selfish, seeking his own advancement and good, regardless of others?
- 7.—Do you consider him devoted to duty?
- 8.—Do you consider him courageous in a moral sense—having the courage to stand up for *the right and to do the right* under all circumstances?
- 9.—Do you think he is an example of what a fellow should be:—
 - (a) In the school-room?
 - (b) In the play-field?
 - (c) In other places?
- 10.—Do you think him just and fair?
- 11.—Do you respect him and look up to him?

CERTIFICATE 4—MASTER'S AWARD.

Candidate

The Head Master will assign marks under the following ten heads; the highest mark possible for each head will be twenty. The Head Master will endeavour to give an impartial and true measure of the several qualities as exhibited in the candidate under review:

- (a) Earnestness and strenuousness;
- (b) Industry;
- (c) Loyalty to school;
- (d) Loyalty to the authorities;
- (e) General deportment and behaviour;

(f) Influence and authority (does he exercise influence and authority?);

(g) Leadership;

(h) Interest in his school-mates;

(i) Morality (to include his natural tastes, feelings, ideas, speech, thought, so far as it has been possible to observe them);

(j) Trustworthiness.



CECIL RHODES.



WE intend to draw attention, from time to time, to the life and character of Cecil Rhodes. Human, he had faults: we do not propose to dwell on these at any time, unless it be to point them out as rocks to be avoided. Rather are we concerned in holding up to the gaze of our boys the generous, the noble, the lofty, the manly, the loyal and the patriotic traits of his character, in the hope that they may inspire in them, as they did in Cecil Rhodes, resolutions to devote themselves to the expansion of the empire. For what? For the purpose of greed and lust? Oh! no! no! no! but for the betterment and uplifting of all mankind. If this be not our object, we are not true and lively members of the same empire that Cecil Rhodes served, nor fit to be termed his fellow-citizens.

In the present issue we give a number of clippings from many sources, taken by us from the *Reviews of Reviews*, the editor of whom Cecil Rhodes esteemed as a counsellor and friend to the day of his death, in spite of the extraordinary line of action pursued by the former throughout the Boer war. Few are better entitled than Mr. W. T. Stead, the eccentric but able editor of the *Review of Reviews*, to speak of the inner character and spirit of the great and noble Englishman, Cecil Rhodes.

The first clipping is a kind of digest of a letter written by our hero shortly after he was twenty years of age. It will be seen that Cecil Rhodes' earliest inspiration was to devote his life to "the furtherance of the British Empire:!"

"It often strikes a man to enquire what is the chief good in life; to one the thought comes that it is a happy marriage, to another great wealth, and as each seizes on the idea, for that he more or less works for the rest of his existence. To myself, thinking over the same question, the wish came to me

to render myself useful to my country. I then asked the question, how could I?" He then discusses the question and lays down the following dicta: "I contend that we are the first race in the world, and that the more of the world we inhabit the better it is for the human race. I contend that every acre added to our territory means the birth of more of the English race who otherwise would not be brought into existence. Added to this the absorption of the greater portion of the world under our rule simply means the end of all wars." He then asks himself what are the objects for which he should work, and answers his question as follows: "The furtherance of the British Empire, for the bringing of the whole uncivilised world under British rule, for the recovery of the United States, for the making of the Anglo-Saxon race but one Empire. What a dream! but yet it is probable. It is possible."

"I once heard it argued—so low have we fallen—in my own college, I am sorry to own it, by Englishmen, that it was a good thing for us that we have lost the United States. There are some subjects on which there can be no argument, and to an Englishman this is one of them. But even from an American's point of view just picture what they have lost. . . . All this we have lost and that country has lost owing to whom? Owing to two or three ignorant, pig-headed statesmen in the last century. At their door is the blame. Do you ever feel mad, do you ever feel murderous? I think I do with these men."

The rest of his paper is devoted to a discussion as to the best means of attaining these objects.

After recalling how the Roman Church utilises enthusiasm, he suggests the formation of a kind of secular Church for the extension of the British Empire which should have its members in every part of the British Empire working with one object and one idea, who should have its members placed at our universities and our schools, and should watch the English youth passing through their hands. Mr. Rhodes then proceeded to sketch the kind of men upon whose help such a Church could depend, how they should be recruited, and how they would work to "advocate the closer union of England and her colonies, to crush all disloyalty and every movement for the severance of our Empire." He concludes: "I think that there are thousands now existing who would eagerly grasp at the opportunity."

We next take a reference to the first of the five wills that he made. Here we have the same idea emphasised:

"This first will contains the master thought of Rhodes's life, the thought to which he clung with invincible tenacity to his dying day. The way in which he expressed it in these first

writings which we have from his hand was "the furtherance of the British rule"; but in after years, as may be seen by comparing the political will and testament published in the *Review* with the terms of the first will, his ideas were broadened, especially in one direction—viz., the substitution of the ideal of the unity of the English-speaking race for the extension of the British Empire throughout the world. To the undergraduate dreamer in the diamond diggings it was natural that the rapidly growing power of the United States and the ascendancy which it was destined to have as the predominant partner in the English-speaking world was not as clear as it became to him when greater experience and a wider outlook enabled him to take a juster measure of the relative forces with which he had to deal."

Many, many people little understood, in fact quite misunderstood the character of Cecil Rhodes until his last will and testament was given to the world. It is a wonderful document, picturing as it does, the philanthropic mind of a great man. The part of the will that concerns the world most is that in which he expounds the appointment of perpetual scholarships at Oxford, with the patriotic conception of bringing together from all the quarters of the earth inhabited by the British people the most promising scions of the race, to be disciplined and trained for a season, at an impressionable age, in fellowship and good-will, at a common centre of culture and refinement. Our own opinion is that he chose Oxford as the centre, not that he thought it the greatest and best machine for imparting knowledge, but rather because by tradition and antiquity it was in his mind the most congenial soil for the inculcation of culture and humanity in man. It must not be overlooked that Cecil Rhodes had no intention of setting loose a crowd of clever devils every year, and we feel quite convinced that those who are inclined to regard Oxford as a poor choice quite miss the purpose of the benefactor.

In this connection we feel that Oxford has a grave responsibility cast upon her and we pray that those who are in authority there may always have the courage and the strength to preserve in the University what is at present her distinctive features. There is no doubt that much pressure will be brought to bear upon them, in this utilitarian age, to have them adopt the training given there to the business requirements of the world, and although we feel that Oxford should adapt herself, always within the limits which we have indicated in these lines, to new conditions of life and thought as they present themselves, yet we also feel that the world must never forget that *men cannot live by bread alone.*

Our next batch of extracts have reference to the Scholarships. These extracts are interesting as shewing how the scheme found birth and grew :

1. " It was at an interview in January, 1895, that Mr. Rhodes first announced to me his intention to found scholarships. It is interesting to compare the first draft of his intentions with the final form in which it was given in his will of 1899 and its codicil of 1900. He told me that when he was on the Red Sea in 1893 a thought suddenly struck him that it would be a good thing to create a number of scholarships tenable at a residential English University, that should be open to the various British Colonies. He proposed to found twelve scholarships every year, each tenable for three years, of the value of £250 a year, to be held at Oxford. He said he had added a codicil to his will making provision for three scholarships, which would entail an annual charge upon his estate of about £10,000 a year. He explained that there would be three for French Canadians and three for British. Each of the Australian Colonies, including Western Australia and Tasmania, was to have three—that is to say, one each year; but the Cape, because it was his own Colony, was to have twice as many scholarships as any other Colony. This, he said, he had done in order to give us, as his heirs, a friendly lead as to the kind of thing he wanted done with his money. The scholarships were to be tenable at Oxford."

2. This extract is the part of a digest of the conversation which took place between Mr. Rhodes, Mr. Stead and Mr. Hawksley concerning the plan of competition for the scholarships. We give it merely to shew that the moral and physical qualifications were to be integral and important parts of the competition :

" So I insisted, illustrating it by an imaginary voting paper, that the only possible way to avoid these difficulties was for the trustees or the returning officer to be furnished not only with the single name which heads each of the four categories, but with the result of the ballot to five or even ten down, and that the headmaster should nominate in order of preference the same number. The marks for the first five or ten in the competitive examination would of course also be recorded, and in that case the choice would be automatic. The scholar selected would be the one who had made the majority of marks, and it might easily happen that the successful candidate was one who was not top in any one of the categories. Mr. Rhodes strongly supported this view, and Mr. Hawksley concurred, and a clause is to be prepared stating that all the votes rendered at any rate for the first five or ten should be notified to the trustees, and also the order of precedence for five or ten to

the headmaster. Mr. Rhodes then said he did not see why the trustees need have any responsibility in the matter, except in case of dispute, when their decision should be final. This I strongly supported, saying that provided the headmaster had to prepare his list before the result in the balloting or competition was known, he might be constituted returning officer, or if need be, one of the head boys might be empowered to act with him, and then the award of the scholarship would be a simple sum in arithmetic. There would be no delay, and nothing would be done to weaken the interest. As soon as the papers were all in the marks could be counted up, and the scholarship proclaimed.

[Here intervened a lengthy discussion as to the proportion of marks to be assigned to the different factors of the competition. Eventually they were arranged thus, out of the thousand.]

So accordingly it was fixed that it had to be 300, 300 for 'smug' and 300 for moral qualities, while 'unctuous rectitude' and 'brutality' are left with 200 each.

We all agreed this should be done. Half the marks are at the disposal of the voting of the scholars, the other half for competition and the headmaster. It also emphasises the importance of qualities entirely ignored in the ordinary competitive examinations, which was Mr. Rhodes's great idea. Mr. Rhodes was evidently pleased with the change, for just as we were leaving the hotel he called Mr. Hawksley back and said, 'Remember, three-tenths,' so three-tenths it is to be."

The next two extracts have reference to the reasons for making the scholarships so large and for choosing Oxford. The interjections are Mr. Stead's:

1. "I am also glad to quote another extract from Mr. Rhodes's remarks to Mr. Müller on the subject of his scholarships:—

" 'A lot of young Colonials go to Oxford and Cambridge,' he said, "and come back with a certain anti-English feeling, imagining themselves to have been slighted because they were Colonials. That, of course, is all nonsense. I was a Colonial, and I knew everybody I wanted to know, and everybody who wanted to know me. The explanation is that most of these youngsters go there on the strength of scholarships, and insufficient allowances, and are therefore practically confined to one set, that of men as poor as themselves, who use the University naturally and quite properly only as a stepping-stone to something else. They are quite right, but they don't get what I call University Education, which is the education of rubbing shoulders with every kind of individual and class on absolutely equal terms; therefore, a very poor man can never get the full value of an Oxford training.' "

2. "The publication of his will gave to most of us for the first time the certainty that Mr. Rhodes, patriot as he was, looked beyond mere patriotism, that he had learned, in spite of his wealth, to believe that the forces which count in the world are spiritual and not natural. Conclusive proof of this was the method by which he sought to create the wider patriotism, the humanist sympathy, the ideal society, by the foundation of a greater Oxford.

"The mere sentiment, the feelings and memories created by the beauty of the place, and the ideal circumstances in which the years of thought and friendship pass so vividly and so swiftly, are not to be paralleled outside England. As a city, Paris may be as old and as historic, Rome has the same atmosphere of familiar perfection, the same consecrated beauty, and in every university of Europe and America there is, and always will be while the tide of life flows through them, the same morning freshness of intellectual passion and romance. But in the Oxford's belief Oxford alone has the whole constellation of perfections, and keeps the whole charm unbroken."

"Mr. Rhodes's justification for choosing the road that passes through Oxford is complete. He believed that the superiority of an English University training lies in the fact that it gives a pound of education to every pound of learning:—

"The output of scholarship in the narrow sense is probably greater elsewhere. . . . But our system has compensations, and they have forcibly struck more impartial observers than Mr. Rhodes.'"

"The chief claim, the supreme excellence of Oxford is that—

"The continuity of human thought and aspiration is nowhere else so shiningly visible, so instinctively felt; no other place of learning is at once so free of the past and so irresistibly led by the hope of the coming age. . . . Her streets are thronged with noble shadows of the dead and living, indistinguishably mingled, indescribably moving.'"

"Mr. Rhodes looked to the deepest and oldest roots for the fruit he most desired:—

"The greater Oxford that is to do his work will be a fellowship binding the living not only to each other, but to all that has been great in man, and it will be more than ever conscious of the future, for which it gives its labour. . . . Whether these expectations be fulfilled or not, we are glad that such an experiment should be made for the credit of the English name; for even those who most deplored Mr. Rhodes's materialistic tendencies, and condemned him for his unscrupulousness,

must admit that no man in modern times has put forward a wider or more generous ideal of that spirit of patriotism from which the life of nations must, as far as we can see, continue to draw its health and strength.'—*The Monthly Review*.

**Some Side-Lights on the Character of Cecil Rhodes
by Men who Knew Him.**

Mr. Stead observes :

ONE LESSON FROM A STRENUOUS LIFE.

“ Much has been written about Mr. Rhodes, but few of our preachers and teachers have touched upon one great lesson of his life. A saying of his should be printed in letters of gold on the walls of every home. Some one had remarked to him, ‘ I suppose you found the London society very lively.’ To whom Mr. Rhodes remarked shortly, ‘ While I have a big thing on hand I don’t dine out. I do THAT and nothing else.’ A correspondent who writes calling my attention to this expresses his conviction that it is the dining out, the crushes, and all the dissipation of Society which make modern Englishmen in high places so ineffectual and superficial. ‘ As for thinking things out, it is becoming a lost art.’ There is too much truth in this. ‘ Le Roi s’amuse ’ and his kingdom goes to wreck. The distractions of Society absorb energies which might save the State. But how few there are who dare to say ‘ This one thing I do ’ and let his women folks and his young people and his fashionable acquaintances wail unheeding in their drawing-rooms ! ”

Synopsis of Mr. Sydney Low’s views :

AS A TALKER.

“ Mr. Low says there was something of the poet, the seer at once heroic and childlike in his Antinomianism. As Robert Louis Stevenson said of Scott, Mr. Low says of Rhodes, ‘ great romancer, a splendid child.’ When you listened to his talk you found yourself carried away by the contagion of his enthusiasm :—

‘ But a talker he was, of more compelling potency than almost anyone it has been my lot to hear. Readiness, quickness, an amazing argumentative plausibility were his ; illustrations and suggestions were touched off with a rough, happy humour of phrase and metaphor ; he countered difficulties with a Johnsonian ingenuity ; and if you sometimes thought you had planted a solid shot into his defences, he turned and overwhelmed you with a sweeping Maxim-fire of generalisation.’

“ Rhodes could conquer hearts as effectually as any beauty that ever set herself to subjugate mankind. The man who

could persuade persons as little alike as Barney Barnato and Mr. Stead, as Lord Rothschild and Mr. Hofmeyr, must assuredly have had a most unusual power of evoking sympathy. He was no orator, says Mr. Low, but—

‘It was the personality behind the voice that drove home the words—the restless vivid soul, that set the big body fidgeting in nervous movements, imaginative mysticism, the absorbing egotism of the man with great ideas, and the unconscious dramatic instinct, that appealed to the sympathies of the hearer.’

‘Mr. Low talked to him upon the Afrikander question and Home Rule. This is what he reports of Mr. Rhodes’s conversation on the matter:—

‘But he laughed at the notion of secession, and he declared that neither Hofmeyr nor any other Dutchman would really want to get rid of English supremacy.’ ‘We must have the British Navy behind us,’ he said, to ‘keep away foreigners. We all know that.’ I said that this seemed a little like the idea of some of the Irish Home Rulers. He rose to the hint at once: ‘Yes, and that is why I subscribed money to the National funds. My notion is that Ireland, like every other portion of the Empire which has a distinct identity, should be allowed complete control of its internal government. But there must be representation in the Imperial Parliament; and in time, I suppose, we shall have colonial delegates there too, and so gradually work round to a complete federal system.’”

Sir Charles Warren writes:

THE SECRET OF HIS SUCCESS.

“He was a quick thinker, eloquent and persuasive in speech, impulsive, imperious, impetuous, sympathetic, energetic. He had a good judgment, came rapidly to a decision, his temper was pleasant, and he was generally artistic though utilitarian in his tastes. All this, along with his charm of manner, combined to make him a fascinating man, but his real strength lay in his most remarkable aptitude for making money. With this gift of making money went the gift of spending it in such a manner as to gain for himself power and influence. His was the single case in the nineteenth century of a man who could make money, and spend it on one great scheme.”

An American’s idea:

“Mr. Rhodes’s will is certainly the most remarkable testamentary document ever framed by a British subject. Both Mr. Rhodes’s personal character, and his character as a British statesman, are completely vindicated by this will. We see him now as a man whose whole object in life was to advance the Empire and the welfare of its inhabitants. In his will we have

the best exhibition of the real Cecil Rhodes that has yet been made public; the excellent Peabody was not actuated by higher motives than those which impelled the Colusus in his great undertakings. In founding a system of Imperial and International scholarships Mr. Rhodes has invested his riches wisely. The venerable University of Oxford would be false to her historic character if she proved unworthy of the new great charge that has been imposed upon her."

Dr. Sauer, who was associated with Mr. Rhodes for twenty years, writes:

1.—HIS GENEROSITY.

"In every way he sought to minister to the welfare of the people in South Africa. He spent much of his own money upon horse and cattle-breeding, imported the best blood-stock, and induced the Sultan of Turkey to part with some of his valuable angora goats. He gave the impetus to scientific farm-breeding, and expended large sums on irrigation works such as the huge dam in the Matoppos. Money as money did not interest him in the least. He looked upon the making of it as the necessary evil for the furtherance of his ideas. Probably no man who has ever lived in South Africa has given away so much and so unostentatiously as did Cecil Rhodes. His purse was always open to his friends, in fact to anyone in need. 'To my own knowledge hundreds, if not thousands, of young men owe their start in life to him. Hundreds of women can also testify to his generosity, while any charity, no matter of what religious denomination, had but to ask in order to receive.' On his first visit to Rhodesia, after the Matabele rebellion, when he was very hard pressed for money, he gave away no less than £17,000 in three days for the relief of distress."

2.—HIS PERSONAL HABITS.

"All through the twenty years that he knew Cecil Rhodes, Dr. Sauer says, he led the most regular and abstemious of lives. He was usually up at six o'clock, and rode till nine, when he returned for his bath and breakfast. He worked till lunch, which for him was a very small meal, his only drink being a glass or two of light wine. He then worked till dinner. He liked to see his friends enjoy themselves; but for himself he ate and drank sparingly. After dinner he would converse with his guests, always about something great and interesting. Loose conversation he disliked, and at ten o'clock he invariably retired to bed."

3.—THE IMPERIAL LEADER OF THE RACE.

"That Englishmen should have esteemed him as the Imperial leader of the race was natural. He stood head and shoulders above every other statesmen in the British Empire,

and, after the death of Bismarck, in the world. Never before in our history have the ideal and practical worked so harmoniously on a grand scale as they worked in Cecil Rhodes. He was an optimist in an age of pessimists, a man of action in an age of talkers, a strenuous worker in an age of pleasure-seekers. To Colonials he was the personification of the imperial genius of England. Mr. Rhodes's career is perhaps the most dramatic in our history. A tomb in the everlasting hills is a fitting end to a life of majestic loneliness. Nevertheless he belonged to a type which has stamped the world with England's mark. He was complex only on the surface. At bottom he was simple to primitiveness. Suggestive of this is the rock-hewn grave in the recesses of the Matoppas. In him was the spirit of his Anglo-Saxon forefathers. He has left an everlasting monument in South Africa in his wonderful will. It is not for nothing that his name has been linked with Hannibal, Cæsar, and Napoleon without incongruity. The further we are removed from his time in which he lived, the grander and more massive will his outlines appear."

And thus Mr. F. Edmund Garrett concludes :

" ' With all this talk of greatness, or at least bigness,' says Mr. Garrett, ' let us not forget the purely human tragedy that this death before fifty represents. For tragedy it is. For years past Mr. Rhodes had been fully conscious that he had probably only a few years to live ; only a few, but as he thought enough. The closing years of his life they were to be, the reparation of errors, the fruition of labours, the crown of his life-work. So he hoped until quite lately. But lately for some time he had known that it was not to be.' ' And Moses went up to the top of Pisgah, and the Lord shewed him all the land. This is the land which I swear I will give unto thy seed. I have caused thee to see it with thine eyes, but thou shalt not go over thither.' "

The last words this great and noble man tried to say, were :

" So many worlds, so much to do,
So little done, such things to be."—

[TENNYSON'S " In Memoriam. "]

