

Register 23/3/94

THE UNIVERSITY OF ADELAIDE.—In consequence of the death of Professor Kelly the University was closed on Thursday afternoon, and there will be no further lectures until after the Easter vacation.

Advertiser 29/3/94.

FRENCH LECTURES.

The first of a series of lectures on Moliere and the authors of the Augustan period of French literature was delivered on Wednesday afternoon at the University building by Monsieur Calais before a moderate attendance of ladies and gentlemen. Among those present were the Messrs Dutton and Messdames Kennion, Bunsley, Cooper, Wright, Martin, England, and Frampton. The lecturer was perfectly at home with his subject, and divided his preliminary remarks into three parts.—1. Moliere as a man; 2. Moliere and his time; and 3. The influence his epoch had upon his writings. After describing the state of the theatre in France before Moliere and the difficulties the latter met with in his efforts to reform the stage, Monsieur Calais in glowing terms spoke of Moliere as a friend, an actor, author, and manager. Though professing the greatest admiration for the immortal Shakespeare and the divine Milton, the lecturer asked his audience to give a share of their respect to the father of modern comedy, the inimitable Moliere. Having developed in a masterly manner the three points mentioned, the lecturer drew a sketch of the first production of Moliere, "L'Étourdi ou les Contretemps" ("The Blunderer, or the Mishap.") This was first played at Lyons in 1655. It was not by any means one of Moliere's best productions, but the honour was paid to present it to his audience, so as afterwards to enable them to compare it with later comedies and thus see the gigantic strides of the author. From the many extracts quoted by Monsieur Calais the character of Mascarille stands in true light; he is a knave who, considering duplicity as an art, practices it to perfection to serve his master. In the reading of the different passages the points were very well brought out. Altogether an enjoyable hour was spent, and it is sincerely to be hoped that the educated class in Adelaide will patronise these interesting lectures. Monsieur Calais will probably give a treat for next Wednesday, when "Les Fricoteurs Ridicules," one of Moliere's best plays, will be commented upon.

Register 2/4/94.

THE UNIVERSITY OF ADELAIDE.—The Chancellor of the University has invited graduates, students, and friends to meet the Rev. L. D. Bevan, LL.D., of Melbourne, at the University on Tuesday and Wednesday evenings. On Tuesday evening Dr. Bevan will lecture on "The Ancient Universities." On Wednesday evening the subject of the discourse will be "Student Songs in illustration of Student Life," and the students will render well-known students' songs, as was done in Melbourne when Dr. Bevan gave the lecture before the Melbourne University Union in 1890.

Register 3/4/94.

THE ELDER SCHOLARSHIP OF MERIC.—The examination for this scholarship, which has been in progress at the University since Thursday, March 20, is not yet completed, and the awards will not be made known till after a special meeting of the Council, the date of which is not yet fixed, at which the report of the Board of Examiners will have to be presented. We hear that the choice of candidates has been narrowed down from seventeen (the number originally entered) to five.

Advertiser 4/4/94.

Dr. Bevan, the well-known and popular Melbourne minister, is at present visiting Adelaide. He arrived by the express on Tuesday morning, and departed on Friday. Last night he lectured in the University Hall on "Ancient Universities," the Chancellor presiding, and presented to his hearers a very readable and interesting folio edition of the digest of the Justinian Code, published in Venice in 1528. To-night Dr. Bevan lectures at the University on "Student Life," and on Thursday at the Y.M.C.A. on "The patriotism of Australian young men."

The Advertiser

WEDNESDAY, APRIL 4, 1894.

THE ANCIENT UNIVERSITIES.

LECTURE BY DR. BEVAN.

The Rev. L. D. Bevan, LL.D., delivered a lecture, entitled "The Ancient Universities," in the library of the Adelaide University on Tuesday evening, April 3. There was a moderate attendance of ladies and gentlemen, and the Chancellor (the Hon. S. J. Way, J.C.L.) presided. The CHAIRMAN, after introducing Dr. Bevan, referred to the noble honours conferred many years ago on a similar subject by the then Chancellor of the University, the late Bishop Short. The subject, however, was one of perennial interest, and would, he felt certain, be treated that evening with the research, mastery, and eloquence characteristic of Dr. Bevan. (Hear, hear.)

Dr. BEVAN, after some preliminary remarks, called the distinguishing feature of a university was higher and specific education. This was not limited to the modern world, nor to the middle ages, but was to be found in the ancient world. Among ancient peoples the Egyptians were probably the most learned. They were skilled in astronomy, geometry, mechanics, chemistry, metrology, and medicine. They were the teachers of the Greeks, and in their elaborate system of social life they maintained schools and colleges, or at least methods of higher instruction which represented the modern university. A Greek education was regarded as part of the duty of the State, and in Sparta education was under the control of a Minister of the State. Education was compulsory in the Greek cities of Italy and in Athens. The schools of the Sophists, in spite of all their faults were of great use. They sharpened the Greek mind, created a learned class; they initiated academic life and the profession of the teacher. To the schools of the Sophists students gathered in large numbers, and some of these schools became centres of the highest philologic teaching and the highest of classical learning. A brief sketch was given of other university schools, such as the Museum of Alexandria, and institutions of a similar character were found in Smyrna, Miletus, Apollonia, Antioch, and Tarsus. Teachers of philosophy and rhetoric were scattered throughout the entire Roman Empire, and some of them amassed considerable wealth, receiving large stipends for their work. After a lively description of the Greek schools the lecturer went on to say that these centres of a higher education were as long closed, and little was found of the higher teaching until the Middle Ages, when the great universities of Europe were founded in the 12th century. This was a time of great spiritual and intellectual life. It was at this time the learned men began to teach publicly in various branches of knowledge, especially divinity. All persons were freely welcomed to these lectures, and it was not only in theology that these schools were founded. The study of law revived and logical training became more scientific. Arab learning had quickened the intellectual life of Europe, and the modern languages had assumed grammatical and literary shape. Universities were established, of which the oldest was probably that of Paris, the most famous, the most frequented, and perhaps the most influential. Important schools had been established at Paris prior to the 12th century, but these had decayed, and in the beginning of the century the Faculty of arts and philosophy was founded, theology, law, and medicine being added later. The learning of the time consisted of two studies—the trivium and the quadrivium, the former comprising grammar, logic, and rhetoric, the latter arithmetic, geometry, astronomy, and music. The students were drawn from all nationalities and were divided into four "nations"—French, Picard, Norman, and English or German. The University was recognised on all hands, and was granted large privileges both by the Monarch and by the Pope. The history of the University of Paris contained the records of many quarrels between the University and the citizens of Paris. The former seemed to have been grasping and avaricious and inclined to overcharge the students, while the latter were not addicted to study alone, but were in numerous cases a rowdy, drunken, and fighting set. The University had original jurisdiction over its own students, and was so highly distinguished by the Royal honor that it was styled the "second-born daughter of the King." Little care was paid to the buildings of the University. The lectures were often obliged to hold their lectures in the houses of religious orders or in their private homes, and in some cases in most unsuitable and degraded places. To secure better homes and discipline, such as the Sorbonne, the colleges of Navarre, Harcourt, and Beze, and the Collegium Trilingue. The lecturer then traced the initiation and progress of the University of Bologna, which in the fourteenth century had about 15,000 to 18,000 students, and which had several professors, and of that of Salamanca, the first school of medicine. Any history of Oxford University was detained. A