

and he was sure his lecture was awaited with interest. With Tennyson South Australia could claim a personal link, for a son of the great poet had been a Governor of this State. (Applause.)

Dr. MacKail, who received an ovation, said he must first express his sincere thanks for the warmth of the welcome he had received in Adelaide. In a capital such as this, set in such beautiful surroundings, he foresaw chances of great cultural development. From what he had already seen, he was assured that the standard of culture aimed at was very high indeed. One of the most deeply seated ideas in his mind was that of absolute sympathy with the ideals of a White Australia, but it must be white not only racially but culturally. That was the hope with which he arrived and the prayer with which he would depart. A standard of knowledge, taste, and culture might be developed in a young country which could not be equalled by older and more tired ones. The knowledge of the past helped to the understanding of the present. Modern universities varied according to the circumstances of their origin and foundation. All, however, had been founded with a purpose of stated and assured provision for the higher needs of a civilized community. The type of university, therefore, depended on the life that the community desired.

In the old world they have seen religious institutions seeking knowledge of power over supernatural forces. From that early world had risen the great classical civilisations. Greece, upon whose work the Romans had built, had evolved the idea of a trained governing body. To meet its needs oratory, law, politics, and finance were the primary studies of the universities. For those who did not desire to take up the work of government, universities for the study of abstract and applied science had sprung up. The mediæval curriculum purported to aim at universal knowledge, but it was under the restraint of a dogmatic theology. Poetry was discountenanced as a heathen vanity, and even physical science was under the jealous control of a vicious persecution. Gradually, however, the university became a seat of learning with no bounds but the limits of human capacity. Poetry took a high place in modern humanistic study, but whereas the devotee thought it outside the province of the common people others regarded it as mere childish folly or misapplication of human powers. Wordsworth had called it the breath and finer spirit of all knowledge. Shelley had said it was a record of the best and happiest moments of the best and happiest minds. A technical definition was that it was a subject to be historically studied and practically applied. It was a fine art. Formally and technically patterned language in it was worked into patterns to express meaning beautifully and within the scope of the laws of its definite decorative design. It made a pattern of the subject matter of life itself. It was the high office of poetry to compose the multiplex and bewildering disorder of life. Shelley had said poetry made familiar things as if they were not familiar.

The present age was one of rapid flux. The old ideas were disappearing. They lived among the wreckage of an old order and among the dust and scaffolding of a new arising. The nineteenth century had been an age of belief in ideas with the governing thought of progress. Development had been hailed as progress, with an unbounded hope for the future and an active belief in the work of the present. The revolution of the nineteenth century had devoured its own children. The law of development had mastered them, implacable and incalculable.

Progress in the nineteenth century had meant betterment. The inheritance they had received, however, appeared to be a burden rather than an enfranchisement. The power of development was now going on in its inflexible way, pressing the people before it. In past ages an attempt had been made to block progress lest a worse thing should befall. Desire for change had, however, become a fixed belief, resulting in intense restlessness in the old world. The course of change pointed everywhere, and the present was an age of disillusionment. Some influence was necessary to prevent a lapse into chaos. To the paralysing sense of disillusionment poetry came to recreate the fabric of life in all its fine pattern. The poetry of the past was a priceless inheritance of the present, and a ceaseless need. It was a constructive and an enriching element of life, and its study should be part of the provision for the education of the people. The present was an age of business or science, or expanding socialised democracy. The study of science was the avowed pursuit of universities of modern foundation. The problem confronting modern democracy was whether the power of government was to pass to a specially-trained class, as in the past, or to an untrained class, or whether the Australian ideal that all classes should participate in the government should prevail. In any case, science was regarded as the staple of intellectual achievement.

Poetry and science, however, should really reinforce one another. The creative instinct of poetry was powerfully impelled by scientific discovery. Scientific and poetic imagination were really akin. Their ideal should be that of an education developing all the faculties of humanity. Life was grasped and ordered by imaginative insight, and poetry taught its real value. In a scientific or literary community the creative work of the few was appreciated by the many, but business methods were certainly not the methods of art. There was an antagonism between the two, yet there must be some harmony attainable between them. Business was a means, but not an end. The business which did not bring pleasure was mere drudgery, and the business man engaging in it was a slave. The study of poetry could, of course, be turned to the mere pedantry of diletantism. The university should strive to train students of poetry to take their place in commerce and industry. The suspicion or dislike of poetry had existed for ages, but in democracies a grave charge was often levelled against it when it was held to be the amusement of the leisured class. However, under democratic standards it should be an honored function of democratic nations. The poetic class had once been the pivot of aristocratic nations. The public conscience, however, now demanded that there should be no ruling class, but that all should be fitted to rule. This was a great difficulty, but presented the only answer to the problem of democracy. The ideals of democracy steadily moved mankind towards a goal whence leisure and culture, like wealth, would be diffused among the nations, as had been so happily foretold by Keats. Life in its full compass should be by the people for the people, and the whole human race should be regarded as the inheritors of the spiritual achievements of mankind. The brilliant promise of democracy had not been realised, and citizenship had become a burden. Dissatisfaction was no new thing, and showed that they had not lost sight of their high ideals. Poetry and democracy alike were on trial. The poetic interpretation of life seemed fantastic and unreal. If, however, poetry and democracy went forward hand in hand

they would achieve that articulate music, to which Dryden had said life moved and found its discords all resolve. The appeal of art was universal, and our inheritance was not merely the present, but the great past, of which poetry was the greater part left to us. The study of poetry could be regarded as part of the democratic study of the articulate music of national life. (Applause.)

The audience listened with close attention to the lecture, and at its close Dr. MacKail was warmly thanked.

### RECEPTION TO DR. AND MRS MACKAIL.

An opportunity of meeting Dr. and Mrs. MacKail was afforded members of the Classical Association on Tuesday afternoon. MacKail was the president (Professor Darnley Naylor) and Mrs. Darnley Naylor held a reception in his honor at the Grand Central Hotel. Afternoon tea was served at prettily decorated tables, and the proceedings were of an informal character. Associated with the guests of honor at the central table were Professor and Mrs. Naylor, Miss Murray, the Vice-Chancellor of the University (Professor Mitchell), and Mrs. T. Slaney Poole.

Professor Darnley Naylor assured Dr. and Mrs. MacKail that the members of the Classical Association were extremely proud to welcome him. It was an honor which was unique in their history, for their guest was not only a fellow of the British Academy and an ex-president of the Classical Association, but was also a fellow of Balliol. (Applause.)

Professor Mitchell said the Classical Association in this State had honored him by requesting him to hand their distinguished guest a book of Australian art as a mark of appreciation and a memento of the occasion. Just as the artist, Hans Heysen, whose works were represented in this book, strove to paint and realise atmosphere in his pictures, so the students of the classics endeavored to impart that quality to their work. Dr. MacKail might find that the amount of classical learning in the Commonwealth was comparatively small, but he hoped he would discover that the quality was present. (Applause.) His visit should do much to strengthen the hands of those who were dealing with educational problems. He would ask Mrs. MacKail to take charge of the gift on behalf of her husband. The book, which contains a number of reproductions of the pictures of Mr. Hans Heysen, is handsomely bound and illuminated. It bears the inscription, "Presented to Professor J. W. MacKail by Classical Association of South Australia, as a mark of their appreciation of his valued contribution to the cause of classical learning, and in recognition of his visit to this remote corner of the world. The University of Adelaide, June 5, 1923." Miss Gladys Waite, of the School of Fine Art, was

responsible for the illuminated page. The young artist has chosen a striking and beautiful design of golden gum leaves and gum nuts conventionalised upon a blue background.

In acknowledging the gift Dr. MacKail said he was extremely touched and pleased. It was significant that one of the last actions of the Classical Association of England and Wales had been to depute him to bear a message to the members in Australia. It was a message of sympathy, encouragement, and help, and assured hope. (Applause.) He could say with confidence that the position of classics in the mother country was more hopeful than it had been for many years. He was sure whatever effort might be required to bring about this desirable state of things in the Commonwealth, members of the Classical Association here would not be found wanting. The lessons of the classics were an important factor in what were termed the humanistic studies. The alliance of classical and other studies made for that unity of education which was a key to many problems. Unity of converse, of education, and life should be their aim, and education should be continuous from the school to the university. Moreover, its benefits should not be confined to any social class. In the Middle Ages this ideal had been kept before the people, and the acquisition of complete knowledge was then thought possible. Time had shown the fallacy of that great hope. The present was an age of specialisation and attempts to find short cuts to learning as to everything else. They should discard all ideas of competition of studies and replace them with co-operation. Competitive antagonism which had sprung up even in the humanistic studies should not be tolerated. Co-operation of classical and English studies was a wonderful ideal, and it should be remembered that even as the classics had been assumed to be "dead" it was an easy matter, by faulty teaching, to bring English literature to the same level. All languages were really the actual live embodiment of the people. Latin was one of the most important keys to the study of human history, and it was also the key to the mechanism of a wonderful language. The Latin influence was indeed an essential part of the history of the English language itself. Some acquaintance with the classics was necessary to all who aspired to any knowledge of the world. Without some alliance between English and classical studies they could never hope to impart the great classical qualities to their own English language. (Applause.)

Regulated 7.6.23

### ADELAIDE UNIVERSITY LAW STUDENTS' SOCIETY.

A meeting was held on Tuesday evening. A delegate from the Union Parliament urged the desirableness of members supporting the union. The question for debate, set by Mr. D. B. Ross, was an interesting one on the subject of Torts. It was:—"A was on the wharf at the Outer Harbour to see a friend depart on a ship belonging to the X Steamship Company. While standing on the edge of the wharf he was knocked into the sea between the ship and the wharf by being struck by a bale of cargo, which was being hauled up on to the ship. B, who was standing on the wharf, immediately jumped into the sea, and succeeded in rescuing A. Immediately after rescuing A, B collapsed, and died of heart failure. B's widow and administratrix brings an action against the X Company, under the Fatal Accidents Acts, alleging that the death of B was caused by the negligence of the servants of the company in knocking A into the sea. It is proved, or admitted, at the trial—(1) That A was knocked into the sea by reason of the negligent handling of the cargo by a servant of the company; (2) A could not swim; (3) B had a weak heart; (4) B's doctor had warned him that any violent exertion might have fatal results." The widow of B was represented by Mr. Mortimer, with Mr. L. Stanley. For the company appeared Mr. Adrian Korff, with him Mr. T. A. Whimpress. After counsel had addressed the Court, the following members spoke:—For the Plaintiff—Mr. Griff. For the Defendant—Messrs. Tucker, McLeay, M. Bednall, F. Ohlstrom, and C. Crump. Much stress was laid by plaintiff's counsel on the doctrine of "imputed negligence," as laid down in some American decisions. The adjudicator (Mr. D. B. Ross), in delivering judgment, pointed out that, though American decisions had great persuasive force on English Courts, they could not, in the absence of English decisions, bind our Courts. He found that the defendant company had not duty towards B to warrant a verdict in favour of his administratrix. Judgment would be entered for the defendant. A vote of thanks to the adjudicator for his services, proposed by Mr. Korff, seconded by Mr. Mortimer, was carried by acclamation.