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BIRTHDAY LEVEE.

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Mr. J. Hayter Reed, Mr. F. W. Ralph, Mr. A. J. Roberts, Mr. J. R. Richardson, Mr. W. T. Rofe, Mr. W. H. Raymond, Mr. E. E. Robilliard, Dr. E. A. H. Russell, Professor Rennie, Mr. H. Taylor, Ald. R. Tapp, Mr. C. H. Todd, Hon. S. Tassie, Mr. Alderman, G. N. Twelftree, Rev. J. P. H. Tilbrook, Mr. J. N. Taylor, Mr. J. Verco, Ald. C. Williams, Dr. G. R. West, Dr. J. R. Wilson, Mr. H. L. Ward, Capt. A. A. Wills, Mr. E. G. E. Willis, Cr. G. Wald, Rev. F. Webb, Rev. A. C. Webber, Brig.-Gen. S. Price Weir, Mr. A. Waterhouse, Mr. R. K. Wood, Mr. L. H. White, Dr. T. J. Wilson, Dr. F. M. Wilcox, Sub-Inspector Whittle, Mr. H. D. Young, Ald. T. E. Yelland, Mr. R. Scott Young.

Those who handed in cards with official titles were:—The Lord Mayor, the Town Clerk, the Deputy Town Clerk, the Mayor of Port Adelaide, the Mayor of Unley, the Mayor of St. Peters, the Town Clerk of St. Peters, Archdeacon of Adelaide, Chief Inspector of Mines, Government Printer, Harbours Commissioners, Public Trustee, secretary to the Minister of Agriculture, the Architect-in-Chief, the Registrar-General of Deeds, Clerk of Parliaments, the Engineer and Director of Local Government, the Chairman of the Irrigation Commission, Director of Agriculture, the Secretary to the Attorney-General, the Secretary for Lands, the Auditor-General, the Secretary to the Commissioner of Public Works, the Surveyor-General, the Sheriff, the Government Astronomer, the Deputy Director of Mines, the Registrar-General of Births, Deaths, and Marriages, Clerk Assistant House of Assembly, Chairman the Destitute Board.

Register 6.6.23

SOUTH AUSTRALIAN ORCHESTRA.

Any anxiety the executive may have felt concerning public interest in the concert to be held in the Town Hall on Saturday night would be effectively removed after knowing the booking returns. The response was immediate, and an eloquent evidence of the fact that the orchestra has won an enthusiastic public support. The feeling of admiration is mutual, for the orchestra is gratefully appreciative of the splendid support accorded by those who have booked seats so soon after the plans opened. This support has an inspiring influence, which will be impressive to both audience and orchestra on Saturday night. To-day there will be offered 200 seats at 1/ and 200 at 2/, which will account for the seating accommodation allotted to popular prices. The 3/ and 5/ seats may be reserved. Plans and sales are at Savery's, Rundle street.

"POETRY AND MODERN LIFE."

ADDRESS BY DR. J. M. MacKAIL.

The Brookman Hall at the School of Mines was well filled on Tuesday evening when Dr. J. M. MacKail lectured on "Poetry in modern life." The audience included His Excellency the Governor (Sir Tom Bridges) and Lady Bridges.

Sir George Murray (Chancellor of the University) presided, and was supported by the Vice-Chancellor (Professor Mitchell). In introducing Dr. MacKail, the Chairman said he was one of a long line of famous men who had filled the Chair of Poetry at Oxford. He had written many books, and had been described recently by a competent authority as one of the foremost scholars and critics of the time. On behalf of the University of Adelaide he gave him a cordial welcome. (Applause.) His subjects were happily chosen. South Australia claimed a personal connection with Tennyson, through his son, who had been a Governor of the State. They would derive the greatest pleasure from Dr. MacKail's lecture on Virgil.

Cultural Development Possible.

Dr. MacKail, who was received with loud applause, said he wished first to acknowledge the great kindness of his welcome. He would not make comparisons between the States, but he could not help thinking that there were in this State greater character for cultural development than in more overgrown States. The standard set at the University was, he believed, very high, and it would surprise him if his visit did not help toward the attainment of that ideal. He was in sympathy with the White Australia, and wanted to urge that Australia should be white, not only racially, but culturally. Modern universities were of different types and characters; but all had come into being in response to certain national demands. The purpose was to make stated provision for the higher needs of civilization. In the ancient world the universities were religious colleges, and the knowledge they imparted was the knowledge of supernatural forces. This was no mere abstract story, but definite knowledge. From that early world had arisen the great classical civilizations of Greece and Rome. They evolved a trained governing class, and the subjects were naturally oratory, law, politics, and finance. Other universities arose devoting to the pure and abstract sciences on the one hand, and on the other to applied science. The mediaeval university professed to offer universal knowledge. All learning was under the restraint of a dogmatic theology. Practice did not follow theory to its rigid consequences—it never did. Art grew out of itself. Architecture and engineering were in the hands of the guilds. Physical science was equally suspect, and was subject to equally jealous control. A university then became the seat of learning to the limits of human intelligence. Of such were the universities of the modern world.

The Place of Poetry.

And among the subjects taught poetry had taken a high place, if not the highest place, in the humanistic studies. Its function was a kind of language, differing from our ordinary language, but arranged in lines of a certain arbitrary length to produce pleasure comparable to that of music. On one side they had devotees who regarded it as sacred, and others who regarded it as a trifling amusement that weakened the mind, like alcoholic liquor. Against the latter attitude they set that of poets themselves. Wordsworth said it was "The breath and finer spirit of all knowledge." Poets' testimony could be taken with some of the suspicion of the people who cried out their own wares; yet there was truth in what they said of it. Poetry was not only an art, but a fine art. It was language patterned to bring it within the scope, and to make it subject to the laws of decorative design. In the words of Shelley, "It makes familiar things be as if they were not familiar." In the modern world they saw a state of flux. The old barriers were everywhere breaking down, and to that process it was not possible to assign any limits. The nineteenth century was an age of ideas and of the belief in ideas—ideas of nationality, and of organic continuity in history. These had impressed upon the century a characteristic of its own, with the governing idea of progress.

The Conservative Age.

This was the essence of liberalism; but a generation ago a new aspect was discernable. The revolution had devoured its own children. Evolution was a power not only invincible, but incalculable. Our forefathers found it more and more difficult to believe that progress worked for good. The effort of the Middle Ages was to block progress lest a worse thing should befall. Conservatism

had now ceased to exist, and the desire for change had become a fixed interest. The joint result in all these instances seemed to involve a loss of the pattern of life. The compasses by which life was directed, were demagnetized. What was needed was a steady influence; and nowhere would such be found better than in poetry. Beneath the chaotic surface of life it apprehended order and beauty. The study of poetry remained an essential part of human culture. Some poets had been prophets of the future; others had brought forward the beauty of the past into the present. Others again, had had to wait for their fame long after death. Poetry was one of the constructing and enriching influences in national life. It was a privilege and duty to urge the study of poetry as part of the public provision for the education of the people. On the function of poetry with regard to science, the claim was made that science was to be the staple of the intellectual equipment. Science and poetry should not conflict. Each reinforced the other, and both had their places. Both were creative energies. They needed to lay stress on the necessity of a scientific training for art students and vice versa. Life was grouped and ordered by poetic insight, and poetry taught them the value of that insight.

Poetry and Business.

Poetry and business might seem to have little to do with each other. Business methods were not those of art, yet both were necessary elements in modern life, and there must be some harmony between them. Business was a means not an end. The life of the business man was not touched and uplifted by imagination. How grey and joyless it was! How prosaic its world. Business that did not bring pleasure was drudgery. It had to be elevated into an art. That could only be done by the self-realization of the spirit. Poetry like all of the arts, was an industry. It could be pursued in various ways. Those who most discredited its study were those who studied it wrongly. That was where the value of the University lay. It should organize this study and train students of poetry to take their places in the world of commerce and industry. The dislike with which people regarded poetry had its reasons. But Democracy levelled against it the charge that it was considered the amusement of an idle class.

Its Functions in Democracy.

Poetry was a function of life and should be a function of the democratized nation. The public conscience now demanded that there should be no ruling class, but that all should be fitted to rule. The ideal of democracy was felt as a pressure steadily moving in a certain direction; it was that leisure and culture should be parts of the life of the nation, universally shared by the people. Perhaps the most striking single instance of the anticipation of the democratic world was given by Keats, the youngest of revolutionary poets. He had urged poetry forward on the path which it had begun to tread. The world to which he looked forward was one in which every one might become great. Democracy was on its trial. It had not transformed human nature, and had vices and faults of its own. Citizenship was a burden rather than an inspiration; fraternity was something less than a formula. Once more, as Wordsworth said, "False gods had been enthroned on the temple of the human spirit." Our dissatisfaction was no new thing, and showed that we had not lost the sight of their high ideals. Poetry was also on its trial. It spoke a strange language, thin and ghostly. Poetry and democracy both suffered from the divorce between them. Poetry, out of sympathy with democracy, lacked that which was the life. A great future awaited both when they could be revived. The study of poetry was not for poets alone. The appeal of art was universal. The study of poetry was part of the democratic education, the articulate music of the national life.

PROFESSOR MACKAIL HONOURED.

PRESENTATION OF ART VOLUME.

"Speaking for the mother country, I think I may say with confidence that the position of the Classics has not for many years been so hopeful and prosperous as it is at present," declared Professor MacKail in an address to members of the Classical Association on Tuesday afternoon. He added, "I am sure that whatever devotion may be required

on the part of this association, and its individual member, towards a realization in Australia's future, will not be wanting." The function, which was held at the Grand Central Hotel, was fully attended by members of the association, and during the proceedings the opportunity was taken to present to Professor MacKail a volume of "The Art of Hans Heysen." It was inscribed as follows:—"Presented to Professor J. W. MacKail by the Classical Association of South Australia, 1923"

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; University, Adelaide, June 5, 1923." The volume was embossed by Miss Gladys Waite of the School of Fine Arts.

Professor Darnley Naylor presided at the gathering, and besides Professor and Mrs. MacKail there were also at the head table Miss Murray, the Vice-Chancellor of the University (Professor Mitchell), and Mrs. Slaney Poole. In welcoming the guests the Chairman said they were proud to have among them such distinguished visitors. He did not think it had been the privilege of Adelaide before to welcome a Fellow of the British Academy and a President of the British Classical Association, and he doubted whether before they had had a visit from a Fellow of Balliol.

Professor Mitchell then handed to the guest the volume referred to. He said that in any new country the standard of art and literature had always to be kept from falling to the mere level of quantity. The association hoped that the visit of Professor MacKail would strengthen them in their work.

In thanking the speakers, and those they represented, for the kind expressions and for the valuable presentation handed to him, Professor MacKail said he would have liked to do more for the association than was possible in present circumstances. They would, however, excuse him if he went beyond an expression of goodwill, and spoke informally about a subject of great moment—that of the alliance of Latin with English studies in the educational system. The unit of education was becoming more and more realised as a key to progress. The question before all civilized nations at present was "Can the idea of the middle ages be in some fuller and newer sense restored?" This was an age of specialization. If they were to have any hope of the re-instatement of the middle ages, he thought the first thing to be done was to discard the idea that they might have much competition of study, and replace it with the idea of co-operation. Nowadays they had come to realise that there was no such thing as a dead language. Latin was the embodiment of the human spirit. It was true that the English language was a native product, but they must always remember, for it was most important, that the Latin language was an essential part. There was the desire of getting into touch with Roman mind and temper, and with what had been done in the field of thought and action by their predecessors in this world. (Applause.)

Afternoon tea was served.

Register 6.6.23

POETRY IN MODERN LIFE.

DR. MacKAIL'S FIRST LECTURE.

AN ILLUMINATING ADDRESS.

There was a representative audience, which included his Excellency the Governor and Lady Bridges, attended by Mr. Lezh Winsler, at the Brookman Hall, School of Mines, on Tuesday evening, when Dr. J. M. MacKail lectured on "Poetry in Modern Life."

The Chancellor of the University (Sir George Murray) presided. He was accompanied by the vice-chancellor (Professor Mitchell).

Sir George Murray said it was his pleasant duty to welcome Dr. MacKail on behalf of the University of Adelaide. It would be more appropriate, considering the fame of their guest, if he were to introduce the audience to him instead of vice-versa. (Applause.) Dr. MacKail was one of a long line of distinguished men who had occupied the Chair of Poetry at Oxford, and he was the author of many valuable books. A competent authority not long since had described him as the foremost scholar and critic of his day. Dr. MacKail himself had said criticism had for its object the disengagement of excellencies rather than the mere censure of faults. A critic, after all, was but a judge, and so they had nothing to fear from their guest. He would speak to them of poetry,