

vistas of splendid landscapes which might be ours if we would but strive to possess them. It tells of countries, discovered, or as yet undiscovered, which are abounding in wealth. For some of this wealth we must dig most diligently; but most of us can gain enough by following in the track of experienced guides.

How are we to learn? That is the great question in a world where knowledge is power. If we once decide that we shall not only learn the necessary things—then we have gained much. Life is assuredly not worth living if we must spend our manhood as we have spent our boyhood, in acquiring rudimentary learning; we must progress. And, the more our course of progression is in the direction of the higher knowledge—the more we are inclined to aim at the acquisition of knowledge which is not absolutely essential to our progress in life—the better we are fitted to perform our duties in life. This Mr. Morley has clearly seen, and the explanation comes readily to hand. If we aim at the higher knowledge we may be supposed to have passed regularly through the lower courses of education. We have passed the elementary stage, and we want to soar higher and to assail the highest pinnacles of Parnassus. And this is what we especially want in these times and in this colony—to look beyond utilitarianism in literature. If our rising students could but be taught to keep before their mind's eye the ideal of learning, if they could be thoroughly impressed with the knowledge that the passing of examinations is not the be-all and end-all of teachers and scholars, then a great point would have been gained. Pupils would be no less successful and real teachers would be the more inspired. Mr. Morley speaks nobly and well. He would have people look beyond the narrow limit of immediate results into the broad field of real education. He does not believe in the efficacious power of the scraps of learning which make the successful student under the system of competitive examinations. He believes in a knowledge of English literature as the sure means to secure a luxury which will brighten life and kindle thought. It is, as Mr. Morley says,

“the cultivation of the sympathies and imagination, the quickening of the moral sensibilities, and the enlargement of the moral vision.” It is refreshing to find a politician of the foremost rank who will thus speak of the study of English literature. In this, we are persuaded, more than in the study of ancient classics, will be found the key to that higher knowledge which is concerned less with time and things than with men and human nature, and which aims rather at the formation of character than at the accumulation of divided facts.

Register April 18/87

Melbourne Telegram

THE UNIVERSITY OF MELBOURNE.

GIFT OF £20,000 FROM MR ORMOND.

[By Telegraph.]

Melbourne, April 17.

The annual commencement of the University of Melbourne took place on Saturday afternoon in Wilson Hall, in the presence of His Excellency the Governor and Lady Loch and a large gathering of ladies and gentlemen. Among those who received *ad eundem* degrees were the Anglican Bishop of Melbourne and Archdeacon Julius. In his address Chancellor Brownless suggested that the Queen's jubilee might be fittingly commemorated by the erection of stained windows in Wilson Hall. He announced that Mr. Ormond had that day placed at the disposal of the Council a donation of £20,000 to found a Chair of Music.

Register April 18 1887.

A CHAIR OF MUSIC FOR VICTORIA.—Mr. Ormond, of Victoria, does not do things by halves. His donations to public objects have been on the most munificent scale, and the stream of his benevolence shows no symptom of ceasing to flow or even of being contracted within narrow limits. The University of Melbourne not very long ago was the recipient of his bounty, and now he has laid it under still further obligation by handing over to it £20,000 to be used in founding a Chair of Music. The particular direction which this benefaction has taken renders it of especial interest to South Australia. At present the only Chair of Music in the Australian Colonies is that which exists here, and unfortunately it stands financially in rather a precarious position. Chiefly through the efforts of His Excellency the Governor sufficient money has been got together to endow it for a term of years, but that term is fast drawing to a close, and it is becoming an interesting question how the School is to be maintained in future. Seeing that it is in such excellent working order, seeing that the Chair is occupied by a Professor of the highest musical attainments, it will be a thousand pities if the money is not forthcoming for perpetuating it. The example that has been set by Mr. Ormond should have a stimulating effect upon wealthy South Australians, and particularly upon wealthy South Australians who have a love for music. It is certain that the establishment of the Chair which has been so efficiently filled by Professor Ives has done a great deal towards promoting musical taste in South Australia, and it will be a thing to be greatly deplored if the School here has to be given up for want of support. Until now it has been thought improbable that any other Australian University would consider it necessary to appoint a Professor of Music. Mr. Ormond's gift will impose upon the Melbourne Council the obligation to arrange for a Chair there, but not on that account can Adelaide be expected to give way. We repeat that a highly favourable opportunity is afforded for those who have abundance of this world's goods to contribute towards maintaining the School which has been already in existence here for several years, and which could not well be more satisfactorily conducted than it is at present.
