own self be true, "more matter and less jest," "metaphor more attractive, the lady doth protest too much," "sweetness to the sweet," "the rest is silence." Many proverbs came from "Hamlet," e.g., "A man may smile and smile and be false beneath his smile." The Ghost, sent from the grave to tell us this—"there are more things in heaven and earth than are dreamt of in our philosophy." "Conscience doth make cowards of us all." "tis-a divinity that shapes our ends." The lecturer then dwelt on the "emotional connotation" of words, showing how Shakespeare’s expressions "the air bites shrewdly," "it is the witching hour," "the sheeted dead did squeak and gibber." There were more beautiful metaphors in "Hamlet" than in any other play in the language. In the first quarto (1603) the Ghost instructs that the Queen was not to be punished; thus—

"...Leave her to heaven, and to the burden that her conscience

In the second quarto (1604) our "Hamlet"—the metaphor is effectively changed—

"Leave her to heaven, and to those thorns in her bosom lodge

To prick and sting her."

Sometimes metaphors were used for the purpose of condensation, as in the King’s prayer, "Help angels! Make away!"—a metaphor from bowls. Shakespeare could idealise the common speech so that it alludes to the ex-press "in russet mantle clad," and in the famous lines about the crowing of the cock, which he had the "literary intensity" to associate with a most sacred theme—the birth of Christ. What a world this must have been to Shakespeare, who could make so much out of the apparently trivial! Shakespeare understood how to give a spirit to the lecture by means of the swing and cadence of his lines. The atmosphere of "Hamlet" was grey and cold, suited for melancholy. Finally, the lecturer analyzed the opening scene of the play (as far as the scene of the ghost). It showed how carefully, and yet indirectly, Shakespeare prepared the minds of the spectators, so that they might receive the ghost with due seriousness. If the ghost’s message was received with complete rejection, the play was a failure. Professor Henderson showed that Hamlet had appeared in the first quarto, showing how Hamlet might feel, "sick at heart"—a warning of impending evil. He was the scholar, who was to speak to the ghost—it was thought necessary to address a ghost to Laertes and Polonius; indeed, he spoke the ghost as "this thing." By way of contrast, the lecturer compared the earlier version of the play to the earlier play, "Practic’d Punishment," in which everything was crude and knock-kneed. The next lecture on "The Character of Hamlet," will be delivered on Monday night.

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UNIVERSITY EXTENSION.

CIVIC WELCOME TO PROF. HENDERSON.

The Mayor (Mr. J. H. Cumming) and the councillors of Kalgoorlie gave a civic reception to Mr. G. C. Henderson, who is Lecturer in History and Literature in the University of Adelaide, last Saturday morning in the presence of a number of the members of the town. The Mayor extended a welcome from the Council and residents to the Professor; and expressed his gratitude for his services in this second visit to the goldfields.

Dr. A. S. Mcclintock, who proposed the health of "Our Visitor," most appropriately, said that the Professor should use his influence in bringing about an affiliation of the School of Mines with the University of Adelaide and the University of the Northern Territory. The idea was carried out and regarded by the Perth Technical College, from whose students the Visitor received many expressions of enthusiasm from the students and from the Adelaide University.

The toast was enthusiastically honored.

Professor Henderson thanked the council and citizens for their kind hospitality, and the company that they had received the toast. It was an unexpected honor from a council representative, and he expressed his opinion and ideas of life. He liked to be among men who held opposite opinions. He believed in the idea of "My friend and I walked along together, differing in opinion."

He overheard that he felt they were all doing something to build up the substratum of their great Empire. The government, with the magnificence of their city. He must confess that to his mind the development of the place had been done in the past ten years, and the period of 13 years was most amazing. It reminded him of the starchy place in which he had to be surrounded, and when he put his shoulder against the wheel to change the face of a country such as this."

It was such things which showed that the people of the fields, helping to build up the wealth and prosperity of the country, could not help remembering the remark of the Dutchman who was looking at the moon. The man asked him what he thought of it. The Dutchman replied, "I don’t know whether to laugh or to cry." The man asked, "Why?" The Dutchman answered, "There is nothing left."

The man listened to the Kalgoorlie golf links the previous day. They were the roughest. He could not understand the roughness of links was supposed to irritate the clubs. There were great golfing societies (Laughter). Concerning the institution he represented, he would be pleased to contribute to the development of education in Western Australia. It was not a man who was ever afraid of criticism. Many matters had to be studied before the School.