

Literature and science divided between them the whole domain of knowledge. As a literary man he found the dissecting-room attractive, and that was an instance in which a literary man could learn much from science. He believed that the absolute certainty which which science pegged down what she had explored in human nature could not be over-rated, but science did not consider what the human heart was. Of theology he did not wish to say anything, but he did wish to say something of literature. In a poor democratic community like ours there was not much to say of literature, which would not gain a fortune for a man at the court, and he did not know what literature would do except gain perhaps a second-rate appointment as a second-rate school, unless the person was fortunate enough to be, like himself, a University professor. From a practical point of view literature enabled them to get their bread, although he was not sure about the butter. (Laughter.) But literature on the other hand gave them something far better than butter or jam even, as it did what even science could not do. Literature brought us into contact not only with our fellow-men, who were moving about us, but with the men who had lived and stirred the universe ages and ages back. What was the use of all the treasures of a Broken Hill without congenial associations with one's fellow-men and women, not only in this age but also in past ages? He wished first to deal with literature in general, then with English literature in particular, and still more particularly with English poetry, and then should there be time he would say something about the scientific aspect of the question, or what was called mental and moral philosophy. With regard to literature in general there should be no solution of continuity in literary history. The Greeks, for instance, were a people who did not care about any other affairs except their own, as like the modern Frenchmen they said—"We are the people, and those who do not know our language are not to be accounted anything else but barbarians." The importance of the Greeks from a literary point of view was that their linguistic development was coincident with their literary capabilities. Latin was very important, but entirely from a linguistic point of view, as it held the key to six or seven of the most important languages of the present day. Regarded, however, from a literary aspect Latin had hardly any importance, as with the exception of Terence he did not think there was a single original writer in that tongue. Latin was useful, because he found from his experience that it enabled him to deal with several of the modern languages with half the amount of trouble that he would have had if he had not known Latin. The Englishman was as far removed as possible from the Greeks and Romans. In one point certainly he resembled the Roman, as the grandeur of the Roman was his, but the glory of the Greek was not. The Englishman was a Goettinger, individual with the strong mark of the Puritan about him, who carried the Bible in one hand and opium in the other into Asia, but he was not a Greek. What the vandalism of the middle ages, what the Moors who were converted, and what the Christians did at Alexandria, and what Australians was trying to do with their fearful Philistinism, would never displace Greek from its position of queen of Hellenic literature, as the Greek tongue would hold that position for ever. If those who had spare time—and he spoke especially to the ladies—would give their attention to the study of Greek they would find the work involved would give its own recompense. He would ask them not to take merely a provincial view of literature, and if they read only English literature they became unworldly in their view of literature. One could not count on the fingers those who had read Dante in the original. Next to Homer and Milton, they could not find a superior to Dante, Shakespeare and Goethe being of course inimitable; while to those who had not read "Don Quixote" in the Spanish, he would say they knew nothing about it. With regard to English literature, the first great author was Chaucer, but when they heard Chaucer referred to as "the well of English undefiled," it was rather iniquitous when they reflected that that author's sympathies were entirely French, although his poetry was written in a tongue that could be understood by the people. From Chaucer's time to the time of Elizabeth in English literature he did not think there were no very remarkable names, but when they came to the time of Elizabeth a tremendous array of names appeared before them. Although in the hands of Henry VIII, the Reformation only served his political and lustful purposes, still as a moral force it meant much in subsequent years. He did not think that Elizabeth was the Maconnes of her reign, as she cut down her enemies as low as possible, but still it was a great age and she was a great woman. The great points of the literature of that period was its dramatic form, and the reason of that was that men of those days not only thought and reflected but were besides men of action. The dreadful sickness at the end of that century had fallen on the present age, and they really did not know in fact where they were or where they were going. It even seemed to him to be utterly a failure as an artist, as if he had been a great artist he would have given us an Orsello or a Lauder, but he had not, and he did not believe anyone else would either. The great point he wished to emphasize was in connection with English lyrical poetry. Lyrical poetry was the poetry which sang its music on the chords of the human

heart, but they should not think they had exhausted all the subjects of lyrical poetry when they mentioned love and patriotism, as they would find that lyrical poetry and science went almost hand in hand. He would urge the importance of encouraging the study of literature in the University, as he was sure nothing besides literature except religion would give them consolation in the jarring conflicts of their age. They could not have anything better than lyrical poetry, which showed them how men and women had felt and acted in past ages. He would urge them not to come to the University merely to read books, but to try and understand them and to make friends who would last through life, and when they left the University they would teach them that the great wisdom of life lay not in knowledge merely, but in a careful distillation of all they had read and learnt. (Cheers.)

The CHANCELLOR said on behalf of the University and all those present he had to tender their thanks to Professor Boulger for the very suggestive, stimulating, and persuasive oration to which they had listened spell-bound. Professor Boulger had set before them the treasures of a well-stored mind.

The CHANCELLOR then declared the communication closed.

✓ Register 20/1/94.

✓ THE UNIVERSITY OF ADELAIDE.—The Chancellor of the University, His Excellency the Lieutenant-Governor, has received a letter from the Registrar of the General Council of Medical Education of the United Kingdom, informing him that the Council has resolved to recognize the medical degree of the University of Adelaide, viz., Doctor of Medicine, Bachelor of Medicine, and Bachelor of Surgery and Master of Surgery.

The Register.

ADELAIDE: THURSDAY, JAN. 25, 1894.

A FRESH ISSUE OF EDUCATION REGULATIONS.

The discovery that higher fees must now be paid for pupils in the fifth classes at the State schools would appear to have come as a surprise to many of the parents. It is not every one who is able to watch closely the proceedings in Parliament and to note every resolution which may have a possible bearing on his own interests; and accordingly the decision of the Assembly that all fifth classes throughout the colony must be self-supporting has been to a very large extent overlooked by the public. Some pupils attended as usual on Monday, but on informing their parents that the fees in future would be so high they were promptly taken away from school altogether. One cannot help regretting that promising boys and girls should have their educational careers cut short so summarily. But times are bad, and it is not surprising that some parents cannot afford to pay high school fees at present. The policy of the State in South Australia has hitherto been to offer every encouragement to parents to give their children the best possible chance up to the ages of say fourteen or fifteen, for this is the time at which the most rapid progress towards habits of thinking can be made. If a parent by keeping his son at school shows his willingness to forego any earnings that he might bring in if put to work at the earliest possible age it has generally been thought to be good policy for the Government to encourage such sacrifice by a little extra outlay on the higher branches at the schools. Expenditure of this kind extends over a wider area of usefulness than the money spent even on such admirable institutions as the University, the School of Mines, and the Agricultural