

**EDUCATION & EMPIRE:
ADDRESSES ON CERTAIN
TOPICS OF THE DAY**

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Education & Empire: Addresses on Certain Topics of the Day by Richard Burdon Haldane

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RICHARD BURDON HALDANE

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ADDRESSES ON CERTAIN
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BY THE RIGHT HONOURABLE
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GENERAL

PREFACE

THE addresses which this little volume contains were delivered under varying circumstances, and no one of them was, or with propriety could have been, in the nature of a party speech. Nevertheless, the first four illustrate some of the articles in a political creed of which I count myself an humble but firm adherent.

There is a Liberalism which some of us believe to be the Liberalism of the future. It holds that the faith which it has made its own cannot stand still, but must advance with the advancing needs of new generations. To-day, at the beginning of the twentieth century, we as

a nation have to face the problem of preserving our great commercial position, and with it the great empire which the great men of past generations have won and handed down to us. That empire it is our duty to hold as a sacred trust, and to pass on in such a fashion that those who come after may be proud of us, as we are proud of the forefathers who did their work before our time. The duty which we have to discharge requires an effort. That effort must assume the form neither of swaggering along the High Street of the world, nor of sitting down with folded hands on a dust heap. It is rather to be sought in clear views and activity of the kind that is at once un-hasting and un-resting. Around us is surging up a flood of new competition. If we are to hold the ground which our predecessors won before the days of that

competition, we shall require above all things enlightened views, and not least enlightened views about our commerce, and enlightened views about the common constitution which unites us with our colonies and dependencies. With the former of these necessities the two addresses on education deal. The first was delivered to commercial men in a great city which is showing itself thoroughly alive to the new situation. What I there ventured to insist on was this, that not only elementary education in this country, but our secondary and tertiary systems must be thoroughly overhauled and coordinated if we are to be brought near to the existing level of Germany, and that to which the United States are rapidly approaching. More than this, to the linkage of the various portions of the education system must be added, in